

Special Education Needs Impact Report for Governors 2022-2023



Name of School: Oakwood High School

Date: Jan 2024

Report is for the Academic Year: 2022-2023

Report author: Louise Grice

Name of Headteacher: Chris Eccles

Name of SENDCO: Louise Grice

Identification:

At Oakwood High School we recognise that pupils are individuals with individual skills, strengths and needs. We will endeavour to meet the needs of all pupils through access to Quality First Teaching.

We operate a graduated response to identify needs, any concerns about pupils needs could be raised by anyone who is involved in the pupils' education, including teacher, parent, pupil, SENDCO, Pupil Engagement Coach.

For any pupil who is struggling, the first step is always the classroom teacher who will assess what the pupil needs, and put in place an appropriate adaptation via quality first teaching and review at a suitable point in consultation with parents and the pupil.

If no progress is made, then they should seek advice from the SENDCO, who will endeavour to further assess needs and provide advice in consultation with parents and the class teacher and any other key players involved in the pupil's education (HoH/PLT).

We work closely with our primary partnership schools and most pupils are already identified as receiving SEND support. Early identification is key to pupils' success. The Learning Community has worked together to agree on the identification of SEND/AEN. The SENDCO and Additional Educational Needs Manager also visit the key partnership schools before transition to gain as much information as possible on pupils with identified SEND to ensure that appropriate support is put in place to ensure a smooth transition for some of our most vulnerable pupils.

Pupils are identified via the following codes on SIMS and represent our graduated response.

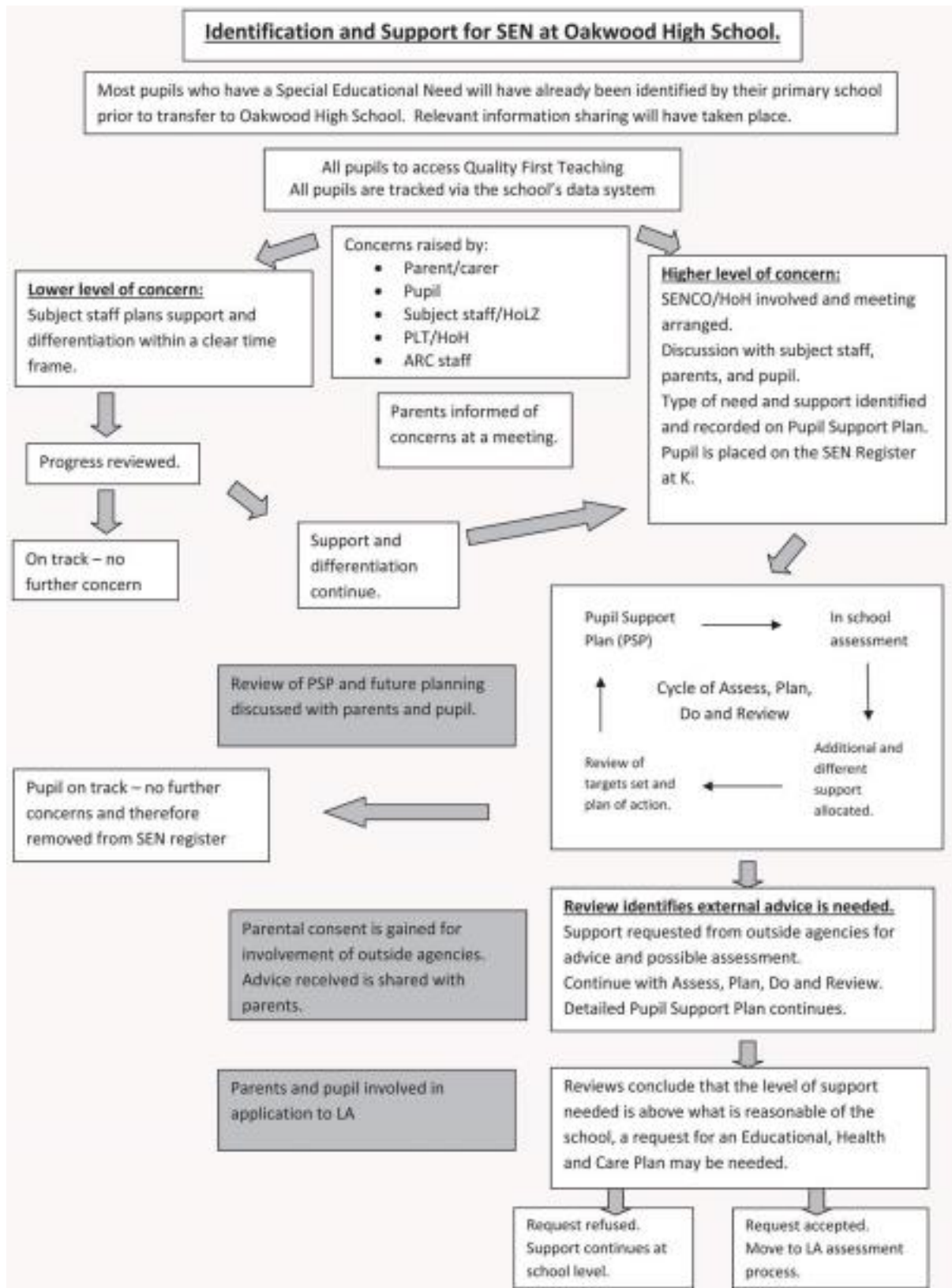
N - No identified SEN - not on the SEN register

I (Identified Need but needs can be met via Quality First Teaching – links back to N)

K (SEN Support - pupil receiving something additional to and different from)

E (Education and Health Care Plan)

Flow Chart detailing identification (from SEND Policy)



Context:

Cohort of pupils with identified SEND for the year 2022-2023

Year Group	Number on roll	I	%	K	%	EHCP	%
7	214	5		39		2	
8	217	7		33		1	
9	210	3		28		2	
10	216	6		32		0	
11	214	10		29		1	
Total		31		161		6	
Local* All schools					19.7%		4.4%
National* All Schools					12.6%		4.0%

* Rotherham Data Hub January 2022

** Government statistics January 2022

Provision:

The majority of our provision is provided in the classroom via access to Quality First Teaching, plus access to additional adults in subjects where a need is identified by staff for individual pupils or groups of pupils.

Teaching staff are aware that they have the responsibility for the progress of pupils in their classrooms, including those pupils who have receive support from a Pupil Engagement Coach (formally Learning Support Assistant)

All pupils who have an identified SEND have a Pupil Profile of Need, which details the need, strengths of pupils, their views as well as their parents, previous and current interventions in place and arrangements for exams. Teachers know that they must access this information and this is evidenced via the group profile that teaching staff have to complete as part of MRE activities. There is also a streamlined approach to Go4Schools which details each pupils SEND information, which gives simple, fast and easy access to each pupil's additional needs, along with the name of the academic mentor if the pupil is in Key Stage Four.

As a Team, we conducted PPN days throughout the year (one on Tutor Review Day, and one during transition) to ensure that PPNs were updated and conversations with parents and pupils about their individual needs were had.

ARC staff team for 2022 - 2023

1 Additional Educational Needs manager

8 L3 Enhanced Pupil Engagement Coaches (2 part time)

with responsibility for mentoring, reflection, conflict resolution, ASD, exam provision and literacy interventions.

8 L2 Pupil Engagement Coaches

Recruitment and retention of L2 PECs has been difficult, however, this is a national issue.

A L3 is currently managing Y7 reading intervention. They are working with Y7 pupils who have been identified via the Y7 screening as requiring support to boost their literacy skills. This is weekly and regular support for Y7s. It is completed in conjunction with parents and includes how parents can support at home. This is a part time role.

A L3 PEC solely focuses upon access arrangements, exams, in-class assessments, class work and ensuring SEN information within the school system is correct and up to date. They are also responsible for identifying pupils who require additional support to achieve, regardless of SEND.

Reader Pens continue to be used in line with exam policies and are currently focussing on Y10 and Y11

A new SOW for Learning Support has been devised and is being developed. This will be more usable for other PEC's to use during staff absences. The focus of the SOW is in line with the curriculum. Thus, ensuring overlearning takes place. Targets have been set on go4schools.

A SOW is being introduced around social skills. This is in a pack so PECs can implement it with pupils.

Work continues with the AEN Manager and L3 PECs to secure pupils with Entry Level English and Maths where pupils' access off site provision.

Additional Support for pupils:

Y7 and Y9 have completed online screening for literacy. This continues to be done online to save staff time in terms of marking and scoring tests and collating the data. The Y7 and Y9 reading ages were put on GO4Schools for all teaching staff to access, to allow appropriate planning.

2 pupils had regular physiotherapy exercises for two, 30-minute sessions per week - each delivered by the ARC and the attendance team.

A multi-sensory room has now been completed and officially opened by the CEO and Head teacher. All pupils across the school can access this space which is designed to

create a safe and relaxing environment for pupils who may need some time to emotionally regulate.

ARC continues to work with a range of outside agencies to provide support for pupils to meet their SEN and AEN e.g., EPS, Police, CAMHS, HI team etc.

Some pupils SEN have been met through personalisation of their timetable to include learning support with a L3 LSA. Learning support has been streamlined to support and complement the wider curriculum. Learning support also has a new scheme of work which is now in a shared location on the Integrate staff drive.

The numbers accessing this personalised provision is as follows:

Year	Total
7	8
8	11
9	13
10	11
11	14

To allow pupils a personalised approach and curriculum choice, Y9, Y10 and Y11 Learning support was spread across all 4 option blocks.

ARC has provided an after-school homework club to try and alleviate the number of logs for homework not completed. This took place on Monday, Wednesdays and Thursdays. The number of pupils who accessed this support is as follows:

Year	Total
7	13
8	10
9	8
10	2
11	10

ARC provides social skills support during tutor for a number of pupils with Autism. This is to support pupils with their sensory needs in order for them to feel comfortable in the wider school environment and know they have a safe place to come when in need.

Year	Total
7	1
8	7
9	4
10	1
11	0

Mentoring now takes place during tutor with selected pupils to try and take away their anxieties.

Learning Mentor requests:

Exited pupils between Sept 2022 - July 2023	38
Current Pupils Sept 2023	25
Waiting Lists	6

Pupils exited from mentoring are also encouraged to come and seek support from their former mentor if they feel they need further support or advice.

Impact meetings are held once weekly to discuss pupils and swap ideas for mentoring progression.

2 Enhanced Pupil Coaches delivered mentoring to a Y11 mixed gender group focusing upon relaxation and coping with stress. This is a 6-week program, where they have one 75-minute session per week as an alternative to PE. This includes various relaxation techniques, and also allows these pupils to identify key members of staff who they can reach out to in the exam period. Year 10 pupils will start to be identified for the next academic year.

We will plan to work more closely with With Me in Mind in the next academic year.

Internal Suspensions:

Reflection work is completed in the larger ARC space. This space is much larger, with natural light which allows for a better reflection experience and creates a productive learning environment.

Internal exclusion and reflection is hosted by L3 PECs and pupils are expected to reflect upon behaviour as part of the internal exclusion.

A total of 325 internals completed

165 pupils, 82 pupils repeated their internal exclusions.

38 pupils did 48 half day internal exclusions.

Alternative to FTS:

Alternative to FTSs are usually carried out off site, with a member of the ARC team to allow for reflection. 46 AFTSs for 35 pupils.

Further provision:

Pupils with significantly weak literacy skills are given access to learning support in Y7 and Y8, which is delivered by L3 PECs. This is informed by the extensive reading test programme delivered by a L3 PEC, and through consultation with staff and parents. This time is taken from languages due to the fact that pupils are unlikely to study languages at Key Stage 4.

All Y10 and Y11 pupils with identified SEND have had a weekly academic mentoring session with a member of the ARC team: this has included support with revision, organisation and regular contact with home. Once Y11 start their examination period, any Y9 SEND pupils who require academic mentoring are then timetabled for this.

Analysis of data happens at every assessment point and is shared and communicated through team meetings. PECs are made aware of pupils who are underachieving, and are aware of their specific needs to support progress and outcomes. All PECs have access to GO4Schools and are able to analyse teacher mark books and pupil's pages so as to be fully informed of specific areas of support and required intervention.

All personalisation of timetables, Learning Support sessions and additional support is reviewed on a weekly basis via ARC impact meetings.

Access Arrangements:

Pupils were screened in Y7 to highlight pupils who may benefit from learning support and to provide a baseline of literacy levels and in Y9 to monitor progress and to highlight any specific difficulties that may require further testing for access arrangements. This screening involves pupils sitting a reading test, a spelling test, a word recognition test, typing and handwriting tests. This screening takes place online.

Pupils are also monitored throughout their time at Oakwood and staff knowledge around the needs of pupils are also taken into account, staff are encouraged to log any SEN concerns on CPOMs and communicate with key staff in ARC.

Identified pupils and their families are spoken to about what they feel they may need to support their outcomes, what they regularly use (by way of chromebook, pen etc.) and then further assessed in school for access arrangements to support their needs.

Louise Grice and Tahlita Picton are the only colleagues in school qualified to complete these assessments. Emilie Dearden has worked towards this qualification, and achieved it during August of 2023.

Access arrangements are then requested from the JCQ using the Access Arrangements Online system. Emilie Dearden is responsible for ensuring the evidence is appropriate and in line with the regulations. The Examination Inspection visit and report (carried out in June 2023) indicated that the evidence collected for the application of Access Arrangements is of a high standard and in line with JCQ regulations.

All access arrangements are on GO4Schools under pupil profile and on the class markbook for staff to be able to access easily. They are also on pupils' P.P.N.s (pupil profile of needs).

Within each year group the following access arrangements were in place:

Year	Access Arrangement	Number of pupils
11	Colour naming	2
	Extra Time up to 25%	1
	Reader	2
	Reader pen	7
	Word Processor	3
	Scribe (word processor with spell check turned on)	1
	Other	
	Supervised rest breaks	3
	Separate room	8
	Prompter	3
	Coloured overlay	2

Year	Access Arrangement	Number of pupils
10	Extra Time up to 25%	1
	Reader	2
	Reader pen	4
	Word Processor	6
	Other Separate room Coloured overlay	3 (two of these are by default due to other access arrangements) 5
Year	Access Arrangement	Number of pupils
9*	Word Processor	1
	Scribe	1

*Year 9 haven't been formally assessed for anything and there will be some additions to the Year ten list as they haven't all been formally assessed yet. These lists can be slightly misleading as some pupils get multiple access arrangements.

The support offered to pupils is done in consultation with teachers and ARC staff, so as to ensure the provision matches the need. Pupils sit assessments and examinations in the examination area where possible (but pupils are given an alternative setting if the requirement is such that it needs to be in a setting away from other pupils).

Investment in reader pens allows pupils independence and they are able to sit in the main exam hall. The arrangement to remain in the hall will be trialled with all pupils with access arrangements however there is scope to remove should seating them in the hall become an issue for them accessing their arrangement.

There has been a huge staff drive to ensure pupils have access to their exam arrangements for in class assessments and class work. This allows pupils to have a normal way of working and is also a build of evidence for JCQ.

Staff skills and training:

Louise Grice holds QTS and has the National Award for SEN gained in 2012. Louise holds the Access Arrangements Qualification (CPT3A). Louise Grice is also a Specialist Leader of Education with a specialism in SEN and Emotional Health and Wellbeing.

Tahlita Picton holds a certificate for Test user educational ability / attainment, and also holds Assistant Test User Education and Certificate in Psychometric Testing Assessment and Access Arrangements.

Emilie Dearden holds a certificate for test user: educational and test user: ability educational and the Certificate in Psychometric Testing Assessment and Access Arrangements.

Since the training below for the ARC team, there has been some additional training for: 'That Reading Thing' and exam access arrangement training.

- Input from EPS
- Access Arrangements Training
- Input from Early Help Assessments and services
- Good Autism Practice and understanding of ASC
- Self-harm
- Team Teach
- Facilitating access arrangements
- First Aid training
- Sensory needs training
- Suicide awareness
- As well as attending Trust INSET days
- How to complete PPN/PSP

ARC have 5 staff trained Mental Health First Aiders.

Georgia Fisher has achieved her Trauma Informed Practitioner Status.

Teaching staff have had input on teaching and learning strategies to support the needs of all pupils. Louise Grice had key input on the upcoming SEND and AEN needs of pupils at transition. This ensures that all pupils due to attend Oakwood have a full and bespoke support package in place for a successful start at the school.

ECTs have a session on SEND at Oakwood High School. The emphasis in these training sessions is to enable ECT's to access the information for pupils with SEND and be able to use the information to aid quality first teaching, as well as understanding their responsibility for provision and access arrangements in assessments. There has also been a session delivered to ITT's on using data to support progress for pupils with SEND.

Training is given as a yearly update with regards to Access Arrangements when changes are made, with refreshers throughout the year. New ARC staff receive training on access arrangements, as well as the use of Go4Schools and data to inform planning and support.

Training has been given on the use of word processors and secure memory sticks. Key members of ARC staff are proficient in the use of word processors and secure memory sticks.

Parental involvement:

Parents attend Tutor Review days and the SENDCO makes themselves available to meet with parents as well as targeting parents of pupils to meet.

Meetings to discuss specific SEN progress are organised as appropriate and when needed to support the progress and outcomes of each individual child.

The ARC team ensures that their email addresses are available to parents and that they are in contact with parents on a regular basis via the academic and pastoral mentoring of pupils.

The SEND information report, links to the local offer and the SEND Policy plus

Accessibility Policy are all available on the schools' website.

Outside agency support:

Regular planning meetings were held with the Educational Psychology Service, Physiotherapy services and the Early Help Team. All vulnerable pupils (irrespective of SEND) are discussed at our weekly Integrate meetings, where all key stakeholders meet to discuss pupils and the provision in place for them.

CAMHS have streamlined their support around a 'request for advice' form rather than holding in school planning meetings. This is ensuring a faster and efficient service for school and pupils, and also enables recordings of the use of the service at all levels. We hold monthly consultation meetings with our lead practitioner for With Me in Mind to discuss pupils who may need further support with regards to mental health.

Whole school assemblies on Mental Health were held to mark World Mental Health Day.

School nurse support continues for pupils and referrals are made via the Child Protection Officer.

The MIND provision for pupils is two days bringing the total MIND sessions to 13, 40-minute sessions per week.

The Trust partnered with With Me in Mind and this is becoming fully embedded in the graduated response to SEMH.

The Hearing Impairment Team and the Visual Impairment Team, offered termly support to pupils and liaison with teaching staff around any modifications. This work continues into the new academic year.

Outcomes for pupils:

For 2022 data you can use Go4Schools (click on the subject and scroll down).

Headline Figures	2019	2020	2021 cohort	2021	2022 cohort	2022	2023 cohort	2023	National Average 2019
I			9	3.97	2	3.28	10	4.39	
K	3.77	3.02	32	3.30	22	3.92	29	3.29	2.66
E			1	4.38	4	3.22	1	0.8	1.07
			42		28		40		

Priorities:

- Whole school: pupils working independently with effective in-class support: Application of staff knowledge around SEN and AEN.
- Whole school training around adaptation
- Continuation of the development of assistive technology to have an impact during exams.
- Continuation of full screening and appropriate placement of pupils to ensure they are accessing their access arrangements.
- Access arrangements are becoming a standard part of in class assessments/tests/ILES. As part of the development of the role of EDE. Continued support for the examination team. There has been a huge push around this; ensuring assessments are planned well in advance so appropriate exam access arrangements can be put in place.
- Continued monitoring of pupils with identified and non-identified SEN to reflect the needs of the pupils across the school.
- Early interventions through identification of need to support pupils engage with their learning. Information shared in Integrate meetings/raising staff awareness of SEN.
- Ensuring the SEN register is regularly reviewed and is in the correct categories in SIMS and GO4Schools. This should be done at the time of transition to ensure all SEN codes are consistent for each pupil.
- Continue to plan, do and review in Integrate practice including the parent: PPN days and Parent review meetings with regards to specific support given: 'we will, you will agreements'.
- Upskilling of wider Integrate staff to have a consistent and streamlined approach when meeting with outside agencies especially when we are looking at meeting needs of pupils rather than seeking alternatives.

- Continued investment in ARC's physical spaces to improve the academic and pastoral experiences of pupils.
- Provision of specialist areas such as a sensory room to support the bespoke needs of pupils - significant investment has been given to the sensory room in ARC
- Provision of SEMH groups for groups of pupils.
- Continued work with the VI and HI team to ensure the needs of these pupils are met and there is a joined-up approach to working between these teams and teaching staff within school.
- work with HoLZ and SL on the teaching of skill development -
- Identifying the successes within the classroom - the good practice - where is it and how can we harness it?
- Observations of pupils within the classroom
- Establish Research and Impact groups with ARC:
 - Logical consequences
 - Improving PPN day and organisation
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- Input delivered by ARC staff at meetings to empower staff - developing the specialisms but making sure its cascaded
- Learning Support is being streamlined to reflect the English and Maths curriculum - meetings with HoLZ for Maths and English has already happened. Use of markbooks on go4schools to track progress and use of smart targets
- Direct support for Learning Zones
- Full audit of needs
- CPD on specific needs (year planned programme) (Enable and Empower)