



Annual SEND Report to
Governors
2019/2020 Secondary

[#TransformingLives](#)

This report reflects academic year ending July 2020			
Name of Academy		Westbourne Academy	
SENCO		Maxine Abbott	
Date of Report		26.09.2020	
SEND Governor		Natasha Duehring	
SEND profile			
Total Number of pupils on SEND register			
SEND Support		Education, Health and Care Plans	
		% of academy population	
		SEND support EHCP	
128		29	
		13	
		3	
% boys and girls		SEND and Pupil Premium % of SEND cohort	
		SEND needs breakdown should be shared with Governors using needs analysis template	
Boys	Girls		
69%	31%	65= 41.4%	
(109)	(48)		
Identifying pupils with SEND			
We use the following data to look at identifying whether a student has SEND needs:			
<ul style="list-style-type: none"> • Key Stage Two results. • Information from the primary schools. • Information from external agencies. • Observations. • Parental or student concern. • Concern raised by a teacher. • Referrals from the pastoral team. • Results from the CATS test which is taken by all Year 7 pupils. • Friendship or behavioural issues. 			
As the students progress from Year 7 to Year 11, any new SEND that is identified will be assessed by the SENCO who will seek outside agency and/or Local Authority support when necessary.			
We have a comprehensive transition programme in place from Year Six to Year Seven. The SENCO meets with all of the SENCOS at the primary schools to discuss each individual students' needs and ensure that appropriate support is implemented when students start in Year Seven.			
This academic year, we were unable to run our successful Transition TAs programme but instead we had comprehensive meetings with the feeder primaries where we were able to gain the information in order to ensure that we put the best support in for students. Likewise, the SENCO and the Senior HLTA also made phone calls to all incoming Year Six			

students and their parents so that we could support them through a very different transition process.

All of Year Six parents were invited to a socially distanced afternoon tea where they could meet with the key staff and the SEND team if they had any concerns or worries about starting secondary school. We had approximately 50 students and their families attend.

Our teachers closely monitor the progress made by all pupils and ask advice from the SENCO as soon as they have any concerns about any pupil. Concerns may be raised by a pupil's teacher – for example, low self-esteem could be affecting performance and indicate an underlying need. We use the SEN Toolkit from GL Assessment to assess students' needs. On SIMS, we have a marksheet where there are strategies for individual students and this is accessible by teachers. Additionally, there is also an intervention column where staff can also write down classroom interventions which have worked for individual students. This intervention column is a live document and is regularly updated by teaching staff and accessible to all staff across the academy.

In terms of mid year transfers, we liaise carefully with the SENCOs from the previous schools and implement strategies to support these students.

The SENCO works closely with the EAL coordinator in terms of identifying EAL students who might be SEND. EAL and SEN are completely different needs and through assessments and collaborative working, we can identify those students who are both EAL and SEN and plan appropriate support.

The register is reviewed on a half termly basis.

Progress made by pupils with SEND

Year Eleven

Due to the Covid 19 pandemic, students have not sat any actual GCSE examinations and have received Centre Assessed Grades. We have had some Year Eleven students who have been dual registered with local PRUs since Year Ten. These students came to the academy with high KS2 data but due to ongoing issues with Mental Health and school attendance, they have been unable to achieve the grades which they are capable of achieving. Likewise, we had another student who was awarded an EHCP towards the end of Year Eleven due to medical issues. This student was not on the SEN register at all and was top sets for everything. However, she has had a major medical incident at the start of Year Eleven, which resulted in her being hospitalised for a substantial period of time.

Achievement – Year 11

	All SEND	Non SEND	SEND support	SEND EHCP	SEND and PP	Non SEND and PP
Cohort size						
Progress 8						

Attainment 8						
Progress 8 English element						
Progress 8 Maths element						
% Basics Level 4						
% Basics level 5						

Effectiveness of targeted interventions

As an academy, we run a variety of different interventions to support our students. All interventions are tracked and have clear entry and exit criteria:

- **Dyslexia 1:1.** This intervention is for students with a diagnosis of dyslexia who would benefit from extra support. The programme is tailored to individual students' needs. Prior to lockdown, students were making on average nine months progress with their reading ages.
- **Catch Up Literacy.** Catch Up Literacy is an intervention aimed at students with a reading age two/three years behind their chronological age. Students are withdrawn for 1:1 fifteen minute slots and work on a bespoke programme for their needs. On average, students made eleven months progress up until lockdown.
- **Catch Up Numeracy.** Students are selected for this based on their numeracy needs. Students are tested using the Sandwell Numeracy Test at the start of the programme to generate a numeracy age. Students are then retested at the end of the programme. Prior to lockdown, students on the programme made an average of thirteen months progress.
- **Fresh Start Phonics.** From September 2019, we implemented Fresh Start Phonics with the two set four groups in English. This intervention was aimed at students who were not at age related expectations at the end of KS2. In total, we had over fifty students on the programme. There were also additions due to new starters or new EAL arrivals. Students were assessed at regular intervals during the programme to ascertain progress. Prior to lockdown, 73% of students were accessing mainstream English lessons and had made excellent progress with their phonics.
- **Nurture Group.** This is for students who need extra support in terms of the transition for secondary school. 95% of students had a successful transition to secondary school.
- **Nurture 1:1.** Students have 1:1 sessions with our dedicated Nurture TAs where they can discuss issues etc. There are individual case studies which show the impact of how Nurture 1:1 has helped students with their attendance and engagement in school.
- **Ecotherapy** Gandalf's Garden is our gardening intervention which has become extremely popular in the academy. Students have been learning about the environment and planting different crops. This was run for two selected groups in Year Seven and Eight. Both groups contained students who were vulnerable in terms

of attendance and engagement in school. 95% of students thrived within school and had attendance close to national.

- **Breakfast Club.** Prior to lockdown, we still ran the breakfast club which was supporting sixty to seventy students per day.
- **Thrive.** We have implemented 'Thrive' within the academy for students who need SEMH support. Students are profiled on an online system which generates a percentage of how they are against different standards. Students follow a programme relevant to their needs and are reprofiled regularly to assess how they are making progress. Several students have seen percentage increases of over 30% for their chosen elements.
- **Gym Trail.** New for 2019/2020, we launched Gym Trail for a Year Seven group. Gym Trail is a programme which focuses on both fine and gross motor skills but is also promoting skills such as problem solving and team building. We selected two groups of Year Seven who became more confident within school as evidenced by teacher feedback but this intervention also had impact on other elements such as attendance.
- **Boys Mentoring.** New for 2019/2020, we started an assertive boys' mentoring programme which we trialled. Before lockdown, we had impressive results with this programme in terms of CLASH data and also in terms of behavioural issues.
- **CISS Girls Group.** Our CISS teacher planned and resourced an intervention aimed at Year Seven girls who were struggling with engagement at high school and who struggled with the transition process. This intervention was successful as it supported the identified students to settle in the academy. CLASH data for the students was positive.
- **Parental Maths Workshops.** Our Senior HLTA devised and ran workshops for parents on how to support their child with Maths. She regularly had between eight and ten parents attend with their children. Parents enjoyed the sessions and the Senior HLTA received positive feedback via email.

During lockdown

- **Safe and well calls.** Teaching Assistants were heavily involved in the safe and well calls which involved speaking to both families and students from their tutor groups on a weekly basis. This helped with parental engagement in the academy.
- **EHCP calls.** Teaching Assistants had nominated students to call either on a weekly basis or three times a week. The Teaching Assistants supported families with home learning and also supported parents. Indeed, some parents asked if the phone calls could continue during holidays.
- **EHCP Provision.** We delivered EHCP provision on site. All KS3 students were offered the opportunity to attend and we had 55% of EHCP student attend. Students had sessions delivered in English, Maths, Nurture and Wellbeing as well as Project based work and GCSE preparation work for Year Nine students.
- **ASD Mentoring programme.** Our ASD advocate offered mentoring sessions for ASD students online or via the phone and also spoke to parents regularly by offering them strategies and advice.
- **Online Thrive sessions.** Online Thrive sessions were offered for students who were struggling considerably with the whole process of lockdown.

- **Year Six Phone calls.** The Senior HLTA and the SENCO contacted all Year Six SEND students and their families to chat through starting high school and any issues or concerns. This enabled us to plan effectively for the new Year Sevens.
- **Socially distanced picnic.** We hosted a socially distanced picnic for Year Six students and their families which was attended by the majority of the TA team. The event was extremely successful and parents were extremely complimentary about the afternoon and having the opportunity to speak to staff and feel reassured.

Wider Outcomes effectiveness for this cohort

Attendance and exclusions

Overall attendance %		% of pupils PA		% and number of SEND pupils FTE or PEx	
SEND	Non SEND	SEND	Non SEND	SEND	Non SEND

Ongoing professional development on SEND for staff in the last 12 months and any issues relating to time and resources to enable the SENCO to carry out their duties.

- Development days for **Fresh Start Phonics**.
- Ongoing training sessions for **Thrive** Practitioner.
- **Restorative Justice Training** for selected staff.
- **Speech and Language training** for Teaching Assistants.
- **EAL training** on how best to support EAL learners.
- Whole school training on **boys' achievement**.
- **Shadowing opportunities** with external agencies within school.
- **Introduction to Adverse Childhood Experiences and Trauma**.
- ATT '**Boys Don't Try**'.
- Supporting children with **loss and bereavement**.
- **EAL and Language Awareness**.
- Maximising the Practice of Teaching Assistants.
- Break the cycle of **self harm**.
- Recognising **Young Minds**
- Supporting **Autistic children** on returning to school.
- Study Skills.
- Teaching Mathematics.
- **Inclusion Mindset**.
- **Supporting Mathematics Learning**.
- Supporting behaviour.
- ATT '**Bill Rogers**' course.

- ATT '**Visualisation in Maths**'.
- Courses offered by **Creative Education**.

This academic year, we also trialled a project where we empowered TAs as action researchers. This involved TAs being given an area to develop or research, for example, assessing the impact of the Gym Trail Intervention, writing a case study on the impact of mentoring, case studies showing the impact of 'Thrive', analysing the impact of Ecotherapy etc. All TAs have written something for the 'Teaching and Learning' Journal. This is an approach which we will be continuing with next year.

Other initiatives in the last 12 months to improve the quality of SEND provision leading to improved outcomes including any external specialist support services that work with the school and the impact they have.

- **SENCO Network Meetings.** We host half termly SENCO Network meetings to share best practice. The network group is constantly expanding.
- **CISS.** CISS support us with students in terms of ASD, school refusing and behaviour.
- **Achievement Clinics.**
- **Suffolk Parent Carer network.** They have worked with us in hosting coffee mornings and also attended parents' evenings.
- **SENDIASS.** SENDIASS have met with us to discuss how to support EAL parents with SEND, especially Roma. Our work has also been highlighted by SENDIASS as good practice and is on their website.
- **Acorn Psychology Service.**
- **SWERL.** Through the SWERL project, we have built relationships with external facilitators.
- **Suffolk Educational Psychology Service.** We have built links with the team and have been involved in projects which they are offering. Our resources have also been uploaded to their website.
- **Liaison with Headteacher for Specialist Education in Suffolk.** Headteacher visits regularly and asks for our opinion and advice on different aspects e.g the graduated approach.
- **IOA.** Our work on transition has been highlighted as an example of good practice on the IOA website.
- **IOA/SWERL** – We had press coverage related to the launch of our SWERL room.
- **Raedwald Trust** – We are continuing with our on going work with the Raedwald Trust to share best practice.
- **KS4 Mentoring** programme for SEND students.
- **Travel Training** via Suffolk County Council.
- Liaison with **Post 16 providers** regarding transition. Last academic year, we had no NEETS.
- **Oasis** is seen as an example of best practice within the LEA and has also been recommended by the Raedwald Trust to other mainstream schools which wish to set up their own provision. This has also been seen as an example of best practice by Suffolk County Council.

- **Speech and Language therapists** have been in to work with selected students and have supported the upskilling of TAs delivering the speech and language interventions for identified students.
- **Physiotherapists** from Ipswich Hospital have advised TAs on how to support the physio programme for identified staff.
- SENCO has been involved in the **High Tariff Needs Funding** moderation at county.
- **ASD Mentoring Programme** run in house by our ASD Advocate.
- **Dyslexia Outreach Team.**
- **Ecotherapy TA** has been approached by other organisations to share best practice.
- **MBUTA project.** Westbourne are leading the MBUTA project within Ipswich.
- SENCO is on the **Speech and Language group** at Suffolk County Council and has been involved in hosting meetings and contributing to the development of Speech and Language across Suffolk. Westbourne are the only secondary school involved. SENCO can contact the lead for Speech and Language if needed.
- SENCO is also on the **Neurodevelopmental Pathway group** at Suffolk County Council. Westbourne are the only secondary school involved.
- SENCO and HLTA have presented at the **SENCO forums** across Suffolk.
- **SEND YPN.** Westbourne were one of the only schools involved in this project which involved representatives from county coming to work with a group of our students, similar to a student council. Students enjoyed having this opportunity to express their views and we will be continuing with this next academic year.
- **IOA 'The Ipswich Pitch' Project.** A group of SEND students wrote a proposal to pitch for money in Ipswich for a project involving mental health and primary school workshops. They were shortlisted and had to go to the University of Suffolk to present their pitch to a panel. They were successful and secured funding of £2000.

Outline how the specific targets, objectives and learning needs of SEND pupils will be addressed through quality first teaching and how this will be reflected in your curriculum intent.

In terms of quality first teaching, we have devised intranet pages for SEND which can be accessed via the 'Achievement and Progress' Link on the Intranet. The area is divided into the four areas of need and contains a wealth of information about different needs e.g dyslexia and 'tip' sheets which contain strategies for staff to use within lessons. The SENCO provides drop in sessions for staff and also delivers training to new staff within the academy.

Westbourne Academy follows the guidelines within the SEND Code of Practice (2014) where all teachers are teachers of SEND. All teachers have the highest possible expectations for all students in their classes. The Code of Practice (2014) states that 'high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.' Teachers are aware of students' individual targets and adapt their teaching to ensure that all pupils make progress. SENCO conducts learning walks to see examples of best practice.

Differentiation is key and staff have had training on differentiation. Within lessons, the following forms of differentiation may be used:

- Use of ICT.
- Teaching Assistants providing small group work within a lesson.
- Visual stimulus.
- Word banks.
- Task sheets.
- Mind maps.
- Writing frames.
- Cloze exercises.
- Different ways of recording information e.g. using graphic organisers.

The HLTA has provided virtual training for teachers on effective deployment of TAs and also provided training for Teaching Assistants on how to effectively support in the classroom. The HLTA is a licenced trainer for the MBUTA programme.

Outline of objectives for 2020-21

1. Support the establishment of the Inclusion Room.
2. Work with the Educational Psychology Team to look at supporting boys.
3. Focused learning walks looking at SEN and deployment of TAs.
4. Continued work on speech and language and the link with behaviour.

Other interventions

1. Establishment of Suffolk TA Hub and ASD Hub with Westbourne leading.

Linked documents	Link on website
Local Offer (Local Authority)	
Academy Information Report/Academy's Offer	
Accessibility Plan	
Needs Analysis	Appendix A to this report

Appendix A

Academy Needs Analysis:				
Type of Need		No. of Pupils	% of SEND pupils	% of all pupils
Communication and Interaction	Speech, Language and Communication Needs (SLCN)	23	15%	
	Autistic Spectrum Disorders (ASD)	22	14%	
Cognition and Learning	Moderate Learning Difficulty (MLD)	46	29%	
	Severe Learning Difficulty (SLD)	2	1%	
	Profound and Multiple Learning Difficulty (PMLD)			
	Specific Learning Difficulty (SpLD)	20	13%	
Social, Emotional and Mental Health (SEMH)		34	22%	
Sensory and/or Physical Needs	Visual Impairment (VI)	1	0.5%	
	Hearing Impairment (HI)	5	3%	
	Multi-Sensory Impairments (MSI)	0	0	
	Physical Disability (PD)	4	2.5%	