

Maghull High School SEND Report to Governors



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Name of school		Maghull High School	
SENDCO		Mrs Laura Lindley / Mrs Kate Taylor	
Date of report		March 2019	
SEND Governor		Mrs K Rowlands	
SEND Profile			
Total number of students on SEND register			
Year	SEN Support	Education, Health and Care Plans	High Needs Funded (either EHCP or SEN support)
7	37	1 pending	2
8	13	3 (1 pending – awaiting final)	2
9	3	3	1
10	5	2	
11	6	4	3
Sixth form	14		
Total	78	13 (2 pending)	10

The higher numbers in Y7 are due to an increase in numbers in that year group and the non-secondary ready programme in place for students not meeting the expected standards in English at Key Stage 2.

The numbers are very low in Years 9 and 10; we are currently reviewing the cohorts in these year groups.

In total, there are 91 students on the register, which is 10.5% of the cohort. This is in line with national averages.

Breakdown of SEND needs (primary needs):

Year group	C&L	C&I (including ASC)	S&P	SEMH
7	27	5	4	2
8	11	3	2	
9		3	2	1
10	4	3		
11	4	6		
Sixth form	6	4	4	
Total	52 (57.1%)	24 (26.3%)	12 (13.2%)	3 (3.3%)

We currently have three Y6 EHCP students requesting a place at Maghull in Y7 2019; transitional visits will start now that the high school allocations are finalised and numbers confirmed. We will arrange transitional reviews for all students with an ECHP to ensure appropriate provision is in place for September. Due to the increasing number of students with ASC needs (including two of the Y6), we are looking at developing our provision in this area. School currently commission Sharon Williams from OSSME to provide much of the advice and guidance in this area but we are keen to develop our own staff's expertise to ensure we are looking at future capacity to meet the needs of the students at Maghull High School.

Achievement Y11 (2018)

	P8	English	Maths	Ebacc	Open	EM 4+	EM 5+	A8	KS2 APS
All	-0.42	-0.86	-0.15	-0.75	-0.05	63%	41%	45.4	4.92
SEND	-0.32	-0.94	-0.21	-0.61	0.32	38%	33%	38.58	4.49
non-SEND	-0.47	-0.85	-0.13	-0.78	-0.13	68%	43%	46.88	5.01

Students with SEND made better progress (P8) than their non-SEND peers. However, the number achieving the benchmark passes in English and maths are significantly below their peers. This has been a target for Y11 intervention this year. The data shows that SEND students make progress from their starting points and that the provision is effective in ensuring they do not fall behind their peers. As with the whole school however, the progress is below national targets and the current Y11 are a concern in terms of their progress.

Projected achievement based on current assessments:

		P8	Eng	Maths	Ebacc	Open	EM 4+	EM 5%+	A8	KS2
2019	All	-0.06	-0.23	0.02	-0.46	0.39	69%	45%	46.46	4.8
	SEND	-0.12	-0.67	-0.07	-0.14	0.23	10%	0%	31.9	4.04
	non-SEND	-0.06	-0.2	0.03	-0.47	0.4	73%	47%	47.33	4.85
2020	All	0.05	-0.17	0.29	-0.37	0.46	76%	51%	49.48	4.89
	SEND	-0.24	-0.63	0.77	-1.04	0.13	33%	16%	31.46	3.92
	non-SEND	0.07	-0.14	0.27	-0.34	0.48	78%	53%	50.36	4.94

Although, the P8 scores show an improvement from last year, SEND students are set to make slightly less progress than their non-SEND peers in both the current Y11 and Y10. In response to this, the support structure has been changed significantly in Y11 to ensure that individual students are receiving additional intervention in English, maths and science and some students' timetables have been personalised to address areas of concern. The current Y10 are a target for intervention following the review of the SEND register and the next round of assessment data. Lack of engagement of a small number of students in Y10 has affected their progress. To address this, parental meetings are to be arranged for relevant students after the next round of assessment.

Other year groups – students who are on target following AP1

Key Stage 3

		AP1 % of On Above Exceptional Progress													
		Art	Compu ting	D&T	Drama	English	Games	Geogra phy	History	Maths	MFL Spanis	Music	Rel Edu	Sci	
Y 7	SEND	100	100	100	100	100	96.4	100	100	100	100	100	100	100	
	non-SEND	100	100	99.2	100	99.2	100	100	100	94.7	100	100	100	100	
Y 8	SEND	86.7	80	100	93.3	57.1	60	80	66.7	50	66.7	100	93.3	66.7	
	non-SEND	92.3	94.9	97.4	94.9	64.1	48.3	93.1	77.6	82.9	77.6	96.6	94.9	72.6	
Y 9	SEND	40	60	80	100	40	50	80	60	20	75	100	80	40	
	non-SEND	86.6	97.5	90.8	96.6	79	66.9	84	79.7	71.4	75.4	89.1	94.9	82.2	

*Year 7 - Commitment to Learning only at AP1

Heads of departments where SEND students are making less progress than their peers will be addressing the issues through their critical action plans, in liaison with their line managers. They will identify appropriate intervention and support for relevant students. As well as this, advice has been reissued this term from the Inclusive Support department on Quality First teaching approaches to be employed by every member of staff in the classroom, to ensure that the needs of all students are met.

Key Stage 4

Y10 AP1 18/19						
SEND				Non-SEND		
Subject	Cohort	P8	Diff	Subject	Cohort	P8
ART	4	-0.32	-0.48	ART	65	0.16
BUSINESS	4	-0.01	-0.43	BUSINESS	45	0.42
DRAMA	3	-0.1	-0.84	DRAMA	36	0.74
ENG LANG	6	-0.63	-0.49	ENG LANG	123	-0.14
ENG LIT	6	-0.63	-0.49	ENG LIT	123	-0.14
ENGINEERING	2	0.39	0.28	ENGINEERING	37	0.11
ICT	1	-3.21	-3.26	ICT	23	0.05
MATHS	6	0.77	0.50	MATHS	123	0.27
PE BTEC	3	-0.81	-0.70	PE BTEC	29	-0.11
REL EDU	6	-1.58	-0.37	REL EDU	123	-1.21
SCIENCE	6	-0.53	-0.28	SCIENCE	123	-0.25
SPANISH	1	-0.38	-0.94	SPANISH	20	0.56

Y11 AP2 18/19						
SEND				Non-SEND		
Subject	Cohort	P8	Diff	Subject	Cohort	P8
ART	5	1.2	0.58	ART	61	0.62
BUSINESS	4	-0.28	-1.16	BUSINESS	63	0.88
DANCE	2	-1.05	-1.37	DANCE	19	0.32
DRAMA	3	-0.26	-0.51	DRAMA	41	0.25
ENG LANG	10	-0.67	-0.44	ENG LANG	167	-0.23
ENG LIT	10	-0.87	-0.38	ENG LIT	166	-0.49
ENGINEERING	3	0.21	-0.95	ENGINEERING	46	1.16
GEOGRAPHY	4	-0.49	-0.12	GEOGRAPHY	53	-0.37
HISTORY	3	-0.45	-0.61	HISTORY	52	0.16
ICT	2	0.1	0.06	ICT	62	0.04
MATHS	10	-0.07	-0.10	MATHS	167	0.03
MUSIC	2	-0.31	0.44	MUSIC	12	-0.75
PE BTEC	2	0.14	0.00	PE BTEC	41	0.14
REL EDU	10	-2.65	-0.20	REL EDU	166	-2.45
SCIENCE	10	-0.07	0.29	SCIENCE	149	-0.36

Key areas of focus:

It should be noted that the numbers of students on the SEND register in years 9 and 10 are currently very low, so each student has a significant impact on the data

- Year 9 progress in core subjects (currently very low numbers on the register)
- Year 10 ICT / Spanish (1 student with EHCP) – action plan in place around his attendance and engagement
- Year 10 and 11 English – KT/MB to meet with HoD
- Y11 Engineering / Dance / Business – additional support in place

Literacy & Numeracy Catch-up Premium:

Literacy

26/159 (16%) pupils below 100 in reading on entry (current year 7)

28/159 (18%) pupils below 100 in grammar and spelling on entry (current year 7)

Literacy re-testing will take place in April 2019 following a series of tailored interventions.

Numeracy

28/159 (18%) pupils below 100 in maths on entry (current year 7)

Numeracy to be re-tested in June 2019 to measure progress and impact of intervention.

The literacy and numeracy catch-up premium gives schools additional funding to support year 7 pupils who did not achieve the expected standard in reading or maths at the end of Key Stage 2. The school receives approx. £4200 each year in March through this funding.

The funds are directed to the following interventions:

- Our catch up literacy and numeracy programme.
- Non-secondary ready intervention (26 students)

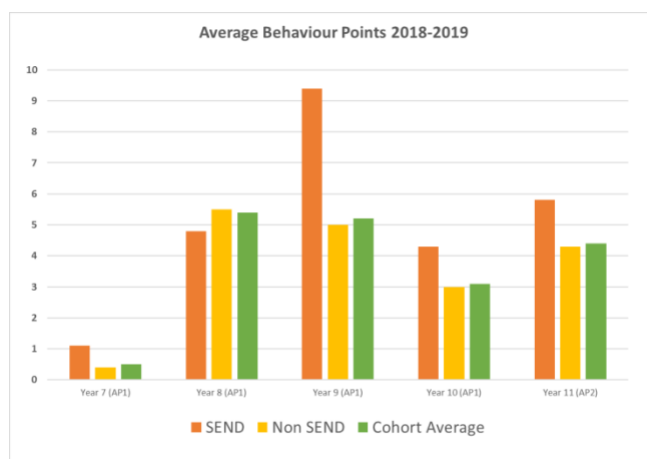
This enables the school to provide small group and one to one intervention for those pupils eligible for funding. In the 2017/18 year 7 cohort, 76% (19/25) of the students identified for literacy support were on target in English with regard to their end of year expectation by the start of year 8. Support is ongoing through the literacy intervention ladder and via SEND intervention. In the 2017/18 year 7 cohort, 68% (13/19) of the students identified for numeracy support were on target in maths with regard to their end of year expectation by the start of year 8. Support is ongoing through the maths curriculum and via SEND intervention.

Update on intervention (following on from last report to governors):

- Y7 non-secondary ready students access a literacy intervention 5 times per fortnight. This is part-funded by the 'Catch Up' funding and part by the SEND devolved budget. This is the first time this has been run in this way with a focus on reading and comprehension. Initial observations show that students who attend are making steady progress although there is no data available yet to back this up. Catch Up maths intervention is being delivered by the maths department and the students are coming up for their second round of assessment
- Circle of Friends / Lego therapy continues to be successful for students with ASC and communication difficulties
- OSSME are working with a number of identified students regarding their social communication
- Year 11 intervention – the Inclusive Support department are working with the class teachers to ensure that students are not falling behind in the core subjects
- HC is working as a key worker for a number of students with ASC; this includes regular catch-ups and time to talk. This continues to be an area for development. We aim to develop a centre of excellence for students with ASC
- The Cognition and Learning consultant is working with key identified students
- Tutor intervention targeting spelling and literacy is currently attended by approximately 30 students

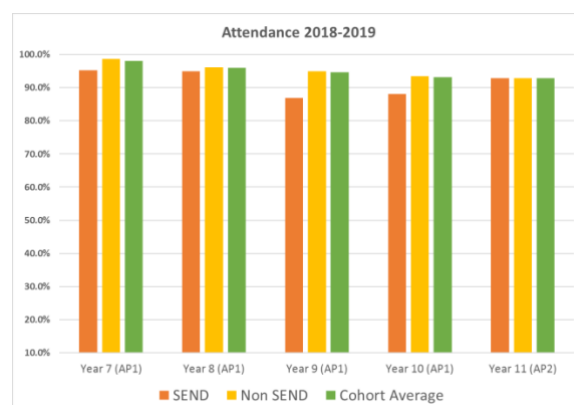
Pupil welfare and attitudes to learning:

Average Behaviour Points 2018-2019				
	SEND	Non SEND	Cohort Average	Gap
Year 7 (AP1)	1.1	0.4	0.5	0.7
Year 8 (AP1)	4.8	5.5	5.4	-0.7
Year 9 (AP1)	9.4	5.0	5.2	4.4
Year 10 (AP1)	4.3	3.0	3.1	1.3
Year 11 (AP2)	5.8	4.3	4.4	1.5



Pupils with EHCP / HNF report that they enjoy school and want to do well. Generally, the behaviour of SEND pupils is good, however there are a small number of pupils in Key Stage 3 who are currently causing concern and the school has commissioned additional time from OSSME to support students with communication difficulties and/or a diagnosis of ASC. Spikes in behaviour data within these year groups are currently down to a few individuals.

Attendance 2018-2019	SEND	Non SEND	Cohort Average	Gap
Year 7 (AP1)	95.3%	98.6%	98.1%	-3.3%
Year 8 (AP1)	94.9%	96.1%	96.0%	-1.2%
Year 9 (AP1)	86.9%	94.9%	94.6%	-8.0%
Year 10 (AP1)	88.1%	93.4%	93.2%	-5.3%
Year 11 (AP2)	92.8%	92.8%	92.8%	0.0%



On the whole students value their education. Attendance for year 9 and 10 SEND students is a concern. There are a small number of students who are impacting on the overall attendance in these year groups. As the cohort is small, each student has a significant impact on the data. Meetings have been arranged with Y10 students and KT is to arrange meetings with Y9 students who are causing concern. Working more effectively with the pastoral team is an area for development. Punctuality and persistent absence for SEND students is also a concern.

CPD update (since September):

- JMB access arrangements update completed September 2018
- ST currently on a TEFAL course
- Staff training delivered on Selective Mutism for teachers / support of Y11 student
- KT, JMB, ST – BSquared introduction
- JS1 attends English faculty meetings
- KT, MB – LIMAS QA training January 2019
- JMB, ST - Sefton SENCO meetings including workshops planned for 13 March
- Radio-aid training for all TAs and teachers of Y7 student – September 2018
- Planned training – CPD programme to be delivered via departments

Update on priorities for September:

KT continues to support the school in Laura Lindley's absence. MB and KT have been working on the documentation for the Local Authority SEND QA (Maghull High is first to be visited on 11 March). MB and KT attended the training and will be involved in the review.

Actions so far:

- All of the statutory deadlines in terms of EHCP reviews and HNF replication have been met. This has been the focus in the first term. All reapplications so far have been successful
- SEND / Access policies and the SEND information Report. The Access Policy will need a full review and ratification as we move into the new building
- Updated SES statement outlining the current situation and areas for development
- Calendar of events for September including Quality Assurance cycle for SEND
- SEND DiP / Action plan
- Review of statutory hours resulting in additional staffing in the SEND team

Continuing areas for development:

- Attendance action plan
- Staffing review to be completed once Y6 numbers determined and statutory hours confirmed
- Move to the new building – additional support for students who struggle with change
- Review of the provision for students with SEMH needs relating to SEND
- Review of SEND register to fully reflect current needs and the provision in school
- KS4 pathway for students who struggle to access full GCSE curriculum to be reviewed
- Development of a programme of CPD for support staff and teachers to be delivered via departmental meetings on rolling programme
- QA to be fully embedded within the department
- Developing closer formal processes with the pastoral team in terms of interventions for students with SEMH – systematic graduated response
- Staff appraisal programme to be planned and implemented