

Annual Report to Parents regarding the provision for SEND at The Dorcan Academy

1. Staff

- SENCo (Special Educational Needs Coordinator): Sara Edmonds is experienced and well qualified, has a PGCE, a Master's degree in Education specialising in SEN, qualified to test for JCQ examination access arrangements, and is a member of the British Psychological Society
- Highly qualified [a first class Maths Graduate] and experienced Learning Support Manager and Intervention Co-ordinator: Janet Ackrill
- An experienced and flexible team of Teaching Assistants who have a variety of roles and training including small group Intervention for EAL, Literacy, Numeracy, Social skills, SpLd and ASD alongside classroom support.

2. General Information

Last Year the SEND action plan was completed:

- Establishing new Vocational pathway Curriculum based on Literacy, Numeracy and Social Skills;
 - A new SEMH base was established;
 - Increased use of volunteers-Counsellor, Teaching assistant and ex SENCo working with handwriting issues.
 - We use a graduated response within the school and use the Early Help Record to start a cycle of Assess, plan, do and Review, with students and parent involvement.
- We are moving from Student Information sheets to Pen Portraits; all new high needs students have Pen Portraits. These are updated to reflect assessments, parent and student voice. Student Information sheets are being phased out.
 - We have a Nurture Room with individual booths for use with vulnerable and high needs students, including those with anxiety and as a transitional base to aid returning to school after absence and KS2 to KS3 difficulties
 - We have an SEMH base for SEND students who have been isolated and Intervention for re-integration, for those with patterns of disengagement.
 - Long Termly assessment of students with SEND in English and Maths

3. Positive assessment in recent Ofsted inspection:

- **SEND Ofsted (May 2016) Taken from most recent report:**

“Pupils who have special educational needs or disability are achieving well. Parents are fully involved with the setting of their education, health and care plans.

Pupils who have special educational needs or disability are well supported because teachers' knowledge of their needs is secure and the work planned for them is appropriate. As a consequence, they make rapid progress.

Pupils who have special educational needs or disability are performing in line with their potential and, in Year 9, these pupils are making better than expected progress.

Lower-ability pupils make progress that is in line with their potential and, in some cases, make progress that is above expectations. The special educational needs staff work with these students and the strategies that they use are having a beneficial impact.

Pupils at the alternative provisions are making good progress in their subjects.

The pupil premium funding is being used effectively so that disadvantaged pupils are now making more rapid progress. This is monitored carefully by all teachers and, if there are signs of underachievement, interventions are put in place to support their learning. This has meant that the gap between their attainment and that of other pupils in the school is reducing and, in Year 7, the gap no longer exists.

The most vulnerable pupils are cared for and their well-being is a priority. The school's liaison with external agencies is effective. Pupils feel safe.'

4. Policies:

Additional Needs and SEND Policy
 Accessibility Policy
 [Available on the website]

5. Government Data regarding the Progress of Pupils with SEND and previous low attainment

Following the SEND reform September 2014, under the new national structure there are two categories: SEN Support; and Education, Health and Care Plans.

Year	SENS	EHCP/st	Total in year group
7	33	1	34
8	31	3	34
9	30	1	31
10	27	1	28
11	25	2	27
Total	121	8	154

The Dorcan Academy has consistent Good progress/attainment with SEND; previously Low attaining students make good progress-Raise On-line evidences this.

2015 Attainment at KS4-Average point scores			
	KS4 Total Point Scores NON SEND	KS4 Total Point Scores SEND Support-no statement/EHCP	KS4 Total Point Scores -SEND with a statement/EHCP
The Dorcan Academy	302.3	226.1	197.0
National	328.0	235.9	115.4

Bold font indicates higher than national

2015 Performance of groups within the school, progress measures from KS2 to KS4			
	Low Attaining Students	SEND -Support-No statement/EHCP	SEND with a statement/EHCP
The Dorcan Academy	1019.2	973.3	1012.7
National	1000.1	972.4	975.3

Bold font indicates higher than national

6. Year 11- GCSE data from August 2017

Overall SEND results affected by Outliers (students educated at alternative provision) but key improvement areas:

- Maths 9-4 54% [Improvement on 29% 2016]
- English 9-4 66% [Improvement on 35% 2016]

7. 2016-2017 Internal data:

Year 10 –Term 6 Data (Assessment cycle 6)

- 14% predicted Maths and English 9-5. Fischer Family Trust (FFT) 5+ estimates that 23% of students should achieve this, based on comparison data with schools in the top 5% nationally.
- Progress 8 estimate SEND -0.5 an improving rate as -1.08 at Assessment cycle (AC) 2.

Year 9- Term 6 data

- 64% SEND students maintained or improved progress compared with AC2 in English
- 27% SEND students maintained or improved progress compared with AC2 in Maths

Year 8- Term 6 data

- 75% SEND students maintained or improved progress compared with AC2 in English
- 89% SEND students maintained or improved progress compared with AC2 in Maths

Year 7- Term 6 data

- 64% SEND students maintained or improved progress compared with AC2 in English
- 75% SEND students maintained or improved progress compared with AC2 in Maths

8. Impact of English and Maths Interventions for 2016-2017

Our Interventions have a targeted approach using bought in schemes that have proven progress records-‘Catch up Reading’, Premier League Stars, Skills Academy [National Literacy Strategy] and My Maths for catch up Maths lessons.

Maths Intervention

- KS3 (1) Term1-KS3 (2)
- Term1-94% students made progress
- KS4 (1) Term1-93% students made progress
- KS4 (2) Term1-100% students made progress

- Year 7 Catch up Term 1-2 95% students made progress
- Year 7 Catch up Term 2-3 90% students made progress
- Year 7 Catch up Term 3-6 92% students made progress

- Year 11 Term 3-4 after school 63% made progress
- Year 11 Term 4-5 100% made progress
- Year 11 Term 5 Tutor group 86% made progress

English Intervention

- Year 7 Premier League Reading Stars 94% made progress
 - Year 7 Skills Academy 38% made progress
 - Year 8 Premier League Reading Stars 80% made progress
 - Year 8 Skills Academy 60% made progress
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- Year 7 Catch up 62% made progress
 - Year 8 Catch up 82% made progress
 - Year 9 Catch up 50% made progress

As the SENCo of the Dorcan Academy, I continue to be thrilled with the commitment of the Teaching assistant team who work hard to support the students the best way that they can.

As a team we agree strong principles of promoting student wellbeing, diminishing the differences in order to maximise their learning potential.

The teaching staff are responsive to training and always willing to adapt their strategies in order to meet the needs of the SEND students to enable them to make the best progress that they can.

We continue to evaluate and adapt our limited resources to ensure that each aspect of the provision is ensuring student progress.

Sara Edmonds

November 2017