

## Statutory Annual Report to parents on the effectiveness of arrangements for SEN and Disability

At John Mason we strongly believe that all students, despite their barriers to learning, can achieve to their full potential if they are given appropriate tasks and strategies to manage challenges.

### Our aims and values:

John Mason values the abilities and achievements of all its pupils and is committed to providing, for each of them, the best possible environment for learning by:

- ensuring the identification of SEND as early as possible in students' school career
- monitoring progress
- working collaboratively with parents/carers and outside agencies
- involving students and parents in decision-making
- personalising learning for students
- promoting independence
- ensuring that the responsibility for SEND held by all staff and governors is carried out
- removing barriers to achievement and success

### Analysis of Progress of Pupils on the SEND Register:

*SEND register* – numbers continue to increase. We had 180 students on the register (September 2019, rising from 160 in academic year 2018-2019), with 13 students holders of an EHCP. Over the academic year, we secured four more EHCPs (one Year 7, two Year 8 and one Year 11 students).

#### *Progress of students with SEND-*

The learning gap between SEND pupils and non-SEND pupils at John Mason remains important and it has not shifted as much as we were expecting over the past couple of years.

### Year 11 GCSE results:

*Reminder: we evaluate students using the Progress 8 measure. Progress 8 aims to capture the progress a student makes from the end of primary school to the end of secondary school. It is a type of value added measure, which means that students' results are compared to the actual achievements of other students with the same prior attainment. It considers eight subjects that include English, Maths, EBacc subjects and other high value qualifications.*

*Progress 8 remains a new measure and we still do not have enough data to compare and analyse long-term trends.*

### SEN headlines – 3 yr trend

Measure	2018 (26 SEN=16%)		2019 (35 SEN=21%)		2020 (23 SEN=15%)		2020 without non attenders (18 SEN)	
	SEN value	SEN gap	SEN Value	SEN gap	SEN value	SEN gap	SEN value	SEN gap
Progress 8	-1.25	-1.29	-0.35	-0.36	-0.97	-1.06	-0.62	-0.78
% 4+ in <u>En</u> and <u>Ma</u>	15%	-61%	29%	-35%	17%	-62%	22%	-59%
% 5+ in <u>En</u> and <u>Ma</u>	4%	-47%	20%	-26%	13%	-45%	17%	-43%
% 5 standard passes <u>inc En/Ma</u>	8%	-59%	29%	-32%	13%	-64%	17%	-62%
% 5 strong passes <u>inc En/Ma</u>	4%	-42%	17%	27%	9%	-48%	11%	-47%
% entered for <u>Ebacc</u>	0%	-39%	17%	25%	9%	-36%	11%	-35%

Group	N	Prog 8 value	gap
SEN girls	12	-1.00	-1.35
SEN boys	11	-0.93	-0.74

- Progress gap closing over 3 years but still hovering at -0.93 (PP)& -1.05 (SEND)
- PP/SEND (both) is -1.48 -significantly low
- Sub-group sizes not statistically relevant – but PAM boys underachieving.

Attendance of students with SEND continues to have a significant negative impact on the general P8 measure trend. As a school, we are committed to find effective and innovative strategies to engage our more reluctant learners and ensure that they attend school, whether it is in the classroom, virtually or in an alternative location on site.

Due to Lockdown, there was not enough relevant data to comment on Key Stage 3 progress.

### **Our Interventions and External Agencies:**

After expanding our range of interventions over the past couple of years, we have been able to be more specific with what interventions have the biggest impact on our students. Although the “JMS Menu” may be not as extensive, we continue to offer a wide range of interventions that suit all our students’ learning, communication and emotional needs.

This year, specialist core teachers deliver Overlearning at KS4: one hour a fortnight of maths, English and science, leaving the last hour for revision techniques and homework.

Intervention	Students who may benefit	Frequency
<b>Pupil Profile</b>	All students on the SEND register	Every lesson
<b>Key Skills</b>	KS3 students with low level of literacy and numeracy (based on KS2 attainment)	4 times a fortnight
<b>FFT Programme</b>	Students with reading age below 9 years old Students with poor comprehension / inference skills	3 to 5 times a week, DEAR time
<b>ELCISS – Vocabulary Programme</b>	Students with low receptive and expressive language skills Students with poor spelling and vocabulary	2-4 times a week, DEAR time
<b>Reading Intervention</b>	Students with lack of reading fluency Students with low inference and comprehension levels	2-4 times a week, DEAR time
<b>Overlearning GCSE Option</b>	KS4 Students with general Cognition and Learning difficulties Students with processing / retaining and recalling issues Students with anxiety linked to academic demands	4 times a fortnight
<b>Mentoring</b>	EHCP holders Students with organisational issues Students with SEMH needs	1-4 times a week, DEAR time
<b>Homework Club (on hold)</b>	Any student with SEND	Every day after school
<b>Social skills sessions (group or individual)</b>	Students with ASC Students with SEMH needs who struggle in social situations	Once a week

<b>Blue Room (on hold)</b>	Students with ASC and SEMH needs who are self-aware and can recognise when they are getting overwhelmed.	When applicable
<b>Exit Card</b>	Students with anxiety and sensory processing issues (usually with ASC, ADHD or / and SEMH)	When applicable
<b>ELSA</b>	Students with significant SEMH needs	Once a week
<b>Resilience Programme</b>	KS3 students with low resilience towards learning	Once a week
<b>Gardening Club</b>	KS3 and KS4 students with SEMH needs and who need a breather	Friday DEAR time
<b>Feel Good Film Club</b>	All students with SEND who need to relax in a safe environment	Wednesday lunchtimes
<b>Art as Therapy</b>	Students with significant SEMH Students going through a trauma / bereavement Students with attachment disorder	Once a week
<b>Physiotherapy</b>	Students with medical needs who require daily physiotherapy	When applicable
<b>Pet as Therapy</b>	Students with SEMH (anxiety) who struggle to engage with learning	When applicable
<b>Outside Agencies</b>		
<b>On Course Programme</b>	4 week Programme led by Meadowbrook staff for students who are failing KS3 education – aims to build self-esteem and resilience	4 weeks
<b>Discovery Programme</b>	8 week Programme led by Meadowbrook staff for students who are failing KS3 education – aims to build self-esteem and resilience	8 weeks
<b>PCAMHS /CAMHS</b>	Requests for ASC / ADD / ADHD assessments. Students who suffer from significant SEMH (anxiety, depression...)	Tailored (outside agency)
<b>Communication and Interaction Services – 1:1 mentoring or group sessions</b>	Students with ASC who experience significant difficulties socially and emotionally	Once a week (outside agency)
<b>Autism Family Support</b>	Students with ASC who experience significant difficulties to regulate at home and whose behaviour impacts on family life	Tailored programme (outside agency)
<b>Educational Psychologist</b>	Students who are failing education because of significant SEND.	Tailored
<b>SALT (Speech and Language Therapist)</b>	Students with significant language difficulties (processing, expressive and receptive language, processing, etc...)	Tailored
<b>VI SENSS Services</b>	Students who are visually impaired	3 visits a year
<b>HI SENSS Services</b>	Students who have a hearing impairment	3 visits a year
<b>PD SENSS Services</b>	Students with a Physical Disability	3 visits a year
<b>NHS Children’s Therapy Team (Occupational Therapy &amp; Physiotherapy)</b>	support for students requiring occupational therapy and physiotherapy	3 visits a year
<b>Abingdon Bridge</b>	Students with SEMH- short term counselling / safe choices	Tailored
<b>Social Services</b>	Students with difficult family circumstances	When required
<b>Alternative Providers</b>		
<b>Abingdon and Witney College</b>	Students who struggle to engage with a traditional academic route	1 to 3 days a week
<b>Meadowbrook</b>	Students who struggle with education and who might be at risk of permanent exclusion	1 to 3 days a week

### **Pupil Profiles and Statutory Reviews:**

We are constantly looking at improving our practice and we feel that statutory reviews needed to be more purposeful, to maximise impact for our students. Because of lockdown, some reviews did not take place.

This year, the reviews will occur three times a year and the tutor, young person and parents / carers will decide on up to three targets together, to be reviewed after 3 months. The reviews can happen during a Parents' Evening, a phone conversation, a virtual meeting, a face-to-face meeting...

The reviews enabled parents to have an in depth conversation with their child's key worker (usually the tutor) and to review both the academic progress and the Pupil profile, and the barriers to learning of their child. The three targets (at the bottom of the Pupil profile), will give the student some responsibility in their learning.

### **Staff Training:**

The school employs a mixture of external and internal training to ensure that staff have the necessary skills to be able to support our SEND students

### **External Training**

- Local Authority sessions and SEN Co Partnership meetings to keep up to date with Code of Practice as well as the Annual Inclusion Conference.
- The SEN Co will finish the PAPAA (Postgraduate Award for Proficiency in Access Arrangements) by Christmas
- 2 Teaching Assistants have completed their course on trauma
- Hearing Impairment Team SENSS – they have provided virtual training as we have had one Year 11 student using new technology in class.

### **In house training**

Last academic year, a learning group was devoted to meta-cognition and differentiation. This year, sixteen teaching staff have opted for the Learning Group on inclusion led by Assistant Head Lucy Foster and SEN Co Astrid Fox-Orband.

We continue to stress on the importance of inclusive strategies and inclusive practice through regular briefings and bulletin entries.

### **Inclusion during Lockdown:**

The Inclusion Team welcome between 12 and 20 students every day from 23<sup>rd</sup> March onwards. The Team had a rota: three members of staff would be in every day and ensure the education and well-being of the most vulnerable learners. Students took up this new provision well and we had eight EHCP holders attending regularly.

Besides, Teaching Assistants had between six and eight key students to monitor (ie: making contact home, checking the well-being of the young person, the completion of work, etc...). Parents appreciated the regular communication and were able to share their concerns / worries during these difficult times.

The SEN Co and the Team adapted rapidly to the new ways of working and by July, all the statutory meetings and reviews had taken place.

Siobhan Mansell, Assistant SEN Co and Transition Lead successfully created new, innovative transition processes to ensure that vulnerable Year 6 experienced a smooth September start.

## **The Inclusion Unit**

The two Inclusion Zones have been very successful.

In our Quiet Zone, we have welcome several “school refusers” throughout the year and in time, two of them managed to go back to lessons. Many students, who may have stayed home in the past because of a bout of anxiety, now come to the Quiet Zone. They know they are safe and have the opportunity to express their concerns. Students also welcome the calm and peacefulness of the room.

Some of our school refusers have also benefited from online tuition from Academy21. One of our Year 11 students, thanks to this provision, passed both her Maths and English GCSEs despite not attending classes.

The Learning Zone has managed for many interventions and overlearning sessions to take place. The room is now fully equipped with an interactive whiteboard and 12 Chromebooks.

### **Priorities 2020-2021:**

- Interventions – ensure that they are all impact-assessed and reviewed on that basis, with only those producing a positive impact continuing. Any interventions not showing a positive impact are reviewed, and either dropped or changed to ensure they are worthwhile.
- Teaching and Learning - embedding inclusive practices in every classroom, every lesson.
- Literacy and Numeracy basic skills – preparing our Key Stage 3 students for the next stage
- SEND support structure at Key Stage 5

### **Footnote of acronyms used in document**

SEND – Special Educational Needs and Disabilities

EHCP – Educational Health and Care Plan

PP – Pupil Premium

FFT – Fischer Family Trust

ELCISS – Enhancing Language and Communication in Secondary Schools

ELSA – Emotional Literacy Support Assistants

SEMH – Social, Emotional, Mental Health

ASC – Autistic Spectrum

ADHD – Attention Deficit Hyperactivity Disorder

ADD – Attention Deficit Disorder

PCAMHHS/CAMHS – Child and Adolescent Mental Health Services