

Report to Governors: SEND

September 2022

SENDCo	SLT Link	SEND Link Governor
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SEND COHORT

SEND, LAC & PLAC PUPILS BY YEAR GROUP

	EHCP (E)	SEND Support(K)	SEND Monitoring (M)	Dyslexia (D)	LAC	PLAC
Year 7	3	25	7	0	1	3
Year 8	3	10	12	25	1	2
Year 9	2	14	29	30	1	3
Year 10	3	17	19	29	2	3
Year 11	2	15	17	51	2	3
Year 12	0	3	8	20	0	0
Year 13	2	3	8	24	1	0
Total	15	87	100	179	9	14
School %	0.8	4.4	5.0	9.0	0.5	0.7
National %	2.0	11.5				

LAC = looked after child, PLAC = previously looked after child

SEND, LAC & PLAC PUPILS BY GENDER

	EHCP (E)	SEND Support(K)	SEND Monitoring (M)	Dyslexia (D)	LAC	PLAC
Female	47%	41%	44%	48%	100%	57%
Male	53%	59%	56%	52%	0%	43%

SENDE / K WITH PP OR LAC

SEND + PP	SEND + LAC
20	2

SUMMARY BY NEED

Type of Need		Pupils	% of SEND pupils	% of all pupils
Communication and Interaction	Speech, Language and Communication Needs (SLCN)	9	2.45	0.45
	Autistic Spectrum Disorders (ASD) / Autism / ASC	41	11.14	2.05
Cognition and Learning	Moderate Learning Difficulty (MLD)	31	8.42	1.55
	Severe Learning Difficulty (SLD)	3	0.82	0.15
	Profound and Multiple Learning Difficulty (PMLD)	1	0.27	0.05
	Specific Learning Difficulty (SpLD)	17	4.61	0.85
	Dyslexia	190	51.63	9.52
Social, Emotional and Mental Health (SEMH)	ADHD / ADD	58	15.76	2.9
Sensory and / or Physical Needs	Visual Impairment (VI)	3	0.82	0.15
	Hearing Impairment (HI)	12	3.26	0.6
	Multi-Sensory Impairments (MSI)	3	0.82	0.15
	Physical Disability (PD)	7	1.9	0.35
Other		23	6.25	1.15

IDENTIFYING PUPILS WITH SEND

- Needs are identified at primary school level and the information is transferred to Rushcliffe via transition meetings and documentation.
- For pupils not identified at primary, strategies include:
 - reviews of progress data and behaviour data

- o information from CATs and other diagnostic tests
- o review of attendance
- o additional support accessed within school or outside agencies
- This review takes place termly using a full set of data or through weekly meetings with the Inclusion team
- In addition, staff are encouraged to flag up concerns and are provided with CPD on different SEND types. This includes the referral for potential dyslexia and information processing.
- Improved identification of PLAC students at primary to secondary transition is enabling better support for these pupils.
- The Learning Support team are currently in the process of moving from their existing provision map to a SAT common structure.
- Note that K (SEND support) students have a diagnosis and/or needs that mean their support is additional to or different from the rest of the cohort. M (SEND monitoring) students have been flagged to us but their needs can be met through quality first teaching and small adjustments from school. We are monitoring their progress to check their needs are being met.
- Work is ongoing with the new family SENDCo to ensure that the definitions of M and K pupils is shared and applied consistently and in line with the SEND Code of Practice across the family of schools.

ACHIEVEMENT OF SEND PUPILS – SUMMER 2022

KEY STAGE 4

Measure	SEND E / K			SEND M			SEND D		
	2022	2021 (TAG)	2019	2022	2021 (TAG)	2019	2022	2021 (TAG)	2019
Number of Pupils	12	9	14	18	17	5	40	33	29
Prior attainment (KS2)	5.00	4.82	4.88	4.68	4.79	4.53	5.12	4.97	5.01
% 4+ in English & Maths	100%	69%	50%	78%	71%	80%	86%	90%	100%
% 5+ in English & Maths	82%	39%	50%	61%	59%	40%	65%	82%	79%
Progress 8	+0.26 ¹	-1.44	+0.43	+0.22 ¹	+0.20	+0.26	+0.26 ¹	+0.87	+0.97

- The progress of pupils with SEND is below that of non-SEND. Progress is above national expectations for all pupils.
- 7 pupils made progress above expectation. 1 student did not have prior ks2 data but achieved 4 GCSE including grade 4 in maths and English. Pupils below target grades include 2 on alternative provision and 1 student with autism and type 1 diabetes.
- Of the 2 students on alternative provision, one of these students has successfully enrolled on a college course in September. The other student has made visits to college and expressed a preference on the courses he wishes to complete but resolving on-going safeguarding issues is currently the priority.
- The progress of pupils educated at Rushcliffe is positive with one only student with a significant negative residual due to poor attendance. She has also had support from Futures (external careers and destinations) and SEND faculty to ensure she had a valid post 16 pathways.
- 1 student is at risk of NEET and is currently working with Futures
- Of the students educated at Rushcliffe, 5 achieved above target (in some cases by nearly 2 grades). All have post 16 pathways and a number are looking at level 3 courses (5 pupils).

¹Progress 8 data from SISRA collaboration data; DfE data yet to be released.

KEY STAGE 5

Measure	SEND E / K			SEND M			SEND D		
	2022	2021 (TAG)	2019	2022	2021 (TAG)	2019	2022	2021 (TAG)	2019
Number of Pupils	3	2	2	5	5	3	16	19	10
Prior attainment (KS4)	8.43	7.33	6.45	7.40	6.65	6.61	6.42	6.89	6.46
Average points per entry	45.6	38.9	40.0	48.9	47.4	40.0	37.7	46.7	44.1
Average grade	A-	B=	B=	A=	A-	B=	B-	A-	B+
Value Added	-0.68	-0.30	+0.58	+0.12	+0.94	+0.31	+0.10	+0.58	+0.56

- EHCP (E) pupil (1 pupil) – Funding used to provide scribe and tutors. Student profoundly deaf. Grades below predictions.
- SEND support (K) pupils (2 pupils) – Both completed 4 A levels. Post cards and key worker check in. 1 of these pupils progressed onto Cambridge University
- All pupils in E and K progressed onto university of first choice.

ACHIEVEMENT OF SEND PUPILS – CURRENT COHORTS

YEAR 11 PREDICTIONS²

Measure	SEND E / K	SEND M	SEND D
Number of Pupils	16	16	50
Prior attainment (KS2)	4.47	4.47	4.68
% 4+ in English & Maths	31%	63%	82%
% 5+ in English & Maths	19%	38%	56%
Progress 8	-0.48	-0.03	-0.39

Actions

- K / E pupils below target require funding and bids need to be put into place ready for the next round of applications particularly those who have significant behaviour concerns.
- Ensure maths and English intervention includes pupils identified by SEND. Provide bespoke support after school for SEND pupils identified through data for M and K in English and Maths. Work with SPL to ensure revision sessions available for parents includes SEND students

- Review M list and consider whether pupils need to move to K
- Case study ARNA/PA and AP students.
- Key worker sessions to review exam grades with year 10 to start to unpick key issues re: student exam technique

YEAR 13 PREDICTIONS²

Measure	SEND E / K	SEND M	SEND D
Number of Pupils	4	8	23
Prior attainment (KS4)	7.12	6.27	6.62
Average points per entry	46.9	31.0	35.4
Average grade	A-	C-	B-
Value Added	+0.22	-0.68	-0.44

Actions

- Ensure all K and M pupils have been tested for exam access arrangements
- SEND link for M and K pupils to provide additional support in terms of revision skills

²Year 11 predictions based on year 10 assessment point 4 which followed the end of year 10 examinations. Year 13 predictions based on year 12 assessment point 4 which followed the end of year 12 examinations.

BEHAVIOUR & ATTENDANCE OF SEND PUPILS – CURRENT COHORTS

SUSPENSIONS

Group	Number	Proportion of cohort	% pupils with 1 or more fixed term exclusions		% pupils with more than 1 fixed term exclusion
			School	National average for sec. schools	School
All Pupils	1554	-	4.38%	4.93%	1.67%
No SEND	1195	76.9%	3.10%	3.98%	0.75%
SEND K	69	4.4%	10.14%	11.61%	5.80%
SEND E	11	0.7%	9.09%	12.07%	0.00%

Actions

- Key worker role to focus on behaviour for pupils with high levels or suspension or those whose behaviour suggests they are at risk.
- Career interview with intensive follow up to ensure pupils have pathway secured.
- Sharing behaviour data with all LSA to support key worker role to reduce suspensions/isolations and behaviour points in other year groups
- Reviewing behaviour data of pupils in M category to seek possible move to SEND support and contact with parents / family (possible wider diagnosis of SEND)

ATTENDANCE

Group	Number	Proportion of cohort	School absence	FFT national average absence	School persistent absence	FFT national average persistent absence
All Pupils	1528	-	8.1%	10.3%	19.5%	35.0%
No SEND	1241	81.2%	7.6%	9.4%	16.1%	Not available
SEND K	66	4.3%	16.0%	14.5%	43.9%	Not available
SEND E	9	0.6%	27.6%	16.9%	44.4%	Not available

Actions

- Evidence gathered around needs of key PA pupils.
- 5 pupils moved onto EHCP in September 2022. Pupils moving onto appropriate provision to support their needs. SENDCo will state in consultation that Rushcliffe Academy is not able to meet needs. Current system is delayed and pupils will continue to be on roll until spring 2023. Data for persistent absence is expected to improve as key pupils move on appropriate provision.
- SEND faculty improvement plan to focus on pupils whose attendance is between 80-90% through early identification (year 9 key priority based on data from 2021/22), using key worker role to challenge/encourage attendance, communication home and bespoke support for pupils to ensure attendance is maintained (e.g. LSU touch base for registration, break and lunchtime, walking pupils to lessons, providing support in lesson for brief period, communicating face to face with teachers on strategies).

SUMMARY OF FUNDING RECEIVED

HIGH LEVEL NEEDS (HLN) FUNDING 2021-22

Number of pupils								Funding
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total	
2	2	1	1	0	2	2	10	£62,664

ADDITIONAL FAMILY NEEDS (AFN) FUNDING 2021-22

Level	Number of pupils	Funding

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total	
High	2	3	2	2	2	0	0	11	£48,256
Medium	3	1	1	0	2	0	0	7	£14,820
Low	3	1	0	5	0	0	0	9	£7,740
Totals	8	5	3	7	4	0	0	27	£70,816