



## 1. SCHOOL PROFILE

- There are currently a total of 124 students listed on the SEND register (approx. 12%)  
Year 7- 13 (4 students awaiting assessment)  
Year 8- 14 ( 4 students awaiting assessment)  
Year 9- 20 (1 student awaiting assessment)  
Year 10 – 36  
Year 11- 28  
Year 12- 15  
Year 13- 18
- Of these students are a total of 8 have EHCP (approx. 0.008%)  
Year 7- 1  
Year 8- 3  
Year 9- 3  
Year 10- 0 (2 awaiting assessment)  
Year 11- 1  
Year 12- 0  
Year 13- 0

Below is a breakdown of students with SEND according to the categories set out by the SEND Code of practice. \* Note some students are counted in more than one category\*

COMMUNICATION AND INTERACTION		COGNITION AND LEARNING		SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES		SENSORY AND/OR PHYSICAL NEEDS	
No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan
27	4	98	4	25	2	30	3
Yr7- 4	Yr7- 1	Yr7- 4	Yr7- 1	Yr7- 0	Yr 8- 1	Yr7- 5	Yr 8-1
Yr 8- 5	Yr8- 1	Yr8 -6	Yr8- 2	Yr8- 4	Yr 9- 1	Yr 8- 3	Yr9- 1
Yr9- 3	Yr9- 2	Yr9- 20	Yr9- 1	Yr9- 2		Yr9 – 2	Yr11-1
Yr10- 7		Yr10- 27		Yr10- 6		Yr10- 4	
Yr11- 5		Yr11- 20		Yr11- 6		Y11-6	
Yr12- 1		Yr 12- 10		Yr12- 0		Yr12- 3	
Yr13- 2		Yr13- 10		Yr13- 1		Yr13- 7	

## 2. IDENTIFYING PUPILS WITH SEND

### **Year 6/7 Transition**

For the 2020 intake SENDCO organized transition meetings with main feeder schools as there was no centralised by the local authorities due to the pandemic. Information sheets were also sent to all incoming primary schools, although the return of these were sporadic.

All Year 7s completed a reading comprehension assessment in the first half term and those with lower than average scores were flagged to the English department and added to waiting list for further assessment.

For the 2021 intake the SENDCo attended centralised transition meetings for Croydon and individual meetings with other boroughs. Those identified will be screened on entry. The entire cohort will also be completing CATs tests and data will be used to further identify need.

### **KS3/4 Transition**

The entire Year 10 cohort (delayed due to covid) took an reading comprehension assessment. The results of this was used to inform further screening for exam access arrangements

### **Teacher referrals**

A new process for teachers identifying students with SEND has been implemented, which formalises the process and is the first step in further screening. Teachers must detail their concerns as well as identifying interventions currently in place.

### **Parental referrals**

Parents can also raise their concerns about their daughter's learning by contacting the SENDCo. Ordinarily a meeting will be held to gain a wider understanding, information will also be gathered from teachers, then if deemed appropriate the student will be screened.

### **Exam access arrangements**

Due to the pandemic there was a considerable waiting list of students to be assessed for exam access arrangements. This was prioritized with those taking exams in Summer '21 assessed first. All students in Year 9,10,11,12, and 13 who required testing for exam access arrangements have now been assessed and these can be used as evidence for JCQ. This will allow the normal cycle and timelines to resume in September'21.

### 3. PROGRESS MADE BY PUPILS WITH SEND

#### GCSE outcomes for students with SEND

Student No	Attainment 8 Target	Actual Score	Number of entries	Progress 8 Score	Grade 4 or above English	Grade 4 or above Maths?
1	61.6	53	10	-0.86	Y	Y
2	41.93	47	10	+0.51	Y	Y
3	52.05	54	10	+0.2	Y	Y
4	37.68	19	9	-1.87	N	N
5	28.97	31	10	+0.2	N	N
6	49.19	62.50	10	+1.33	Y	Y
7	74.31	88	10	+1.37	Y	Y
8	N/A	65.00	10	N/A	Y	Y
9	39.76	43	10	+0.32	Y	Y
10	58.09	39	10	-1.91	N	Y
11	52.05	54	10	+0.2	Y	Y
12	37.68	62.5	10	+2.48	Y	Y
13	65.28	64	10	-0.13	Y	Y
14**	61.6	70	10	+0.84	Y	Y
15	41.93	65	10	+2.31	Y	Y
16	54.85	64	10	+0.92	Y	Y
17	49.19	69	10	+1.98	Y	Y
18	36.02	43	10	+0.7	Y	Y
19	32.88	52	10	+1.91	Y	Y
20	N/A	62	10	N/A	Y	Y
21	32.88	52	10	+1.91	Y	Y
22	N/A	41	10	N/A	Y	N
23	31.27	51	10	1.97	Y	Y
24	32.88	48	9	+1.51	Y	Y
25	37.68	79	10	+4.13	Y	Y
Average SEND students		55.12		+0.91		
Average non SEND students		64.4		+0.86		

### 3. PROGRESS MADE BY PUPILS WITH SEND

n.b. students on SEN register for short term medical adjustments have not been included in this table

- Overall despite restrictions due to covid making interventions difficult to deliver, good progress has been made by students with SEND.
- Interventions using online platforms such as word shark and touch typing have been particularly well received by students and they have been able to access these both at home and school.
- Daily small group numeracy interventions with Year 9 students which focused on overlearning class content has been delivered by one of the LSAs has been successful in building confidence

### 4. UPDATE ON THE SCHOOL'S IMPLEMENTATION OF THE SEND SYSTEM

#### **Response to remote learning**

- Students on the SEND register were allocated a key worker within the learning support department who had weekly contact with students and families.
- LSA assistants were timetabled to virtual lessons for hearing impaired students
- A dedicated learning support google classroom page was set up to allow additional and differentiated resources to be shared, this has been maintained after remote learning ceased

#### **Assess, plan, review, do**

- Additional support plans for students with SEND have been re-designed to make them more accessible to both teachers and families. There are now clear sections for student's views and any diagnostic information
- Students have the opportunity to review their plans annually with a member of the learning support team
- Plans are routinely shared with parents, who also have the opportunity to contribute
- Students with EHCP have an additional annual review which includes information and feedback from visiting specialists. This year these had to be carried out virtually, but it was an effective in allowing parents and students to attend more readily. However there was little engagement from the local authority EHCP coordinators.
- A new cycle of screening reading comprehension on entry and at the end of key stage 3/start of key stage 4 has been started, using the New Group Reading Test.
- Previous screening and assessment had been delayed due to covid, the waiting list has now been cleared and the normal cycle and timelines can be resumed in September '21

#### 4. UPDATE ON THE SCHOOL'S IMPLEMENTATION OF THE SEND SYSTEM

##### **Statutory assessments**

- The SENDCo has submitted one application for a statutory assessment for an EHCP plan
- An parental application for a statutory assessment has also been submitted and initially rejected

#### 5. SEND FUNDING

- SEND funding is allocated from local authorities, seven of our EHCP students are under Croydon Borough and one Bromley
- Funding supports the employment of learning support assistants, resources to aid differentiation, intervention programs and assessment materials
- This year funding has been used to invest in an online literacy program- Word shark and a revision programme Tassomai for Year 11s on the SEND register, a new social skills resource has also been invested in
- Pupils also on the pupil premium register have had access to additional online tutoring

#### 6. STAFF DEVELOPMENT

- The SENDCo has completed the CPT3A and is now a registered test user with the British Psychological Society. This allows learning needs to be identified and exam access arrangements to be applied for
- The SENDCo has also completed their National Award for SEND Coordination
- The SENDCo has completed mental health awareness training focused on suicide and self harm
- One of the LSAs has completed CPD surrounding Maths and Numeracy

## 7. WORK WITH EXTERNAL AGENCIES

### Hearing impairment service and Teacher of the Deaf

- The SENDCo has worked closely with the allocated teacher of the deaf to adapt provision during periods of school closure, remote learning and covid restrictions which limited on site visitors. Virtual sessions were successfully set up and following risk assessments in person visits were able to continue for students where there was a need. This has maintained continuity of provision for students and allowed swift improvements to access to be made.

### Speech and language therapy

- Several students are on the case load for speech and language therapy; however this service has been difficult to access during the pandemic and due to staff shortages. A good working relationship was however established and all statutory assessments were carried out and advise clinics were set up with parents virtually.
- One student has private Speech and Language therapy funded by her EHCP allocation. This has worked well as during school closure home visits have been carried out and continuity of treatment has been maintained

### Educational psychologist

- Four students have accessed the Educational Psychologist and reports received
- The process had to be adapted due to covid restrictions and no in class observations could be carried out. Face to face assessments of students however were facilitated and parental elements carried out virtually
- Recommendations have been incorporated into additional support plans
- The educational psychology service is currently under staffed, so there are delays in assessments and reporting

### Social communication assessments

- Three students are currently on the waiting list for social, communication assessments with Croydon CAMHs, this is a length process and must first be recommended by the Educational Psychologist
- This process seems to be much swifter in Lewisham and Bromley boroughs where referrals can be made direct without the input of an educational psychologist first