

## 1. School profile for SEND

The Engage Trust SSSFN is a large Alternative Provision Academy split over 8 sites across Norfolk. Four sites are Short Stay bases provision of Permanent Excluded (PEX) and Children Missing Education (CME).

Four sites are commissioned to provide medium to long term provision for pupils with high and complex needs, three of these sites are operated in partnership with Norfolk and Suffolk Foundation NHS Trust and cater for KS1- 3 children with severe mental health issues. The fourth is operated in partnership with Childhood First (a specialist care provider) and caters for KS1-2 children with experiences of severe childhood trauma. 97% of these pupils have an EHCP.

We have a rolling Cohort in the SSSFN bases across KS1-4. Number on roll varies daily but climbs steadily through the year. The key function of the short stay bases is to support pupils in successfully moving onto permanent placements.

Current SEND:

- 99% of pupils have SEND.
- Currently 48% of pupils have an EHCP (34%) or an EHCP applied for (14%).
- Short Stay KS1/2 pupils this is 77%, 40% with an EHCP and 33% applying for an EHCP.

Commissioned numbers are as follows:

- 350 commissioned places - 290 PEX/CME and 60 Med Needs
- 20 commissioned at Earthsea (12 from Norfolk County Council and 6 (+ 2) from Childhood First)
- 50 Commissioned at Compass

SSSFN remains concerned re the number of PEXed pupils for whom an EHCP is required but who arrive at SSSFN without an EHCP or an application in process.

SSSFN is also concerned re the time taken for an EHCP to be completed after the Local Authority has agreed to assess. The most recently available published data (SFR17-2016\_Main\_Tables) shows that in 2015, only 11% of Norfolk EHCP plans were published within 20 weeks (National figure 56%).

The EHCP application process is tracked in the short stay bases in transitions meeting. In the Spring of 2019 we have pushed for this information to be added to SIMS so that we can analyse this data. This is still work in progress. Of the data collated so far, 55% were made prior to the 2018-19 academic year and have not yet been finalised. 22% of the applications were made more than a year ago.

For 2017-18 leavers (not including leavers at the end of Y11):

- 77% of leavers moved to Specialist provision, 32% with an EHCP
- 12% of leavers reintegrated to Mainstream, 5% with an EHCP or applying for an

# Report to governors on SEND



## EHCP

- The highest Category of SEND across the SSSfN is SEMH. 87% of pupils have this listed as their Primary Need. 6% of pupils have 2 SEN Needs; 1% have 3 SEN Needs.

SEN Status	EHCP	Applying for EHCP	SEN Support	No SEN
SSSFN	34%	14%	51%	1%
SSSFN KS1/2	57%	23%	19%	0%
SSSFN KS3/4	21%	9%	68%	2%
SSSFN Short Stay	18%	18%	63%	1%
SSSFN Specialist	97%	2%	2%	0%
Norfolk	3%		13%	84%
All Schools	3%		12%	85%
National PRU	11%		68%	21%

Norfolk, National and PRU Data are from SEN 2018 LA Tables and SEN 2018 National tables available from:  
<https://www.gov.uk/government/statistics/special-educational-needs-in-england-january-2018>

Primary SEN Need Type	Number of SEN Pupils		Communication and Interaction		Cognition and Learning		Social, Emotional & Mental Health Difficulties		Sensory and/or physical needs	
	SEN Need	EHCP/ EHCP in process	SEN Need	EHCP/ EHCP in process	SEN Need	EHCP/ EHCP in process	SEN Need	EHCP/ EHCP in process	SEN Need	EHCP/ EHCP in process
SSSFN	297	148	3%	6%	6%	9%	88%	81%	1%	1%
SSSFN Short Stay	236	85	3%	8%	8%	15%	86%	74%	1%	1%
SSSFN Specialist	61	60	3%	3%	2%	2%	95%	95%	0%	0%
Norfolk Schools	17,185		38%		26%		4%		7%	
All Schools	1168143	235,384	31%	29%	38%	39%	17%	17.5%	6%	10%

**Notes:** % relate to the % of students in that category i.e. to the % of students with SEN, and the % of students with an EHCP/EHCO in process. All schools data is from SEN 2018 Additional Tables available from:  
<https://www.gov.uk/government/statistics/special-educational-needs-in-england-january-2018>.

Norfolk Schools data is from Norfolk JNSA Briefing document available from:

[http://www.norfolksight.org.uk/wpcontent/uploads/2018/09/Briefing\\_paper\\_Children\\_with\\_Disabilities\\_SEN\\_v3.pdf](http://www.norfolksight.org.uk/wpcontent/uploads/2018/09/Briefing_paper_Children_with_Disabilities_SEN_v3.pdf)

The lower % of specialist pupils with cognition and learning needs is due, in the main, to Compass bases not being commissioned to support these pupils. If pupils are identified as having cognition and learning needs they are moved to more suitable long term provision.

## 2. Identifying pupils with SEND

### Identification of pupils with SEN Needs at the SSSfN

On arrival to the Short Stay bases each pupil, primary and secondary, undergoes a 2-week assessment. During this time the pupil is assessed for learning needs, emotional needs and social needs. Additional assessments such as Visual stress test are completed if a pupil is showing dyslexic tendencies.

We currently use WRAT4 to assess ability and this provides us with a standardised score in Writing, Reading and Maths. These standardised scores then inform target setting. If a pupil scores 85 or below they are identified as being a Lower achieving pupil (LAP) and therefore may have cognition and Learning Difficulties. If the score is between 86 and 114 they are identified as being a Middle achieving pupil (MAP) and a score is 115 or above identifies them as Higher achieving pupil (HAP)

These scores inform the numerical targets set for Learning Ladders for a half term period. We set aspirational targets for all pupils: LAP pupils are tasked to attain 100 learning ladders points in a year (i.e. complete 100% of the curriculum), MAP pupils to attain 110 points and HAP pupils 120 points. The numerical scores are weighted according to the number of weeks in a half term.

These translate into progress data which shows which pupils have met or exceeded their targets.

On completion of an Assessment period, each pupil has a detailed Individual Learning Plan (ILP) and Risk Management plan (RMP) which is shared with the pupil and the parent/carers in line with the Code of Practice (2014) The ILP informs strategies in the classroom to support the pupil in each subject area and the RMP gives strategies to help engage and enthuse the pupil in their learning.

The ILP's are reviewed termly for secondary pupils and half termly for primary pupils. The child's Pupil Tracker documents strategies used and their effectiveness and strategies are expected to be evaluated 3 times during a half term period.

### Meeting the SEN Needs

- We set High aspirational targets (see above)
- We produce a comprehensive ILP for each pupil
- We provide a High staff pupil ratio to assist with meeting the SEN needs of all our pupils
- We have a strong focus On SEMH through the curriculum, Mental Health Champions, Displays, Themes of the Week and Clinical services (CP/MHP)
- A bespoke timetable can be organised to meet the SEN of individual pupils
- Due to small class sizes of 7 pupils, all pupils have each lesson individually planned to meet there needs and to ensure Outcomes are realistic, measurable and provide challenge.
- Feedback from each lesson is given in a timely manner and opportunities for further development (next Steps) are timetabled to ensure progression

- We have a Positive Post 16 approach for Y11 and an active programme to raise expectations and to ensure pupils have high aspirations regarding their onward destination. We are projecting this across all year groups and inviting people into schools to talk about their own careers.

## SENCO

We have looked at putting the SENCO role as part of the leadership and management team at Trust level across all sites within Engage Education Trust.

Currently this is vacant with the expectation that it is filled Sept 2019.

We have 2 Members of staff studying for their NASENCO qualification, one within Hooper lane and one SSSfN Assessment lead.

We have a further member of staff currently training for qualification in Access arrangements for examinations and Dyslexic screening. Both this role and the NASENCO training undertaken by the SSSfN staff are done at their own cost.

In the interim the HOS for SSSFN is the named SENCO for SSSFN and holds the NASENCO award. It is recognised that due to the high numbers of SEN pupils and EHCP's within the school that this is a full time role within the Trust.

**SEN Governor needs to be identified and appointed**

## Parental Involvement with the SEN process at SSSfN

- At the point of Admission, time is spent identifying the student's primary needs. In primary where possible home visits are completed for each pupil transferring to us. In the Secondary Phase, each pupil has a home visit by the RAO. Discussion takes place where EHCP application process is explained and as part of the Admissions pack the EHCP form for parents is included.
- Following the 2-week Assessment period the ILP is shared with the parent, a copy sent for them to keep, one copy to be signed and returned. When the ILP's are reviewed, updated copies are sent home.
- Weekly phone calls home are made as we have limited face to face contact with parents. The class give a summary of the week and outline positives. These are completed by key workers so the parent has a point of contact to address any needs/issues regarding the provision and the pupil. Further work needs to be done around the monitoring of the ILP reviews and as part of our SIDP we are prioritising opportunities for parents/carers to attend school so a more detailed conversation can be had a round the pupils ILP/Tracker
- Parents are always invited to attend EHCP draft meetings and reviews which only take place when the parent is present.
- If parents can't attend or won't attend the meeting the SSSfN operates a flexible approach and visits the home. Every effort is made to support Parent/Carers understanding of SEN processes and their child's entitlement.

- The SSSfN will always seek Parent/Carer permission before making a referral to other agencies for support for their child.
- Arrangement with Translation agencies are made for Parents with EAL

## **Student involvement with the SEN process at SSSfN**

- Listening to pupils' views and involving even the youngest child in the decisions that affect their future through Key worker time.
- Marking Grid's provide students with direct feedback to their work enabling them to take a more focussed approach to their achievements and progress.
- Primary ILP has been designed for children to contribute by using accessible language e.g. What can I do to help, what can others do and to give greater ownership of the ILP to the pupil. Secondary ILP wording appropriate to age range allowing those students to have a direct input into their learning.
- Pupil voice is also captured on pupil trackers

## **Transition of students with SEN**

- The SSSfN is committed to working in partnership with children, families and other providers to ensure positive transitions occur.
- We recognise that our pupils arrive at SSSfN with a disjointed education and where transitions between schools have largely been a negative and in some cases a traumatic experience.
- The SSSfN's approach to re-integration is crucial in returning students to mainstream or acquiring the necessary specialist placement. Pupils with special educational needs will be served best by maintaining strong links with colleagues in mainstream settings and specialist placements. SSSfN work alongside mainstream to try and minimise pupil's worries about starting a new placement. This is done through the RAO team. We have 3 FT members of staff within secondary. Primary pupils' reintegration is done through each base. Support is given over a 6-week dual registration period if a pupil is reintegrating back into mainstream. The frequency of this support is done in according to the needs of the pupil.
- All relevant paperwork is provided for the new placement.

## **Attendance, Exclusion & Progress for SSSfN students with SEN**

- As 99% of pupils are SEN please refer to the whole school data.

## Monitoring of SSSfN students with SEN

- Through data analysis
- Through Leadership Monitoring- Learning Walks, Progress meetings. Work Book scrutiny and Moderation
- Through Staff involvement- All staff within the SSSfN have day-to-day responsibilities with regard to pupils with special educational needs, and the care of such pupils is seen as a whole school responsibility.
- MMG's identify primary SEN and strategies for individual pupils are identified on MMG's or Individual lesson plans.
- ILP's - The nature of the student cohort means that time is spent initially ensuring a comprehensive ILP is produced during the Assessment stage. This is carefully monitored by staff to ensure that it is a working document, highlighting the student's particular needs and targets, ensuring support for progress. An improvement during 15/16 has been the increased involvement of the student in their own learning by providing more input at the admissions meeting.
- The identification of barriers to learning is regularly assessed such that where no progress is made an alternative strategy is sought to overcome the difficulty.

## Funding

- Pupil places are commissioned by NCC.
- For some pupils we need to access the SEN High Block funding where we need to apply for additional funding to meet a particular pupil's needs. We evidence to NCC what we have put in place to meet need and apply for funding to support over and above what we have in place.
- Pupil Premium Funding (PPF) has been used to narrow the attainment gap between PP and non PP by training and implementing the ARROW Intervention and Lexia. Research shows that the most effective way to increase attainment is to have access to adults to support learning. This is why we operate a 3:7 ratio of staff to pupils in Primary and 2:7 ratio in secondary.
- In order to meet SEMH needs PPF employed a Clinical Psychologist and Mental Health nurse practitioner to support these pupils.

## Teaching and Curriculum for SSSfN students with SEN

% of pupils making progress	English			Maths			ICT/Computing			Science		
	Met	OT	ND	Met	OT	ND	Met	OT	ND	Met	OT	ND
<b>Group (pupils)</b>												
<b>SS: EHCP (34)</b>	32%	53%	13%	26%	56%	18%	36%	36%	27%	17%	73%	10%
<b>SS: Applying for EHCP (35)</b>	37%	40%	23%	23%	74%	3%	30%	45%	24%	21%	79%	0%
<b>SS: SEN Support (91)</b>	29%	47%	24%	38%	55%	7%	44%	27%	29%	21%	70%	9%
<b>SS: No SEN (9)</b>	0%	33%	67%	11%	56%	33%	33%	0%	67%	0%	71%	29%
<b>SP: EHCP (54)</b>	13%	85%	2%	19%	81%		20%	52%	28%	7%	91%	2%
<b>SP: Applying for EHCP (2)</b>	50%	50%			100%		50%		50%		100%	

**Notes:** SS = Short Stay. SP = Specialist. Met = Met or exceeded target. OT = On track to meet Target. ND = No progress data. Data in the short stay bases has been impacted by staff absence/vacancies in the short stay bases. Progress relates to progress in Autumn 2. The data is based on SEN data in SIMS at the end of the Autumn term. Since then the SEN status of all pupils has been reviewed. For this reason and lack of data owing to staff absences/vacancies in the short stay bases it is difficult to draw strong conclusions from the data. There was only one SEN Support pupil and no pupils with No SEN in specialist bases.