



How do we monitor and support SEN students' progress?

- **Pupil Passports.** All SEND students have a bespoke pupil passport which evolves with them throughout their school journey. The passport provides all teachers with relevant data and information about each student. Most importantly it informs teachers what are the student's strengths, barriers to learning and suggested teaching strategies to support them.
- **SEND tracking.** The SEND department complete a range of testing and screening for all SEND students in Year 7 and 8 to identify areas of challenge. It includes SATS and CATs data, reading/spelling test data, Lucid test data, SLL test data, Phonic test data, plus a record of all interventions that students have completed including -SEMH support through ELSA/Counselling/Anger Management etc. (whilst this supports students with SEMH, it is also provided for Non-SEND students too).
- **SEN tutor overview reviews.** Tutors meet and review whole school progress for all SEND students in their tutor group twice a year and record strengths, areas for development and targets for improvement. This 1-2-1 review ensures that students understand how to progress, as well as ensuring tutors maintain a strong overview of their tutees progress. Issues arising are then passed to the SEND team to provide further support as necessary.
- **SEN target setting reviews.** All SEND students in the college are allocated a member of the SEND team who complete a twice annual review with the student to set smart targets based on their needs. The review incorporates academic data, attendance and behaviour data, as well as any interventions completed. Targets are set which facilitate whole school progress and student development. These targets are reported to parents and tutors.
- **IN class support.** Some SEND students require in-class support. The highly dedicated and well trained SEND team focus on; helping students scaffold their work, helping them to develop independence, encouraging resilience and praising small steps of progress. TAs and HLTAs all have a subject area of specialism and support SEND students that have lessons in these specific subjects.
- Some students are provided with some additional resources to help them access learning, which includes; laptops/iPads, coloured overlays and

coloured books, scaffolded worksheets or adapted worksheets, sand timers and dual-coded resources (words and pictures).

- All faculties also have Faculty Toolkits, which contain strategies to help all students, but especially SEND students with their learning, including tools to; plan and structure their work, order their thinking, help put ideas into text/diagrams, tips to promote success and review/reflection tools to help self-assess or critique completed work.

Interventions/Provisions

There are a number of 1-2-1 and small group interventions or provisions that the college provide to help students develop an area of need. These provisions are recorded next to their pupil passport to provide a comprehensive picture of the students' needs and support in college. New interventions and provisions are being developed all the time but currently we offer:

- **Phonics testing** – to ascertain underlying de-coding and blending issues with words that may create an inability to access the wider curriculum.
- **Phonics intervention** – an intensive intervention to ensure students phonics understanding is up to an acceptable level.
- **Phonics comprehension** – develop a deeper understanding of words meanings and the context when they are used.
- **English support** – supporting small groups in the library following the curriculum at a more manageable pace. Small groups of 3-5 students on rotation to support understanding of English curriculum.
- **Doodle English** – a 4-week reading and spelling intervention programme, which helps students focus on specific areas of English they need to develop.
- **After school Literacy Club** – a half termly programme aimed to help students develop all elements of literacy.
- **Accelerate/Write** – a 4-week literacy intervention which supports students who have developed phonics to a suitable level but still require additional support to improve reading to an age-related level.
- **Cued Spelling** – an intervention focused specifically on grasping correct spelling of high frequency words and subject specific words.
- **Handwriting intervention** – 2 to 3-week programme developing control and fluency.

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- **Secondary Language Link** – a suite of language and communication workshops – 4 to 6-week programme. 3 staff are currently delivering different interventions from this package.
- **Doodle Maths** – a new maths functions intervention 4 to 6-week programme with home access to the package provided.
- **ELSA** – emotional literacy and social awareness 6-week programme.
- **Well-being Toolkits** – this is normally a follow-up intervention about the ELSA programme to reinforce and embed ‘self-help’ and coping techniques.
- **Understanding ASD** – a 1-2-1 programme which explores the spectrum of ASD and allows students with ASD to help understand themselves and the world they live in more easily.
- **Zones of Regulation** – a 5-week programme to help students explore emotional regulation, build self-awareness and resilience and help to manage their emotions/feelings more effectively.
- **Forest School** – a 6 to 8-week programme designed to support students with interaction and communication differences as well as sensory differences. This weekly intervention allows students to explore the natural wonders of our campus and learn social skills as well as hands-on skills.

Intervention	No of students
Phonics	15
English Support	12
Doodle English and or Afterschool literacy.	41
Acceleread/write	4
Cued Spelling	6
Handwriting	6
Secondary Language Link	28
Doodle Maths	24
ELSA	32
WB toolkits	10
Headway – Well-being course	22
Understanding ASD	4
ASD careers workshop	10
Zones of regulation	6
Forest school	52

As of May 2023 Total = 261 (31% of College)

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Projected number for 2022/23 = 288 (34% of College)

These figures don't include students that have been offered an intervention and have refused to attend (which involves 18 students)

GCSE results

A comparison with national data:

2019	2020	2021	2022
SEN E students (3) – P8 score -1.60	SEN E students (5) – P8 score -0.85	SEN E students (2) – P8 score +0.23	SEN E students (3) P8 Score – 0.20
SEN K students (12) – P8 score -0.81	SEN K students (12) P8 score -0.43	SEN K students (24) – P8 score -0.10	SEN K students (18) P8 Score – 0.14

SEND Register

Students with a Special Education Need or Disability form the college's SEND register. As a mainstream school we support students with a variety of needs and level of need. The data table below explains our SEND diversity:

SEND students on-roll	Total: 150 SEND K = 140 SEND E = 10
% SEND within college	18%
EHCP assessments pending	4
SEND students accessing alternative provision	5 students
Y7 SEND students + %	Total: 30 SEND K (29) SEND E (2) (19%)
Y8 SEND students	Total: 40 SEND K (36) SEND E (4) (23%)
Y9 SEND students	Total: 31 SEND K (30) SEND E (1) (19%)
Y10 SEND students	Total: 28 SEND K (27) SEND E (1) (18%)
Y11 SEND students	Total: 21 SEND K (19) SEND E (2) (14%)

Attendance (Sept 21 – July 2022) (SEND students only)

SEN			All	Year 7	Year 8	Year 9	Year 10	Year 11
Support	133	School	87.3%	87.7%	87.5%	90.1%	81.6%	88.5%
		FFT National	85.7%	89.0%	86.6%	84.8%	83.8%	83.3%
		Difference	+1.6% ●	-1.2% ●	+0.9%	+5.2% ●	-2.2% ●	+5.3% ●

Attendance of SEND students is overall above national currently as Henry Cort. However, some improvements need to be made with Y7 and Y8. Y10 attendance has impacted by a number of school refusers who now sit under Attendance Legal Panel. Significant efforts have been made to resolve the issues through intervention and a flexible approach to time-tables and learning.

May 2023

SEND			All	Year 7	Year 8	Year 9	Year 10	Year 11
Support	140	School	87.2%	91.8%	82.4%	84.9%	91.1%	87.1%
		FFT National	85.3%	88.8%	86.1%	84.5%	83.1%	82.9%
		Difference	+1.9% ●	+3.0% ●	-3.8% ●	+0.4%	+8.0% ●	+4.2% ●
EHCP	11	School	84.6%	100.0%	68.4%	100.0%	100.0%	
		FFT National	82.7%	86.3%	84.3%	81.9%	80.6%	79.1%
		Difference	+1.9% ●	+13.7% ●	-15.8% ●	+18.1% ●	+19.4% ●	

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