

## SEND termly report to governing board

**Term:** Summer 2022

### Responsible staff members

Role	Name of staff member
Author of report	Hayley Briggs
Principal	Lee Kilgour
SENCO	Hayley Briggs
DSL	John Connell
Deputy DSL	No Appointment
Nominated safeguarding governor	Currently no appointed safeguarding governor
Designated teacher	John Connell
Nominated LAC governor	Currently no LAC
Nominated SEND governor	Chris White

### Policies and procedures relating to SEND

Policies/procedures	In place? (Y/N)	Date of last review	Date of next review	Reviewed by
Special Education Needs and Disability (SEND) Policy	Y	3 <sup>rd</sup> March 2021	March 2022	Principal and the Governing Board
LAC Policy	Currently under construction. (No LAC)			
Admissions Policy	Y	2 <sup>nd</sup> December 2020	December 2021	Principal and the Governing Board
SEN Information Report	Y	September 2021	September 2022	H Briggs - SENCo
Local Offer	SUTC has access to North Yorkshire County Council Local Offer <a href="https://www.northyorks.gov.uk/send-local-offer">https://www.northyorks.gov.uk/send-local-offer</a> . The Local Authority is Collaborative, Accessible, Comprehensive and Up-to-date and we will share appropriate information relating to any child's needs and/or disabilities. The staff are committed that those four principles as set out in this paragraph are upheld.			

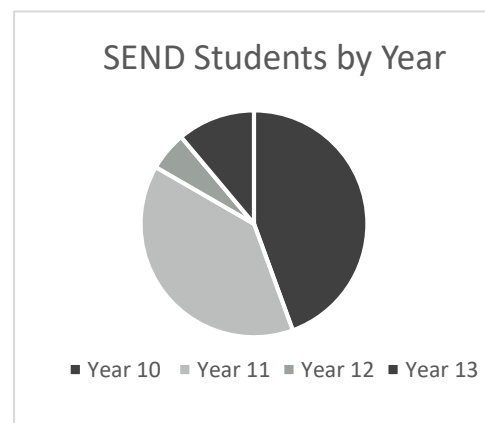
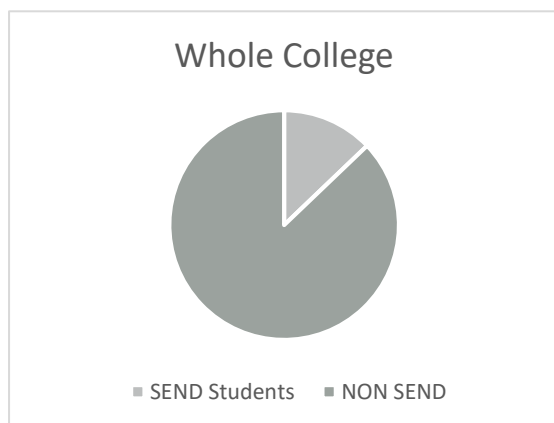
## SEND school profile

<b>Total percentage of pupils with SEND</b>	13.6%
<b>Total percentage of boys with SEND</b>	11% - whole cohort (15% of male cohort)
<b>Total percentage of girls with SEND</b>	2% - whole cohort (10% of female cohort)

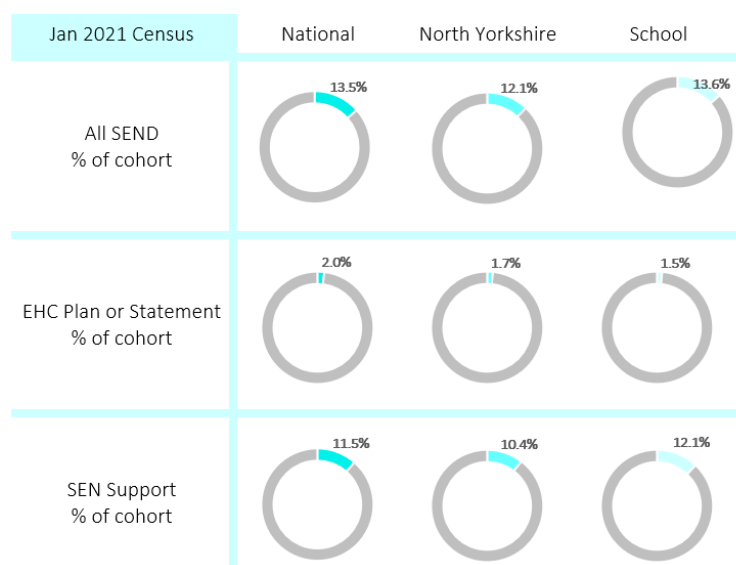
\*Please note that 2 female students are non- binary

## SEND register

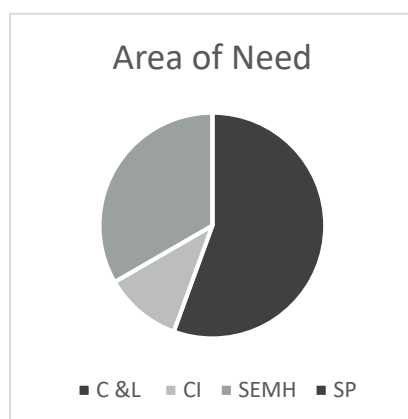
Year group	SEND support	EHC plan	SEMH	Cognition and Learning	Communication and Interaction	Sensory and Physical Needs
<b>Year 10</b>	6	2	4	2	1	0
<b>Year 11</b>	7	0	3	4	0	0
<b>Year 12</b>	1	0	0	1	0	0
<b>Year 13</b>	2	0	0	1	1	0



There have been some changes to the SEND register this year. If we look to compare to North Yorkshire and national average, we still roughly sit in line, however we are slightly above North Yorkshire as a whole.



### SEND Area of Need



The number of students with a higher SEMH need, has remained over the academic year. The support of students with SEMH needs is becoming increasingly higher need.

We had two year 11 students this academic year being signed off medically unfit by CAMHS. This including a reduced number of exams they have sat, being two higher ability students, this will no doubt impact our overall results.

We have applied and been granted a EHCP for a student in year 10 due to SEMH needs, this student is currently being medically tutored by East

Riding council and unlikely to change before the end of year 11.

### Specific high level of provision from last report: Update

Year 11 student – currently starting on process of using starting to use AV1 robot in lessons for them to access full class lessons without being present. **Use of AV1 robot did not engage student back into accessing education at UTC from home. Tuition with medical team at NYCC started w/c 22 March. Student was able to sit English, English Language, Maths, Science exams at home. Provision had been made on medical advice for student to be able to sit exams at home. Next destination for student is move out of area.**

Additionally, we also have another year 11 student on a reintegration timetable due to medical advice from CAMHS. Student is on reduced timetable focussing on Core subjects only. We are seeing a positive impact on attendance with said student, and time on school is steadily increasing compared to non-attendance at the end of Summer term last year. **Reintegration timetable was not successful, student's mental health was so badly affected by school that CAMHS signed off student as medically unfit to attend school and only able to access a reduced number of exams. Student only sat English Lit, English Lang and Maths. Next destination for student is move out of area.**

Year 10 student will be starting 1:1 tutoring with the East Riding Medical Tuition Service in January. **Student successfully is attending tuition at home through East Riding Council as CAMHS has medically signed student off as unfit to attend a college due to Anxiety needs. We worked with Mum to put through an EHCP successfully granted 5/5/2022. At meeting for EHCP it was agreed as part of the plan on educational**

psychologist advice that student would not look at attending a mainstream educational provider until 6<sup>th</sup> form at the earliest. Medical tuition will be agreed until then, however student will remain on UTC roll. Student will only sit English Language and Maths GCSE.

All KS4 students now have a termly support plan, which involved indenting provision for the term, as agreed by the student and the parents. Key information from this is shared with staff, in a planning document to support their planning in lessons.

### New Specific high level of provision

1 Year 10 student with an EHCP became a school refuser. We worked on many different strategies to engage back into education with NYCC however at present he is receiving 1:1 tuition using his element 3 funding at coast tuition. This is currently working, it is being reviewed every half term and we are working with NYCC on how this can be extended into year 11 to support access to sitting Maths and English GCSE.

We have submitted 3 referrals this term to the NYCC SEND hubs, one accessing the SEMH hub, who are working with the student on 6 week 1:1 intervention programme on building resilience. One referral to the Cognition and Learning hub, who have come and complete additional testing and assessments with year 10 student to identify additional areas of support and differentiation advice to enable the student to access learning. An additional referral to the Cognition and Learning team was rejected, however an informative meeting with the hub has enable next steps, suggested strategies and advice for re-referral if needed.

### **Attainment and progress**

#### Year 11

SEND Outcomes Basics - Year on Year Analysis

	Summer 2018	Summer 2019	Summer 2020 (TA)	Summer 2021 (TA)	Spring Pred 2022
Number of SEND Students	54 *Outlier significant numbers identified as SEND	3	6	5	7
Attainment 8	26.09	28.17	33	44.85	27.79
9-5 EM	7.4%	33% *significant increase but only 1 student	16.7% (1 student)	20% (1 Student)	0
9-4 EM	11.1%	33% *significant increase but only 1 student	50% (3 students)	80%	1
9-5 English	13%	33%	16.7%	40%	0
9-4 English	20.4%	66%	50%	80%	1
Av Prog Score	-1.401	-1.56	-0.58	-0.02	-1.95
9-5 Math's	13%	33%	16.7%	20%	14.3%
9-4 Math's	29.6%	33%	50%	80%	28.6%
Av Prog Score	-0.824	-1.74	-0.27	0.42	-1.03

Key points for consideration

Final spring predictions after the final PPEs of the year show a significant drop in attainment from previous years. However current data is affected by students not showing data for correct exams. If current predictions were to be accurate we would be showing similar place to attainment in 2019 when we last had external examinations. – However due to 2 students not attending and not completing all exams, the data had not been adjusted to show this reflection. Work is now being done between to SENCo and new Raising Attainment lead, to work on ensuring that at each data drop, the data showed is as accurate as possible to capture the full picture in order to have accurate and direct comparisons between different subgroups.

**Interventions -see attached reports at end.**

## Attendance

Year group	Absence percentage for pupils with SEND	Absence percentage for pupils without SEND	National average absence percentage for pupils with SEND	Persistent absence percentage for pupils with SEND	Persistent absence percentage for pupils without SEND
Year 10 and 11	Year 10 - 24.5 Year 11 – 31.3%	* whole school figures include SEND – brom com currently not able to separate out non-send  Year 10 – 17.7%  Year 18.3%	SEND Support 11.3% NTL  EHCP – 26.3% NTL	Year 10 – 54.5% Year 11- 77.8%	* whole school figures include SEND – brom com currently not able to separate out non-send  Year 10 44.4%  Year 72.5%

Attendance data is significantly affected by a few students in year 10 and year 11.

### Year 10

EHCP student currently school refuser. Now attending off site provision 3 times a week.

EHCP student currently medically unfit to attend, home tutored 3 times a week.

### Year 11

1 student on reduced timetable as advised by CAMHS

1 student currently not attending due to SEMH needs, working with NYCC medical education service and CAMHS to support an Educational Health Care Plan request and using AV1 robot to access lessons remotely.

## Behaviour

Year group	Fixed-term exclusion for pupils with SEND	Fixed-term for pupils without SEND	National average fixed-term exclusion percentage for pupils with SEND	Permanent exclusion percentage for pupils with SEND	Permanent exclusion percentage for pupils without SEND	National average permanent exclusion percentage for pupils with SEND
Year 10	0	0	Figures Suspended	0	0	Figures Suspended

			2017-18 11.5% NTL			0.32% NTL
Year 11	1 student – 1 incident	1 student – 1 incident	Figures Suspended  10.5% NTL	0	0	Figures Suspended

## Interventions

### End of Intervention Spring Term 2022

All students this term were placed on the Complete Maths Tutor, online programme. They had 3 x 30-minute sessions delivered with ratios of 1:1 or 1:2 every week. They were placed on a 10-week cycle to monitor the impact. The students were tested at the start and the end of the intervention to assess the impact.

### Rationale for using the Complete Maths Tutor Programme.

Working with Hannah Smith, Director of Mathematics we discussed the programmes we have used last term and the possible impact of this programme. The programmes start with an inbuilt diagnostic test which is able to identify the small steps the student has not embedded, which could be affect other mathematical areas. The programme then selects the skills and works through tutorials, practice questions and assessments to allow the students to embed the missing skill. After all these skills are completed the students are then encouraged to retake the diagnostic test in order to assess how the now embedded knowledge has now affected the mathematical ability. This cycle starts again with the next skill.

Year 10							
Student	No of sessions completed (Total possible 30)	PTM SAS Sept 21	PTM SAS April 22	Difference between Score	Complete Maths		Continue on programme?
					Start Level	End Level	
	23	85	102	17	5	6	Yes
	26	78	103	25	5	7	No – retest next cycle to check on progress. Move to literacy programme.
	28	89	99	10	4	6	Yes – is discussion with mum, but also add literacy.

Standard Age Score converts a pupil's raw score to a standardised score which takes into account the pupil's age in years and months and gives an indication of how the pupil is performing relative to a national sample of pupils of the same age. The average score is 100. A higher score is above average and a lower score is below average. The SAS is key to benchmarking and tracking progress and is the **fairest** way to compare performance of different pupils within a year group or across a year group.

When comparing SAS scores, a difference of less than 3 points is not usually seen as statistically significant.  
GL Assessments

	29	78	103	25	4	6	No – retest end of next cycle. Still on literacy intervention.
	26	87	108	21	6	8	Yes - possible move to 10U discussions with mum.
	27	79	100	21	3	9	Yes
	27	93	112	19	5	8	No
Year 11							
Student	No of sessions completed (Total possible 30)	PTM SAS Dec 21	PTM SAS April 22	Difference between Score	Complete Maths	Continue on programme?	
	27	86	109	13	GCSE Grade 4 Skills	No – due to exams	
	25	Not able to be tested due to away on CF residential			GCSE Grade 4 Skills	No – due to exams	
	28	99	110	11	GCSE Grade 4 Skills	No – due to exams	

### **Summary of Impact:**

Overall the students have made significant gains on their Standardised Scores. All students are now showing as moving in the age expectation range of ability. I would still raise concerns over the validity of the scores from year 10 taken in September, as discussed in last report and the significant gains made by the students in both interventions cycles, however using the year 11's as group and knowing that their data had significantly improved following the Autumn term intervention and has again significantly improved during this cycle, I feel it is valid data capture.

The cycle has worked well, with students having almost all the sessions within the cycle. Majority of staff are being supportive with allowing students and we are supporting some lessons on return to allow a smoother transition back into the classroom. However, we are becoming very aware that with only two groups on year 10 and the majority of students being in 10T, this is becoming a slight problem due to both innumeracy and literacy interventions needing to attain different students throughout the week.



As some students move on to another cycle of intervention, this will give us the opportunity to assess impact made on progress and validate the data from this cycle. However, a consideration point, is if this was to prove successful and we are able to move forward using this programme next academic year. We need to evaluate the financial impact of the intervention, as next academic year the costs of the programme do increase, and also assess how the intervention is run and impact of TA costs in delivering the intervention.

The students were able to complete this cycle with a 1:1 or 1:2 ratio, a question to be posed is why could they not be done in one large group to save cost, especially in light that programme contains tutorial video for students to be more independent. However, the needs of the students identified in the intervention group show have slower processing speeds and generally need additional time in exams. By having the TA at the intervention, they can work with the student to support additional processing needs and consolidating more than just a tutorial video. Providing more work examples if needed to work together to consolidate the learning.

### **On Going - Recommendations:**

- Flexibility needs to be built into the TA timetable to build in catch up sessions in a week, to ensure that students are able to meet 3 sessions consistently each week. – This is ongoing within the TA timetable; however, we do need to analyse the cost effectiveness of the intervention when able to assess the validating and long-term impact on progress of the intervention next term.
- Considerations on how to support the student entering back into the classroom and catching back up on the work missed through completing Numeracy Intervention – On going work, with how the TA is able to support the teacher/student and the TA being used effectively and is planned for (using EEF recommendations)
- Investigation – can we increase group sizes to allow for cheaper intervention costing
- Research into improving SAS – how can we track what is good progress. (Is there a comparable method to ratio gains in the literacy programme?)

### **Monitoring of students off programme**

Two student's completed maths intervention last cycle and were able to be retested this term to monitor the ongoing progress to assess if progress made last cycle of intervention had been maintained.

	PTM September	PTM December (End of intervention)	PTM April – retest for monitoring
	76	89	96
	83	94	108

It is clear from the data that the students have continued to make significant progress within class lessons and one student in particular does not need to be considered for further intervention at the present time.

### **End of Intervention Spring Term 2022**

#### **Thinking Reading**

4 Year 10 Students and 1 year 11 students completed the intervention cycle this term. We reduced the amount of year 11's from last term to avoid the impact on missing lessons, however felt that the one student left on would have significant benefits in continuing.

Students were allocated 3 x 30-minute sessions delivered 1:1 every week as recommended by the programme. They were placed on a 10-week cycle to monitor the impact.

Student	No of sessions completed (Total possible 30)	NGRT Reading at start	NGRT Reading at end	Difference between Score	Ratio Gains		Continue on programme?
Year 10							
	30	9 years 3 months	9 years 5 months	2 months	No progress	No progress	Referral to SEND Hub
	30	7 years 5 months	10 years 5 months	3 years	3.6	Substantial Impact	yes
	30	Sep-11 years 7 months	11 years 4 months	No progress	No progress	No progress	Referral to SEND Hub
		Dec - 5 years 7 months					
	30	10 years	13 years 5 months	3 years 5 months	4.1	Remarkable impact	Move to numeracy
Year 11							
	30	No end test completed – student disengaged from TR programme and using sessions to complete English exam skills.					

A ratio gain of 1.0 means that the child's skills are developing at a normal pace, **but they will not be catching up with their peers.** Brooks (2007) suggests that:

- Ratio gains of less than 1.4 are of 'doubtful educational significance',
- Between 1.4 and 2.0 of 'modest impact',
- Between 2.0 and 3.0 of 'useful impact',
- Between 3.0 and 4.0 of 'substantial impact' and
- Above 4.0 of 'remarkable impact' (Brooks. 2007, p. 289)

### Summary of Impact:

The two students who were able to complete the programme with no concerns have shown to have made excellent progress in line with previous data from intervention cycles we have completed.

Two students have made no progress, this falls in line with the progress over the curriculum. Further investigation is needed into the two students to analyse learning needs they have and how to support them as we move into year 11 next term. HBR is to complete referrals to the Cognition and Learning/SEMH SEND hub, to apply for additional support and advice on how to support these students and unpick if there is a deeper learning need that has not been established.

### Continued Recommendations:

- Flexibility needs to be built into the TA timetable to build in catch up sessions in a week, to ensure that students are able to meet 3 sessions consistently each week.
- Considerations on how to support the student entering back into the classroom and catching back up on the work missed through completing thinking reading.
- Time for timetabling between TA's to ensure where possible as few students are missing from a lesson as possible. (e.g. see this term with 10T and number of students need intervention Numeracy/Literacy – as we move into September and academic year this will change with needing to have 2 year groups to intervene and able to have less impact on one year group)

### **Monitoring of students off programme**

Three year 10 students complete the Thinking Reading intervention last cycle and were able to be retested this term to monitor the ongoing progress to assess if progress made last cycle of intervention had been maintained.

	NGRT September	NGRT December (End of intervention)	NGRT April – retest for monitoring
	8	15 years 10 months	13 years 8 months
	6 years 8 months	10 years 8 months	12 years 1 month
	11 years	15 years 10 months	