



Approved by:

Board of Governors - 26th March 2020

1. Changes in teaching and learning or in other aspects of staff responsibility e.g. notes about changes in specifications and resulting implication

New GCSE specifications have continued to be much more demanding for SEN pupils because the curriculum is more content heavy and there is less time for teachers to explain and expand. This has also affected Key Stage 3 as teachers have to deliver lessons imparting much more information than before. There have been opportunities for SEN pupils to have some extra provision delivered in small groups in order to go over more difficult concepts, new vocabulary etc. This has also included work with pupils on revision techniques, for example making 'revision cards'. This work often takes place out of lesson time particularly where a student has a timetabled study period and there is flexibility for curriculum adaptation.

2. Evaluating Progress of SEN Students and the impact of interventions

Outcomes for Year 11 last year were excellent and above national performance. The average Progress 8 score for Coloma SEN students was +0.55. This compares well to the average Progress 8 national score for SEN Support students nationally (published by the Department of Education in February 2020) which was -0.03.

This is well above the expected outcome and due to the hard work of teachers differentiating as advised in the Additional Support Plans and supporting students well in their learning. This impressive performance is due to the work of the learning support team who provided interventions such as Units of Sound, Touch-typing, early morning Maths support, Reading Groups, electronic reader training and support for individual examination arrangements as well as in-class support, when appropriate.

The table overleaf lists the Y11 SEN Support students GCSE attainment individually. It is to be noted that all except 4 students' achieved positive progress 8 results (these 4 students are denoted by ** in the table overleaf). Please note that one individual student did not receive a full and accurate SEN diagnosis, despite the school pressing, until June 2019.

YEAR 11 - 16 'SEN SUPPORT' STUDENTS GCSE OUTCOMES 2019

Student No	KS2	Attainment 8 Target	Actual Score	Difference	Number of entries	Progress 8 Score
1	5.1	52.05	57.00	+4.95	10	+0.50
2	5.4	61.60	74.00	+12.40	10	+1.24
3	4.6	39.76	41.00	+1.24	10	+0.12
4**	4.3	34.20	28.00	-6.20	10	-0.62
5	4.9	46.51	72.00	+25.49	10	+2.55
6	4.8	44.25	71.75	+27.50	10	+2.75
7	5.0	49.19	54.00	+4.81	10	+0.48
8			37.00		10	
9**	4.80	44.25	22.00	-22.25	7	-2.23
10**	4.80	44.25	30.00	-14.25	10	-1.43
11	3.90	28.97	34.00	+5.03	10	+0.50
12	4.90	46.51	52.00	+5.49	10	+0.55
13	5.00	49.19	62.00	+12.81	10	+1.28
14	5.20	54.85	59.00	+4.15	10	+0.42
15 **	2.90	19.81	15.00	-4.81	9	-0.48
16	5.40	61.60	88.00	+26.40	10	+2.64

The P8 for students 9 is -2.23, lower than any other student (the next lowest is 1.43).

Concerns were first raised about this student in Year 8. Due to delays in 3rd parties processing this student's mental health evaluation (a more detailed time-line is available) she did not receive a correct diagnosis of ASD until June 2019, by which time the GCSE session had already started. She was then being assessed by the Local Authority with a view to setting up an EHCP.

The student turned up as scheduled for her exams in May/June 2019 but did not engage/write in all exams. This would fit with the diagnosis of ASD. Had this student received the correct diagnosis/intervention(s) she could have had been more engaged and successful in her exams.

The school does not view her results as giving an accurate reflection of the progress made by SEN students at Coloma. If the results of this student are not included then P8 for all SEN students is 0.75, even further above the national figure and much closer to the overall school outcome of 0.89.

3. New resources being used and staff training undertaken

- New assessment materials have been purchased including speech and language progression tools.
- Purchase of Visual Stress Assessment Pack which allows us to test for appropriate colour overlay.
- Digital dyslexia and dyscalculia screenings have been purchased and also a number of students now use electronic reader in exams and software has been purchased for this.
- Due to the complexity and expansion of the curriculum girls are being entered for alternative qualifications such as Entry level as a backup for the GCSE exams and teaching materials have been purchased.
- One of our LSAs attended a medical awareness training course and uses this to work with the students and parents who have significant medical problems including a Health Care Plan.
- All learning support staff involved with examinations have taken part in training for invigilation and access arrangements.
- One of our LSAs attended a speech and language therapy training course
- We have worked closely with the speech and language therapist and she delivered training for support and teaching staff working with pupils on the ASD spectrum
- All staff have deaf awareness training yearly and the LSAs also work closely with the visiting teacher of the deaf in order to meet the access arrangements for these students.
- Purchase of Roger touch screen microphone transmitter and two receivers purchased 14/01/2019

4. Extra-curricular visits / activities undertaken

The following intervention groups have been in place this term:

- Early screening for literacy difficulties takes place in September and girls are prioritised for intervention.
- The main intervention is the 1:1 dyslexia tuition on the Units of Sound programme and after an initial induction and screening pupils and parents are directed to the home use of this. The use of this online programme is then monitored by one of the LSAs.
- Touch-typing classes are run before school for dyspraxic students or those with slow writing speed.
- 1:1 sessions before school for literacy and numeracy.
- Vocabulary work with deaf students and close liaison with the teacher of the deaf is a regular activity.

5. Notes about successes of individual girls

A number of SEN students are able to move onto sixth-form at Coloma and a number of successful university places including a SEN dyslexic student who has attained a place at Cambridge.

Deaf students have been involved in external events representing NCDS. One student was invited to attend Parliament to represent National Deaf Children Society's Young People Advisory Board (YAB) at Westminster.

There has been sporting success for a EHCP SEN student, currently in Year 11, who achieved gold and silver medals in the London Youth games in 2018.

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