

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

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

- ensure the identification of SEND as early as possible in students' school career
- monitor progress
- work collaboratively with parents/carers and outside agencies
- involve students and parents in decision-making
- personalise learning for students
- promote independence
- ensure that the responsibility for SEND held by all staff and governors is carried out
- remove barriers to achievement and success

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 Headline measures with gaps vs non SEN – 3 year trend

Measure	2019 (35 SEN=21%)		2020 (23 SEN=15%)		2021 (30 SEN=19%)	
	SEN value	SEN Gap	SEN value	SEN Gap	SEN value	SEN Gap
Progress 8	-0.35	-0.36	-0.99	-1.08	-1.14	-1.49
Attainment 8	32.8	-17.0	27.1	-28.1	23.3	-33.1
% 4+ in En and Ma	29%	-35%	17%	-32%	23%	-61%
% 5+ in En and Ma	20%	-26%	13%	-45%	10%	-51%
% 5 standard passes inc En and Ma	29%	-32%	17%	-60%	23%	-58%
% 5 strong passes inc En and Ma	17%	-27%	9%	-48%	7%	-54%
% EBacc entry	17%	-25%	9%	-36%	7%	-41%
EBacc Avg points	2.70	-1.66	2.01	-2.81	1.82	-3.13

SEN Progress 8 by groups with gaps vs non SEN – 3 year trend

Measure	2019 (35 SEN=21%)			2020 (23 SEN=15%)			2021 (30 SEN=19%)		
	N in Group	SEN value	SEN Gap	N	SEN value	SEN Gap	N	SEN value	SEN Gap
Girls	20	-0.11	-0.34	12	-1.05	-1.40	9	-1.09	-1.41
Boys	15	-0.67	-0.36	11	-0.92	-0.74	21	-1.16	-1.53
PP	9	-1.77	-1.14	12	-1.48	-1.06	12	-1.60	-1.61
PAL	3	-0.22	0.12	10	-0.64	-1.13	13	-1.12	-1.82
PAM	16	-0.75	-0.74	9	-0.80	-0.67	12	-0.98	-1.27
PAH	4	0.85	0.79	4	-2.29	-2.52	4	-1.69	-2.07

The learning gap between SEN pupils and non-SEN pupils at John Mason remains important and progress to close it has not been as desired over recent years. We are committed to continue to analyse the reasons for this and make significant efforts to closing this gap over time. This is reflected in changes to the interventions that are offered by the school.

While we continue to offer a wide range of internal and external interventions aimed to meet student's needs we have reduced this offering for this coming academic year as we continue to commit to ensuring that interventions offered are research driven, evidence-based initiatives that will maximise students outcomes. In order to ensure we maximise resources we will continue to work closely with our peers across the SENCo network leveraging off the expertise and best practice we have access to. Where needs cannot be met internally we will endeavour to research and resource appropriate external provision when appropriate to do so.

For the coming academic year we have updated our pupil statutory review process to be in line with the latest research. Content focuses on student's learning, identifying barriers to their learning and ensuring strategies are highlighted to help remove these barriers. These reviews involve the key-worker and parents with the student involved at all stages.

Inclusion is the main priority for John Mason School. As such, training in SEN is a vital part in driving the necessary changes required to close the SEN gap. We utilise a combination of external and internal training to facilitate staff in supporting our SEN students. We continue to communicate regularly with staff via live briefings and weekly written updates through the Staff Bulletin. We feel it is important to allow staff time to reflect on their teaching which they do through regular Learning Groups.

All academic learning now takes place in mainstream classrooms. This practical change ensures that overlearning (a key stage 4 intervention primarily focused on core subjects) and key skills lessons (a key stage 3 intervention focused on basic numeracy and literacy) are treated by students and staff in the same way as mainstream lessons and are not viewed differently. The learning zone continues to be the base for non-academic interventions including Communication and Interaction, Draw and Talk, SOFEA mentoring, literacy and reading and provides space for pupils to de-stress and regulate emotions when needed.

Our commitment to our SEN student could never be firmer as we reshape our vision to ensure we are able to deliver a first-class education for all students within the school.