



Learning that Connects

Annual SEND Report 2020/21

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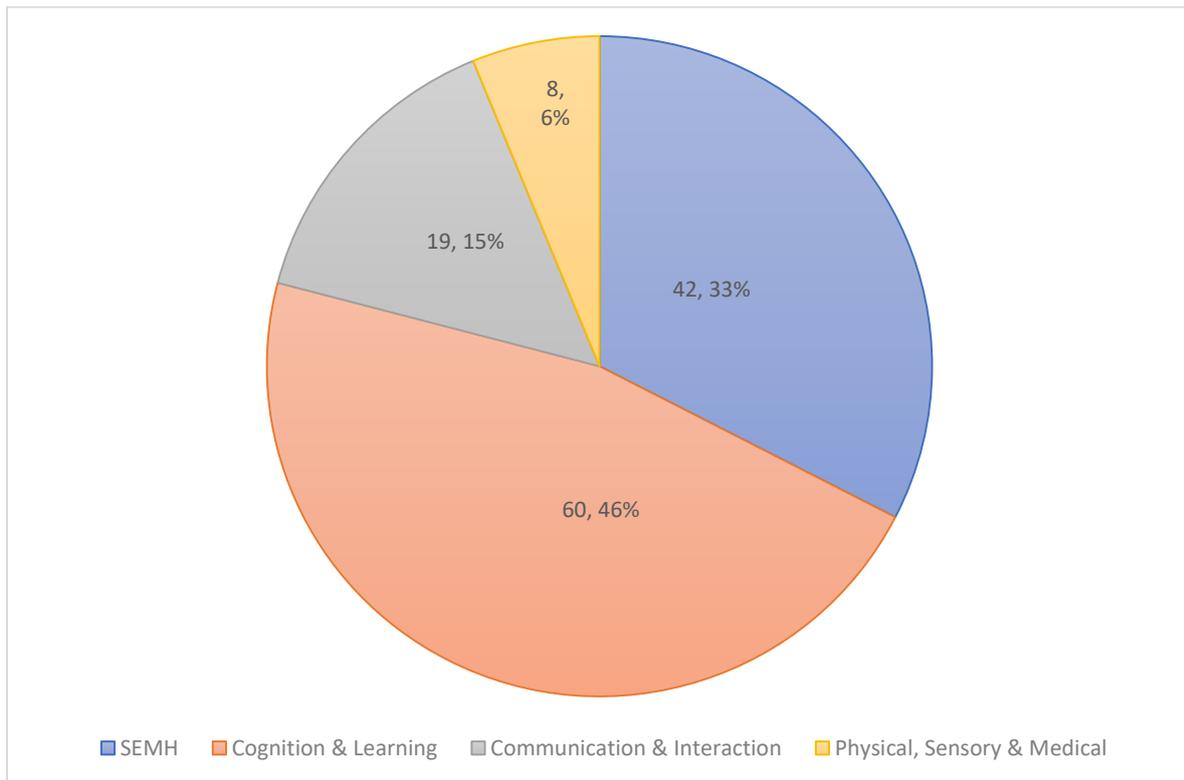
KEY FIGURES

Number and % of cohort on EHCP, against national %	Studio West - 7 students who have an EHCP, 1.7% less than National average (in 2019/20) - 3.3%
Number and % on SEND register, against national %	Further 122 students with SEND, 29% much more than National average (in 2019/20) – 12.1%

BASIC MEASURES (combined percentages for Maths & English)

Status	Year group	% On/Above
Whole year group	10	81.3%
Non SEN	10	86.2%
SEN	10	70.1%
Whole year group	9	81.1%
Non SEN	9	84.2%
SEN	9	75.8%
Whole year group	8	78.9%
Non SEN	8	86.4%
SEN	8	66.0%
Whole year group	7	73.0%
Non SEN	7	81.5%
SEN	7	50.0%

PROPORTION (NUMBER AND %) OF PRIMARY NEED OF THOSE ON SEND REGISTER



POLICY ON SCREENING FOR AND SUPPORTING FOR READING

Studio West is a word rich school. The Project Based Learning curriculum is designed to support the novels student's study in English lessons during each academic year.

Students complete a reading test on entry to Year 7 that provides their reading age. Students who have a Reading Age that is below 11 years (Secondary School Age) are selected for Reading Intervention and will complete 1 hour per fortnight.

Teaching and Support Staff have allocated time on their timetables to lead sessions with 3-5 students. This keeps the class intimate and encourages 100% student participation. Staff and students have reported high levels of enjoyment in these sessions.

There are 2 mornings dedicated to reading in form time; Books & Bagels and Teacher led story time. Books and Bagels was designed to give students the opportunity to read material of interest to them, creating immediate engagement. Students are encouraged to share what they have been reading to their tutees.

Pop-Up Libraries have been positioned throughout the school and new seating areas have been created next to these. We regularly see students making good use of this during break & lunchtimes.

KEY SUCCESSES

Students feel happy, safe and supported in school.

Small staffing means information is delivered to all staff on a daily basis without being diluted. Studio West continues to hold morning briefings allowing time for the sharing of information. The SENDCO, Pastoral Lead and Behaviour Manager join together to triangulate the information and care around the child. These weekly sessions provide CPD to all staff that is swift, specific and effective.

Data tracking and patterns are identified swiftly allowing for subsequent intervention. All support and intervention are reviewed half termly with teaching staff ensuring the correct provisions are in place for students.

Gathering Reading Ages in Year 7 is a real strength and guides intervention. Testing continues every 6-8 weeks showing progress made.

Studio West have recently bought in to *Provision Mapping* and *Class Charts*, programs that support the teaching and support staff by giving them full access to SEND information in order to support the delivery of lessons and intervention sessions.

Studio West has recently employed 2 Full Time Teaching Assistants, expanding the SEND team. Both members of staff bring a range of experience to the school and provide support to students at both Key Stage 3 and Key Stage 4.

This academic year, Studio West appointed a Primary School trained Teacher to lead the Accelerated Progress Group. The decision to do this was in response to the needs of students in the school. The group works to overcome barriers to learning, improving independence skills and finding ways to support their own learning. Intervention is literacy and skills based and early signs show exponential progress.

The SENDCO has recently completed the *Postgraduate Award of Proficiency in Assessment for Access Arrangements* allowing the training of teaching assistants in providing the best support for students in lessons, informal tests and formal examinations.

Following research carried out with a student 2 years ago, the Opendyslexic font remains used throughout the school. Wall displays, resources and lunch menus allows those students with a Dyslexic profile ease of reading in all aspects of the school.

Parents are always thankful for the contact we at Studio West have with them, especially throughout previous lockdowns. Parents feel supported when speaking with their Staff Contact and through guidance have created their own Access Arrangements at home to help support their children.

We have a lot of strength as a small school. Staff know their students, plan work that supports them to achieve success, triangulation with staff-student-parent/carer as well as triangulation between staff to give whole picture.

FUTURE FOCUS AND TRAINING PRIORITIES

The SENDCO plans to work with Primary Schools with a specific focus of early identification of students who require an EHCP. This would ensure the correct provisions are in place before the student transitions into Secondary School.

Studio West plans to purchase E-Readers and incorporate these as part of Reading Intervention, reinforcing the spoken word with the written word.

Teaching Assistants and supporting staff will receive training on Access Arrangements. This will provide staff with knowledge and the skills needed when observing normal way of working and carrying out Access Arrangements both inside the classroom and in formal examinations.

The SEND Team have identified 3 separate areas for training this academic year; FASD, Attachment & Autism. The training will give the team up to date guidance on how to fully support students and share practical strategies with teaching staff in order for students to be fully understood and supported in their learning environments.

The SEND team hope to expand by employing more Teaching Assistants. This would broaden the experience and knowledge within the department and provide more support for students.