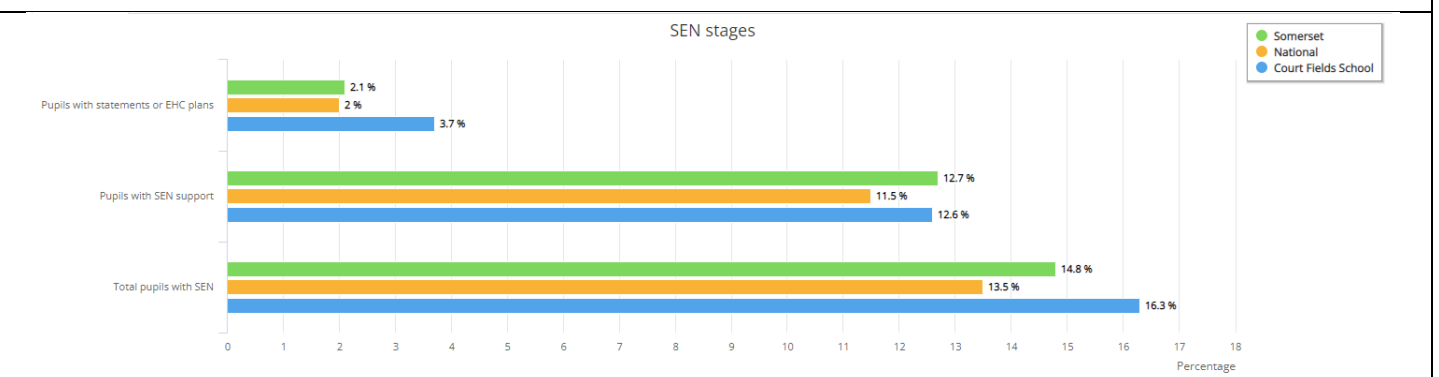
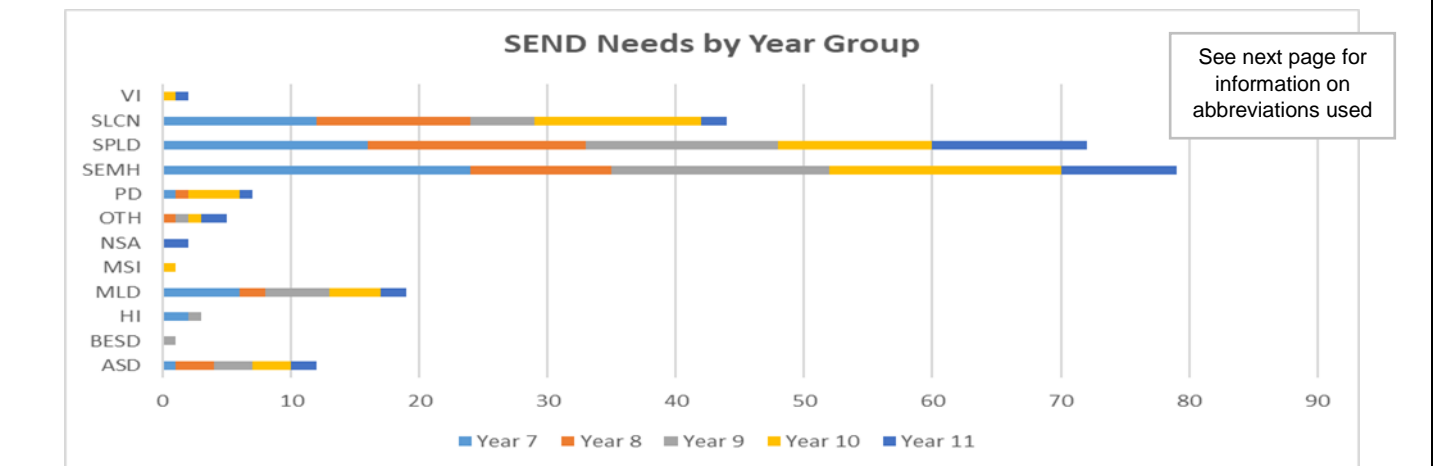
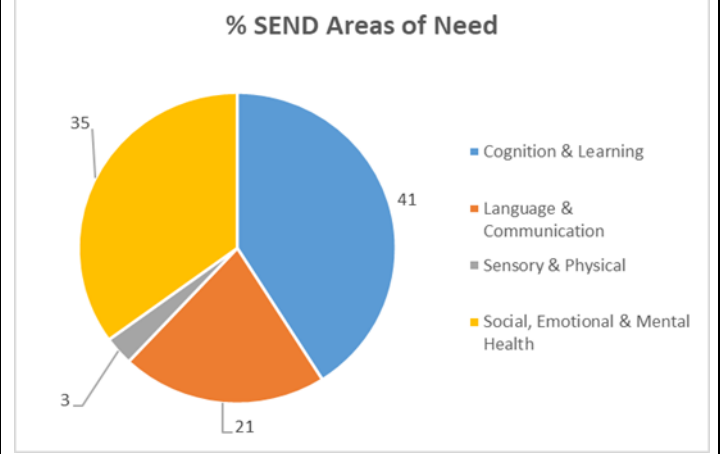
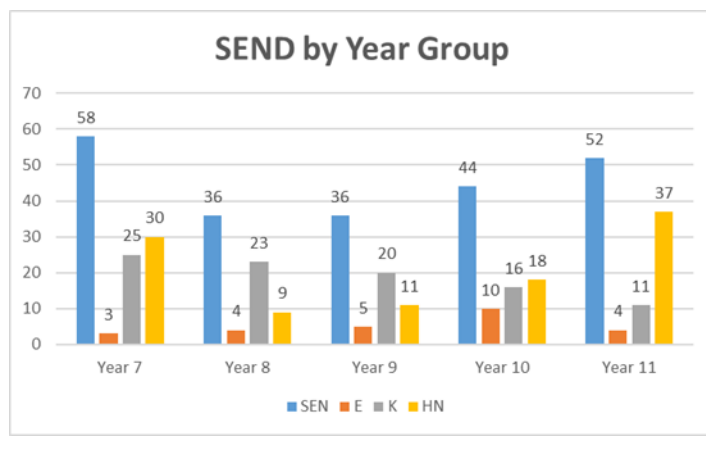


Annual SEND Report for Governors

School:	Court Fields School	Date of report:	07/10/22
SENCO:	Vicki McCarthy	SEN Governor:	Angela Thorne

1. Current SEND profile



School Summary (10.10.22)	Year 7		Year 8		Year 9		Year 10		Year 11		Total	
	On Roll:	No.	On Roll:	No.	On Roll:	No.	On Roll:	No.	On Roll:	No.	On Roll:	No.
Non-SEN	99	63.1	111	79.9	122	77.2	96	68.6	104	66.7	532	70.9
SEN (E/K/HN)	58	36.9	36	20.1	36	22.8	44	31.4	52	33.3	226	29.1
E	3	1.9	4	2.9	5	3.2	10	7.1	4	2.6	26	3.5
K	25	15.9	23	16.5	20	12.7	16	11.4	11	7.1	95	12.7
HN	30	19.1	9	0.7	11	7.0	18	12.9	37	23.7	105	12.9

Abbreviations Used:

ASD: Autistic Spectrum Disorder, HI: hearing impairment, MLD: moderate learning difficulty, MSI: Multi-Sensory Impairment, NSA: No Specialist Assessment, OTH: other, PD: physical disability, SEMH: social, emotional and mental health, SLCN: speech, language and communication need, SPLD: specific learning difficulty, VI: visual impairment.

2. Overview:

- Figures demonstrate a decrease in the number of CYP whom are identified with the most complex of needs, with twenty-six students in receipt of an EHCP, however it is important to acknowledge that there are five students who are part of the new Selworthy Provision accessing mainstream lessons where and when it is felt appropriate. These students are not on CFS roll. This is just below the National Average.
- In addition to this, two of the students have a bespoke curriculum other than at Court Fields School, one of whom is currently in the middle of an alternative setting being investigated within Specialist Provision. A further two students are also in the process of changing placement and again moving into Specialist Provision (Somerset Progressive & The Cedar Centre). One of these as a result of a tribunal.
- Total figures for EHCP demonstrates SEMH as the primary need for students, which is different to the national data where Autism is the most widely given, however there has been an increase in identification for Autism & Language & Communication at CFS.
- Primary Need for students identified within SEN Support continues to be within Cognition & Learning, although the largest individual increase is Speech, Language & Communication/Autism which corroborates with the National Average. Data here in-line with National Average and demonstrates an increase from last academic year.
- Highlighted Needs – Students identified that require monitoring, where needs can be met with quality first teaching continues to increase with 97. This is an increase from last academic year, and identification follows the school trends for SEN Support & EHCP.

3. Overall SEND Commentary - October 2022:

26 students (3.5%) have an EHCP which is a decrease from last academic year. However it is worth noting that there are 5 students that are enrolled through the Selworthy Satellite Provision at CF, that are accessing some mainstream lessons as appropriate. Currently their timetables are under review and predominantly delivered via Selworthy to ensure appropriate support for these students with very high needs.

95 students have identified SEND, but without EHCP (SEN Support) 12.7%, an increase from last academic year, highlighting an increase in need within mainstream schools.

97 students (12.9%) of the school population have Highlighted Needs that are monitored at each assessment point, including assessments for Access Arrangements in Year 9.

Primary need EHCP = SEMH (38.4%)

Primary need SEN Support = Cognition & Learning (47%)

4. KS4 Outcomes Commentary

Students with complex needs (EHCP) have bespoke timetable built around statutory guidelines to promote maximum academic progress, preparation for independent living and personal development.

Transition programmes initiated at Year 11 SEND Annual Review with colleges (mindful of Baker Clause).

Use of Read Write Gold as GCSE Reader to complement the physical reader programme.

Leavers 2022:

Within this cohort students had throughout KS3 been taught within a 'nurture provision'. A strategic decision, directed by Governors was to change this to allow students to access GCSE core subjects, which was a great success as students achieved good pass grades and/or made good progress.

TA linked to Year 11 – development of relationships with students and families, increasing belonging, participation and achievement seen through results and post-16 next steps.

EHCP – this cohort of students is very difficult to compare statistically due to the small number of students, and their very specific complex needs. Students have all either continued with their education or are in employment (0 NEET).

SEN Support – data demonstrates a 4 year improving trend (minus 2020 and 2021), demonstrating that the support that is in place for students in facilitating them increasing knowledge and ability to be successful. This cohort achieving progress levels above the whole school.

Highlighted Needs – again an improving picture for this group of students, again achieving above the whole school P8. Demonstrating the impact of interventions and high quality teaching to support progress.

	English/Maths Threshold 4+/5+	P8	A8
2017 Results			
Whole School	58%/33%	-0.3	44.4
EHCP (0)	NA	NA	NA
SEN SUPPORT (11)	0%/0%	-1.51	24
HIGHLIGHTED NEEDS (11)	27%/27%	-0.15	33.91
2018 Results			
Whole School	63%/37%	-0.33	44.1
EHCP (1)	0%/0%	-1.86	9.5
SEN SUPPORT (14)	14%/0%	-0.88	19.89
HIGHLIGHTED NEEDS (8)	25%/13%	-0.49	29.69
2019 Results			
Whole School	59%/33%	-0.43	43
EHCP (2)	0%/0%	-2.76	9
SEN SUPPORT (20)	25%/5%	-0.23	30.91
HIGHLIGHTED NEEDS (15)	40%/13%	-0.58	38
2020 (CAGs)			
Whole School	60%/38%	-0.05	44.64
EHCP (2)	0%/0%	-1.91	0
SEN SUPPORT (20)	20%/20%	-0.99	27.33
HIGHLIGHTED NEEDS (14)	43%/14%	-0.09	38.04
2021 (TAGs)			
Whole School	66%/44%	-0.11	46.46
EHCP (3)	0%/0%	-1.89	8.17
SEN SUPPORT (9)	56%/11%	+0.36	37.25
HIGHLIGHTED NEEDS (23)	43%/26%	-0.35	36.71
2022 Results (unvalidated)			
Whole School	59%/41%	-0.08	45.36
EHCP (8)	25%/13%	-0.91	22.13
SEN Support (10)	20%/10%	0	33.38
Highlighted Needs (27)	37%/26%	-0.03	41.45
2023 (2023 Leavers – Y10 Summer 2 CWG)			
Whole School	55%/36%	-0.71	40.95
EHCP (4)	25%/25%	-1.16	24.25
SEN Support (8)	13%/13%	-1.42	22.25
Highlighted Needs (18)	33%/17%	-1.06	33.01

Leavers 2023:

Year 11 Lead TA to continue with bespoke intervention with Year Group, further developing relationships from Y10 Summer Term. This includes a small tutor group, 1:1 targeted academic mentoring, revision, advice, guidance and support.

Morning intervention continued with Year 11, along with study group and the successful Key Adult programme.

Annual SEND Reviews to continue successful model introduced in 2021/22 to include Careers Advisor and college representative.

5. Overall quality of provision for pupils with SEND

See SEND Audit, SEND Review Report and Governor SEND Report for further details



WSS Review Trial SEND Review Audit WSS Review
Peer2Peer Report Cc CFS September 2021 Monitoring Action Pla

6. Achievement of pupils with SEND (See link to SEF for further details)



SEF 2021-22 CFS
V15 - Final Sept 2022

7. SEN Policy
Reviewed 04/2021



SEND
(Trust)-Apr21.pdf

8. SEN Information Report
Reviewed 10/2022



SEND Information
Report 2022-2023.pdf

9. Accessibility Plan
Reviewed 03/2019



Accessibility Policy
(Trust)-Mar19.pdf

10. Provision Map



Provision Map 2022
CFS.xlsx

11. Statutory Assessments

2021/22	Requests to Assess Submitted	EHCPs Agreed	2021/22 Access Arrangements Agreed
Year 7	2	2	Assessments/screening ongoing and arrangements in place for familiarity and 'Normal Way of Working' as appropriate
Year 8	0	0	
Year 9	2	2	19 agreed, 15 to be assessed
Year 10	0	0	43 agreed
Year 11	2	2	49 agreed

12. Interventions (See SEND Information Report - Section 8 above)

- This has been a key area to develop over this year and will be developing further in 2022/23. Interventions are targeted with reference to the SEN Register and our Provision Map.
- Interventions include handwriting, numeracy, guided reading, Thrive/nurture breakfast, Talkabout, ELSA, as well as Read Write Inc, Read Write Gold and Academic Mentoring for Year 11 SEN students. As part of the Trust SEN Strategy all Learning Support staff have been trained in TalkBoost to support students' speech, language and communication, alongside work skills to develop post-16 pathways.
- The Thrive group in LS5 (developed from the former AFA provision) allows for 6 week interventions on a full or part time basis for SEMH students, with some adjustments to allow for EHCP students with significant SEMH needs as part of their bespoke timetable.

13. SEND budget and spending

2019/20	£63,358	2021/22	£106,497 Statement Nov 21 (Apr21-Mar22) £154,996
2020/21	£155,594	2022/23	£130,000 From HNTU income statement June 2022 £146,014

14. Staffing for SEND

No. of staff			Total weekly hours
4	Lead TAs		138.25
2	TAs	Permanent	71.5
6	TAs	Fixed term	163.75
1	Apprentice TA		32.5

15. CPD for SEND

Terms 1& 2

Revisiting of Emotion Coaching, Trauma Informed approaches. SEND handbook and SEN briefing – Key students,

Terms 3&4

Autism and communications team training. Range of send specific workshops. Participation Tracker training (disadvantage focus)

Faculty focus on identifying difficult knowledge in curricula and matching powerful adaptive strategies.

Terms 5&6

BVPT tool for ECTs and new staff. Team Teach training for pastoral team.

National College 2021-22

14 teaching staff undertook SEND specific courses with the National college. Range of focuses from

Topics included:

Supporting Neurodiversity Pupils, Understanding SEND requirements in line with KCSIE, Adopting dyslexia friendly approaches, Recognising and supporting students with ADHD, Understanding and Managing the Behaviour of Pupils with SEND, Using EEF Guidance to Support Pupils with send, Building Positive Relationships to manage the behaviour of Pupils with send, How schools can Support Mental Health and Wellbeing of Autistic Pupils
Every member of the SEND team took part in a minimum of 3 SEND specific courses with the National College as part of their professional development.

Topics included:

A Webinar for Teaching Assistants: Working Collaboratively to Enhance Adaptive Teaching
Preparing for Ofsted Revisits and Inspections of Local Area SEND Provision
A Webinar for Teaching Assistants: Helping Unlock the Potential of Pupils with SEND
Mental Health and Wellbeing: Supporting Pupils' Transition from Year 6 to Year 7
Delivering a Child-Centred Approach towards Managing Exclusions for Children with SEND
Overcoming Language Barriers & Addressing the Additional Needs of EAL Pupils with SEND
Transition to Secondary: Helping Primary Pupils Acquire Strong Reading Comprehension Skills
Bridging the Literacy Gap: Effective Strategies to Address Weak Reading Skills in Secondary School Pupils
Creating and Implementing Individual T&L Plans for Vulnerable and Disadvantaged Pupils After Remote Education
Harnessing the Power of Effective Questioning in the Classroom to Improve Pupil Outcomes
Relationships and Sex Education: Managing Difficult and Sensitive Conversations

September / October 2022:

SEND Handbook, NASEN handbook training. Faculty use of SEND adaptive planning guidance to identify faculty wide and individual strategies for HQT. Supporting early readers training. All staff Hearing Impairment training. Weekly 'quick wins' for adaptive teaching in bulletin.

Learning Support Team TalkBoost training

SENCO confirmed as having gained National Award for SEN Coordination

Introduced 'Team around the Tutor Group' for Year 7 and weekly Elevate Briefing to share good practice and upskill staff regarding adaptive teaching for students, especially those with SEND.

16. Pupil Voice

What's Going Well	Even Better If
<ul style="list-style-type: none"> - Relationships with staff - Able to learn more in lessons - Feeling part of their progress/review, having a voice 	<ul style="list-style-type: none"> - More clubs at lunch - Homework - Cover/supply teachers

17. Parent/carer Voice

What's Going Well	Even Better If
<ul style="list-style-type: none"> - Communication - Team around the child - Transition (Y6-7 and Y11+) 	<ul style="list-style-type: none"> - Covid hadn't happened - Homework - Less change from cover/supply

18. External agencies

The School Chaplain has worked on a 6-week programme with SEND students exploring the anger and anxiety gremlin. As impact we have seen a reduction in behaviour incidents in all.

Simone Lemon – Has worked with 2 SEND girls as part of the restorative justice process, which has seen an improvement in relationships and less friendship issues.

Children's Social Care

CSC are supporting 1 SEND (SEMH) student at Level 4 who is now accessing medical tuition via TDPC. This student is a complex case with high levels of external support from CSC and Nurseline. One EHCP student who is also CLA has been assigned to a social worker following a potential breakdown of placement, this is a new allocation so awaiting impact. Attendance to school has been 100% outside of a suspension.

Family Intervention Service (FIS) - Level 3 Service

FIS are working with 9 families (13 students). 6 students are on the SEND register as K, 2 have EHCPs and 1 student accesses the Selworthy Provision and 1 is highlighted needs. 3 students are not SEND.

1 family of 2 SEND and 1 HN students limited impact seen due to attendance issues, school supporting with ESS all students have been on TAS.

2 x EHCP students - supported via school and developing programmes of in school support. One long standing FIS work, attendance still a concern, high tariff behaviours reduced. The other students, FIS impact for family positive school and FIS working together to reduce behaviour issues which is of concern.

1 family - Year 7 student transitioned well, starting to see behaviours linked with his ADHD, recently seen EP as part of the EHCP process.

Parent & Family Support Advisor (PFSA)

Our PFSAs are working with 2 families and in the early stages of work, the 2 students are on highlighted needs. They have recently closed with one SEND student; the impact has shown improved attendance compared this this term in 21/22 and a reduction in high level behaviours. As a school we continued to provide additional support such as play therapy and the Phoenix Project have agreed to support.

Child & Adolescent Mental Health Services (CAMHS)

CAMHS are working with 5 of our students

3 SEND students working with CAMHS, one of which (EHCP) has recently closed with improved mental health and eating routines, student accessing college and attendance and behaviour no issues of concern. 1 student working with CAMHS is also the student being supported by CSC. 1 student working with CAMHS we are beginning to see a reduction in behaviour incidents and improved attendance to school, however lateness is being addressed.

Alternative Provision

3 students are accessing partnership work with TDPC, 1 of which is SEND and has FIS, limited impact currently due to attendance issues which is a whole family issue. FIS and TDPC working together to address this.

1 EHCP student completes a full alternative provision, attendance is secure to placements and behaviour is being managed in line with EHCP needs.

2 students are at Medical Tuition, 1 accessing face to face lesson and 1 online learning. 1 Highlighted needs students, currently not attending school due to SEMH needs awaiting medical tuition placement.

Referrals have been made in the past 12 months to the following agencies for support with assessments or planning:

- Occupational Therapy
- Autism & Communication Team
- EAL Advisor
- Post Covid attendance support

New EP in place supporting through CPD for the TA team as well as graduated response for students, applications for EHCPs, advice and guidance

Advice and guidance from NASEN team

SENCO coaching from external coaching consultant

19. Complaints relating to SEND

1 received regarding a Year 7 student. Trust SENCO investigated and was satisfied that we had followed our safeguarding process correctly, although parent was upset by this. Complaint closed, EHE chosen by parent. 1 received regarding Year 8 student with social and communication needs (under investigation). Parent concerned about child's report of dialogue with staff around support. Investigated by AHT Pastoral. Complaint closed, parent very satisfied with graduated response.

20. EEF/NASEN Whole School SEND Review Update – Year 1 Priorities

Priority 1: Accurately identify Primary needs of Students, providing the most appropriate provision for students with SEND

- From looking at the SEND Register clear developments can be seen, which can be attributed to the work that has been carried out within this priority. This has included bespoke work with the Wellington Cluster schools and other professionals looking at identification within both secondary and primary sectors.
- This has then been followed up with thorough reviews of the files upon transition and meetings with all agencies to ensure that the Yr7 SEND Register correctly identifies students.
- In addition to this the extensive screening that has been undertaken will allow further identification and accuracy after initial interventions have been undertaken and data analysed.
- Access Arrangement assessments will also allow further identification.
- Training and support continuing with teaching staff to increase the effectiveness of adaptive teaching.

Priority 2: Interventions are appropriately targeted, measurable and demonstrate sustained improvements for learners identified with having SEND

- Introduction of Morning Interventions before school have been set up and data demonstrating good progress.
- Read-Write-Gold: This programme has been well utilised, especially within examinations.
- Literacy Strategy
- Learning Support Faculty have all received training for Speech & Language Intervention

Priority 3: Develop a Whole School culture/ethos of shared responsibility for students with SEND

- Clear map of meetings to support CYP collaboratively.
- Training completed for key staff in Somerset Graduated Response Tool.
- Re-developed SEND Handbook and issued alongside NASEN Handbook to allow subject-specific improvements in support/adaptive teaching

21. Key SEND Developments

- Development continuing of SEMH intervention (LS5) using Thrive/Trauma Informed approaches
- ELSA embedded as key SEMH intervention for individuals. Group ELSA introduced 2022/23.
- 'Nurture' provision redeveloped to enable students to access high quality specialist teaching and specialist provision as appropriate – resulted in significantly removed outcomes in Summer 2022.
- Embedding of ProvisionMap linked to ClassCharts, including whole school use of APDR.
- SEND Reviews completed for all students on SEND Register – 97% parental attendance.
- Person-centred approach embedded through student/parent voice questionnaires for SEND Reviews.
- Full range of screening/assessments in place for identified students, groups and whole cohorts.
- Embedding Read Write Inc. to support reading demonstrating significant impact.
- Read Write Gold introduced to support Access Arrangements for exams significantly improving SEND outcomes.
- Formal appraisal process embedded including Mid-Year reviews for all TAs.
- Enhanced Transition embedded and further developed successful including targeted parental engagement.
- Completion of EEF/NASEN Whole School SEND Review Year 1 with external review/feedback highlighting significant progress in all priority areas ('moving mountains' – Margaret Mulholland: EEF SEND Specialist)

22. Are there any concerns regarding provision for pupils with SEND?

- Ongoing impact from COVID seen within all year groups – particular year groups include Yr9 & Yr10. National KS1 data reported this month suggests that this will be an ongoing concern.
- Potential impact of additional admissions with SEND on current cohort.
- Ongoing concerns regarding Local Authority SEN provision.
- Recruitment of TAs.
- Embedding the work with the Selworthy Satellite Provision to increase exposure to mainstream lessons.

23. Actions/Next Steps

NASEN Project Priorities:

- Learning Walk Programme to fully analyse how progress of students within interventions is being utilised in the classroom.
- Continued work with Pupil Passport accuracy at transition point and after set interventions.
- Strategic Map of Interventions to match student needs. This to include training of staff where needed as well as ensuring that all interventions are well planned, tracked and evaluated. Ensure all staff have the necessary information to inform lesson planning and preparation.
- Speech & Language Intervention for KS4 – Liaising with Careers
- Further develop school Graduated Response linking in SEND, Pastoral and Curriculum.

School Priorities:

- Increase attendance for CYP with SEND so in-line with whole school.
- Continue to improve outcomes in progress, attainment and meeting EHCP targets.
- Continue to reduce repeat suspensions of those students identified as having SEND.
- Increase participation in enrichment for students identified with SEND – investigations into Faculty offer.