



July 2023: SEN/D and LAC Review

SEN/D

Context:

We currently have 133 students on the SEN register coded as requiring SEN support or with EHCPs. This equates to approximately 13% of the school cohort which is broadly in line with national figures. We also have an additional 167 students listed as vulnerable – this means that they may have an additional need but do not need any additional support that is outside of our usual pastoral/curriculum structures. Often, this may mean that students are young carers or have additional pastoral needs that staff need to be aware of.

Of the 133 students on the SEN register, 117 do not have EHCPs and 15 students do have EHCPs.

Across the school, the breakdown is as follows:

Year Group	% SEN
Year 7	15%
Year 8	11%
Year 9	14%
Year 10	16%
Year 11	13%
Sixth Form	8%

Key Priorities:

Priority	Notes																																																
All students, including students with SEND / LAC receive high-quality education that enables them to learn well and make excellent progress.	<table border="1"> <thead> <tr> <th rowspan="2">Year Group</th> <th colspan="3">Attainment</th> <th colspan="3">Progress</th> </tr> <tr> <th>SEN/D</th> <th>No SEN/D</th> <th>Difference</th> <th>SEN/D</th> <th>No SEN/D</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>18.71</td> <td>22.98</td> <td>-4.27</td> <td>-1.93</td> <td>-2.48</td> <td>+0.55</td> </tr> <tr> <td>8</td> <td>22.32</td> <td>31.09</td> <td>-8.77</td> <td>-0.37</td> <td>-0.60</td> <td>+0.23</td> </tr> <tr> <td>9</td> <td>23.40</td> <td>34.67</td> <td>-11.27</td> <td>-0.99</td> <td>-0.91</td> <td>+0.08</td> </tr> <tr> <td>10</td> <td>21.93</td> <td>40.31</td> <td>-18.38</td> <td>-1.22</td> <td>-0.96</td> <td>-0.26</td> </tr> <tr> <td>11</td> <td>32.72</td> <td>43.47</td> <td>-10.75</td> <td>-0.60</td> <td>-0.67</td> <td>+0.07</td> </tr> </tbody> </table>	Year Group	Attainment			Progress			SEN/D	No SEN/D	Difference	SEN/D	No SEN/D	Difference	7	18.71	22.98	-4.27	-1.93	-2.48	+0.55	8	22.32	31.09	-8.77	-0.37	-0.60	+0.23	9	23.40	34.67	-11.27	-0.99	-0.91	+0.08	10	21.93	40.31	-18.38	-1.22	-0.96	-0.26	11	32.72	43.47	-10.75	-0.60	-0.67	+0.07
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Students leave with grades required to enable them to access KS5 provision.	Given that SEN/D typically have lower starting points than their peers, it is not surprising that their attainment is lower than students without SEN/D.																																																
	However, the progress made by our SEN/D students is either above their peers or very close to being in line with their peers. In the 2022-23 GCSEs, year 11 students with SEND made more progress than their peers. At Key Stage 3, children with SEND also make more progress than their peers indicating that students are receiving quality first teaching which is adapted to their needs.																																																



	<p>SHA has worked with external providers to give CPD on specific SEN/D needs e.g. ADHD. In addition, bespoke programmes relating to specific students have taken place. These have been delivered by providers such as the NHS, Occupational Therapists and the Educational Psychologists. In-house CPD regarding 'quick win' strategies has taken place and been shared with all staff. Some of this CPD has been based on a skills audit delivered in term 3 where teachers highlighted areas where they felt there was a training need.</p> <p>Targeted support has been offered to teachers following observations/learning walks. Our PAM observation system now has a matrix entry specifically related to SEN/D. Data suggests that from all observations: 13% of teachers are showing mastery in SEN/D, 72% are secure in their SEN/D provision and 15% are developing their SEN/D provision. The teaching staff developing their provision are invited to drop down CPD sessions with the SENCO on a Tuesday evening to discuss classes/students and strategies that can be implemented.</p> <p>In addition, LEAF audit was completed in January 2023 (report attached)</p> <p>EHCP interventions have been reviewed and plan for term 5 has been created to ensure that all students are receiving the appropriate intervention – some interventions on the EHCPs are not appropriate for secondary school. The intervention timetable for 2023-24 focuses on year 11 as this cohort has the most significant gap in progress.</p>
<p>SEND students are supported throughout the post 16 options process to put them on a path to future success.</p>	<p>All students receive careers education in line with their peers. Students have attended the careers fair to support them with their future pathway – students with high levels of need were able to attend this in a separate, quieter session. Students in year 9 participate in the options rotation to give them experience of subjects before they choose their GCSE options. Students with EHCPs begin formalised transition in year 9 as part of the EHCP review process.</p> <p>Students at risk of becoming NEETs have been engaged in a programme of external mentoring. Of these students, 50% have SEN/D and have been supported with their post-16 choices.</p>
<p>All SEN learners with onwards destinations suitable for their career aspirations. EHCP students and parents supported in selecting next placement.</p>	<p>See above.</p>



<p>To ensure that KS4 and 5 Students are provided with appropriate Access Arrangements and given opportunities to use their entitlements under examination conditions.</p>	<p>Students with SEN/D have been assessed for access arrangements. The majority of students had access arrangements in place for their first round of PPEs in November so have been able to practice at least twice.</p> <p>49% of the year 11 students with access arrangements are students with SEN/D.</p> <p>63% of the year 12 students with access arrangements are students with SEN/D.</p> <p>15% of the year 13 students with access arrangements are students with SEN/D.</p>																			
<p>For every student to leave school being able to read. To close the gap for Year 7 and 8 students with reading age greater than 2 years from chronological age. Personalised and targeted reading intervention</p>	<p>Reading is now embedded for all students during progress time and 'Book Nook' lessons.</p> <p>Catch up intervention has been re-instated. Reading intervention has yet to show significant impact in year 7 (students engaging in intervention were more than 2 years below their peers in terms of reading).</p> <p>Year 8 students: 72% of students who have engaged in reading intervention have shown improvements in their Hodder Reading Tests (21 students).</p>																			
<p>Close the gap for year 7 students who are behind their peers with times tables recall.</p>	<p>95% of students engaged in times tables intervention have made progress from their starting point. One student joined Wrotham late in the academic year so has not completed the same amount of intervention yet.</p>																			
<p>Measurable improvement in attendance of identified SEN students. Gap in attendance for SEN/D students vs. Non SEN/D is decreasing</p>	<table border="1" data-bbox="411 1624 1193 1848"> <thead> <tr> <th rowspan="2">Academic Year</th> <th colspan="3">Attendance %</th> </tr> <tr> <th>SEN/D</th> <th>No SEN/D</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>2021-22</td> <td>82.4</td> <td>89.2</td> <td>-6.8</td> </tr> <tr> <td>2022-23 (March 2023)</td> <td>86.8</td> <td>90.4</td> <td>-3.6</td> </tr> <tr> <td>2022-23 (July 2023)</td> <td>84.0</td> <td>89.1</td> <td>-5.1</td> </tr> </tbody> </table> <p>Attendance for students with SEN/D has improved since 2021-22. There are a number of SEN/D children who are school refusers; we continue to pursue our attendance policies in line with KCC attendance guidelines.</p>	Academic Year	Attendance %			SEN/D	No SEN/D	Difference	2021-22	82.4	89.2	-6.8	2022-23 (March 2023)	86.8	90.4	-3.6	2022-23 (July 2023)	84.0	89.1	-5.1
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Challenges:

- Consistency of provision for children with SEN/D
- Complexity of need is increasing
- Teacher buy-in
- Support and availability of external support – KCC support for children with anxiety based school refusal and/or requiring specialist provisions.
- 2023-24 focus is year 10 moving into year 11. This is a pivotal year group with several students with EHCPs.

Actions:

- Review SEN/D register to ensure that it is reflective of students progress and attainment. Approximately 8 students are making more than expected progress.
- Review student profiles to ensure that evaluation and reviews are embedded.
- Long term strategy to ensure that Wrotham School can meet the predicted increase in need and complexity over the next 5 years. Consider building partnerships with specialist provisions, e.g. Nexus and Five Acre Wood. Potential to adapt curriculum and alternative accreditation for these students.
- Working with HoDs and teachers to ensure that all lessons are inclusive and supportive of SEN/D. CPD to be delivered on deployment of teaching assistants to ensure that students are being appropriately supported in lessons.
- Teaching assistant recruitment is improving which means that more support can be given to students
- Peer – to – peer support and mentoring for students with SEN/D with the view to students receiving AQA Unit Awards.
- Year 11 focus in 2023-24 academic year. Year 11 students with SEN/D are the priority for a range of interventions including reading and maths.
- To develop reading interventions across the school to ensure that the Government reading framework is embedded within interventions and within lessons.

LAC/PLAC:

Context:

We currently have 5 students registered as Looked After Children or Post-Looked After Children. Of these, 2 have EHCPs and 1 is on the SEN register. Due to the broad nature of the students' needs a bespoke programme of intervention/support is in place for each child to ensure that PP+ funding is spent appropriately.

Year Group	Number of children	Support
Year 7	2	Academic interventions. Support with behaviour. Ensuring appropriate setting. Access to sanctuary. YUMMI intervention.



Year 8	2	Mentoring (both internal and external). Voice lessons. Football coaching (student supports with year 7 group). Maths intervention. Typing intervention. Art therapy.
Year 9	1	External mentoring. Maths intervention. Lego Therapy.

SENCO regularly liaises with external agencies and carers to ensure that appropriate provision is in place for these students.

Year Group	Attainment			Progress		
	LAC	None	Difference	LAC	None	Difference
7	18.5	22.36	-3.86	-1.25	-2.40	+1.15
8	32	30.13	+1.87	-0.33	-0.57	+0.24
9	37	33.05	+3.95	-0.67	-0.93	+0.26

Given that LAC typically have experienced significant trauma their starting points can often be lower than their peers. . However, the progress made by our LAC students is either above their peers or very close to being in line with their peers.

Challenges:

- Access to appropriate interventions from external agencies.
- Expectations from external agencies *can* be unrealistic.
- Crossover of children who are LAC and have EHCPs – these children are very complex and require bespoke interventions and support.

Actions:

- Deliver CPD regarding Looked After Children and strategies.
- To continue to monitor the progress and attainment of Looked After Children