

Annual SEN Report 2022-2023

Evaluating the Effectiveness of Provision for Students with SEND at Callerton Academy

This report should be read in conjunction with the SEN Information Report, SEND Policy and Accessibility Plan.

All percentages rounded to nearest 0.1%.

Context:

Number of students on roll: 241

Number of students on SEN Register (% of whole school population): 30 (12.5%)

Year 7: 16/120

Year 8: 14/121

Percentage of total school population with SEN:

Number of children at SEN Support (%): 26 (10.9 %)

Number of children with EHC Plans (%): 4 (1.7%)

Breakdown of Need:

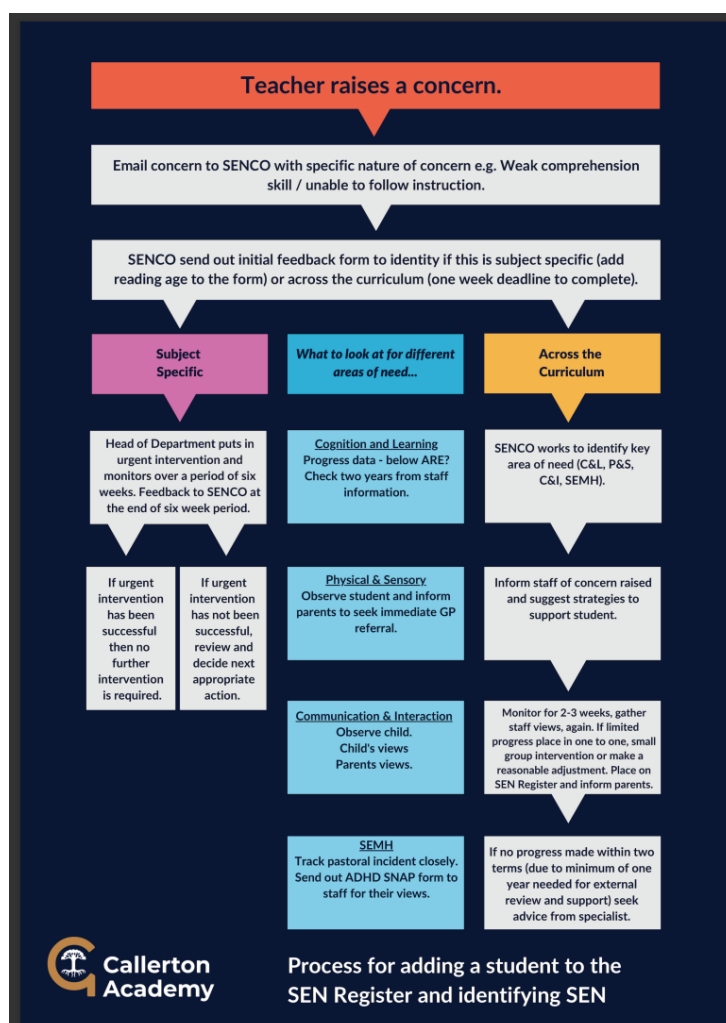
Whole school, SEN Population:

	Cognition and Learning	Communication and Interaction	SEMH	Physical and Sensory
Year 7	5	3	7	1
Year 8	7	0	6	1
Total for whole school	12	3	13	2

EHC Plans

	Cognition and Learning	Communication and Interaction	SEMH	Physical and Sensory
Year 7	0	2	0	0
Year 8	1	0	1	0
Total for whole cohort	1	2	1	0

How the school identifies students with SEND:



Diagnosis is not necessary for the school to provide support to a student. Support is provided based on need, not on diagnosis.

If pupils have a SEN, which is initially labelled around the four areas of need (Cognition and Learning; Communication and Interaction; Social, Emotional and Mental Health and Physical and Sensory Needs) and are receiving support additional to or different from their peers, they are placed on the school's SEN Register and the termly assess, plan, do and review cycle is implemented.

Data:

Academic Year 2022-23

Year 7, End of Year, Teacher Assessment:

	SEN cohort (16)		Non SEN cohort (104)	
	% meeting target grade	% not meeting target grade	% meeting target grade	% not meeting target grade
Maths	50% (2)	50%	81.63% (3)	16.33%
English	50% (1)	50%	43.30% (3)	56.70%
Science	76.92%	23.08%	67.30% (2)	32.65%

Year 8, End of Year, Teacher Assessment:

	SEN cohort (14)		Non SEN cohort (107)	
	% meeting target grade	% not meeting target grade	% meeting target grade	% not meeting target grade
Maths	33.33% (1)	66.67%	78.26% (12)	21.74%
English	50% (1)	50%	36.96% (12)	63.04%
Science	83.33% (1)	16.67%	93.48% (12)	6.52%

Numbers in brackets represent number of students who did not have a target and who are therefore not included in the percentages.

Please note:

The sample size of the SEN cohort (30 students), in comparison to the non-SEN cohort (211), means that one SEN child is worth a larger percentage of their cohort, in comparison to the non-SEN cohort, and therefore the data can appear imbalanced.

Where students are identified as not having met their target grades, targeted support is put in place. This can include: more frequent check ins with the class teacher/support assistant; change of seating; daily/weekly marking and feedback given to students; observation by the SEND team and additional advice given on how best to ensure that student makes progress in the subject; additional targeted intervention of key skills; referrals to the relevant specialist teachers, if progress is not being made across the board; and pupil profiles updated and shared with staff to highlight any new strategies that the SENCO/Specialist teacher have advised.

Implementing the SEND System:

Support for students with SEND is based on thorough assessment of need. This takes place through assessments on entry, discussion with the pastoral team, information and data from feeder primary schools and feedback from staff.

Support timetables change as needed, to reflect the needs of the students and the skillset of our staff. We endeavour to use our staff with thought and precision, to best support our students.

The graduated approach is implemented through meetings with parents which take place three times a year: October, February and June. At these meetings, targets are set for students, and the Pupil Profile is reviewed with parents, to ensure accuracy and progress for all students with a special educational need.

Attendance:

We recognise the importance of excellent attendance in school for all of our students. We understand that students with special needs may have additional barriers that prevent them from wanting to come to school, even more so since COVID 19. Parents are encouraged to make contact with the school if they have any concerns about their child in school, however small, so that low level problems can be resolved to support our students.

Where student attendance falls below 95%, the SEND department call parents to find out if there is anything we can be doing to support their child attending school.

Students are rewarded in school for good attendance and enjoy celebrating their excellent attendance with treats which included making their own easter eggs and taking a trip to the beach.

An overview of student attendance:

% average attendance	SEN	Non-SEN
Year 7	71.6%	90.8%
Year 8	89.5%	90.8%

Transition:

Carefully planned transition allows students to have the best possible start to life at Callerton Academy, we achieve this by:

- Sharing our expectations and routines with feeder schools, so that they have a good understanding of our ethos and values
- Meeting with EHC Plan families and primary SENCO's in the early stages of the academic year, if they wish, to discuss what the school has to offer and help parents to make decisions about their child's future education
- Working closely with EHC Plan students, families and schools from the spring term, to ensure we know them and their needs very well, in preparation for their September start
- Meeting in person with SENCOs, parents and children of K status, in their setting, to hold a Transition Review Meeting
- Completing the first draft of the Pupil Profile in the Transition Review Meeting and sharing that with staff before the start of the autumn term
- Offering additional visits to all EHC Plan students, and K students with SEMH/ C and I difficulties, prior to the transition day
- Holding a transition day for the whole new Y7 cohort, where student's key needs are shared with staff in advance
- Sending out transition packs to students which contain social stories and example timetables, as well as directing them to our website which has lots of useful information about transition on it, in July
- Providing the most pertinent information to staff about incoming students on the first day back (teacher training day)
- Providing students with items they need to support them in school (coloured overlays, specialist dictionaries, feelings fans), as quickly as possible into the new term
- Beginning wellbeing check ins immediately, for those students who primary schools have said will benefit from them
- Contacting parents of students with EHC Plans within the first week, to check students are settling in well.

Parent Communication:

All parents are given a key contact who they can contact at any time if they have any questions or concerns regarding their child and their SEN. In addition to this, as part of the Assess, Plan, Do, Review cycle, parents are offered three meetings a year with their Key Contact, to update their views on the student's pupil profile and discuss their child's needs, how they are being met at Callerton Academy and also how they can support at home.

In addition to this, we also send out a transition questionnaire, to our new students, by October half term of every year, to allow us to review transition and decide upon next steps for the next academic year.

Student Communication:

As with parents, all students are assigned a key contact (the same as their parents), who will check in with them at least every half term, and more often as is necessary. If students have any concerns or any worries about school they are encouraged to speak to their key contact whenever they need to.

From this check in, a student's views are updated on their pupil profile and any actions that need to be taken are put in place.

SEND Funding

Students with EHC Plans have funding spent on them according to the needs of Section F and the needs of the student in our setting. As those needs change, a student's funding will be allocated differently, to best support the needs of the child.

Continuous Professional Development

Staff training is based on the needs of our current and incoming cohort. As a result, our staff have had training on:

Supporting autism in school

Quality First Teaching

Inset training on specific students and how to support them

Sharing pupil profiles of specific students throughout the year, discussing strategies and best practice for support.

Support staff have had additional training on:

ADHD Awareness

Understanding Anxiety

Wellbeing in children with EAL

Understanding low mood and depression

Wellbeing in children and young people

Adverse Childhood Experiences

Future training will be based upon the needs of any new students who come into the setting, as well as our current students.

Working with Outside Agencies

Callerton Academy recognise the importance of working with outside agencies to provide the best outcomes for students with SEND. In the academic year 2022-23 we worked with the following agencies:

CYPS

Occupational Therapy

Educational Psychology Services (both private and from the LA)

Hearing Impaired Team

Kalmer Counselling

LA SEND Advisors

SEND Specialist

Early Help Team

Team Around the Family

Cognition and Learning Specialist Support Team

Communication and Interaction Specialist Support Team

Link to Local Offer:

<https://www.newcastlesupportdirectory.org.uk/?localofferchannel=0>