

# Annual SEND Information Report

<b>Name of school</b>	The Hollins
<b>SENDCo</b>	Nyree Cirino <a href="mailto:cirion@thehollins.com">cirion@thehollins.com</a>
<b>Date of report</b>	November 2020
<b>SEND governor</b>	Jane Downham

## Overall statement regarding the quality of the SEND provision in school for the last 12 months

The Hollins is an inclusive school and we aim to provide every student with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice 2015. We aim to actively include students with a broad range of special needs and to ensure that all pupils, regardless of their specific needs, make the best possible progress in a mainstream setting wherever possible.

We have provided specific support and intervention, along with tailored alternative curricula for those students identified with SEND. These include:

**Learning and cognition** - We are experienced in supporting students with learning and cognition difficulties through high quality teaching and effective differentiation. This includes students with specific learning difficulties (SpLD) such as dyslexia (specific difficulties with reading or spelling), dyscalculia (specific difficulties with maths) or dyspraxia (specific difficulties with coordination). We also support student with moderate learning difficulties (MLD) and students on the Autistic Spectrum. For example, we support students by breaking down activities into smaller, achievable chunks; providing appropriate resources including the use of technology or multisensory learning activities and through providing additional adult support. We also run a wide range and number of interventions. The SENDCo, plans a school provision map which outlines the needs of individual pupils which require additional support and the provision in place to meet these. This is monitored by the SENDCo and support team to ensure effectiveness.

**Speech and language** - We have a number of students who experience speech and language difficulties. Consequently, we have teachers and teaching assistants who support students in a 1-1 situation or small group settings. We have a range of resources which are used to support student's speech and language development and we work closely with Speech and Language Therapists, providing targeted intervention in line with their individual care plans.

**Sensory and physical needs** - We work closely with outside agencies and Specialist Teachers to provide support for students in our school who have sensory or physical difficulties. Where necessary, we make adaptations to the curriculum or environment in order to make lessons and learning opportunities accessible to them. We hold regular meetings with outside agencies and parents to review the approaches that are in place. Assistive technology (iPads, adapted laptops, Prodigy magnifying and internet access tool) is accessed and used where advised to support accessibility and maximise progress.

**Social and emotional difficulties** - For some students, difficulties in their social and emotional development can mean that they require additional or different provision. We support these students through quality first teaching and the nurturing pastoral system in school. The students in school can access the services of a counsellor for two days per week. Further interventions such as Lego Therapy, social skills groups and social skills interventions are also utilised in school. We involve outside agencies such as ELCAS (East Lancashire Student and Adolescent Service) and alternative provisions if necessary.

Pupils with SEND have made positive progress over the past year. We adopt a range of assessments and approaches to identify individual and specific learning needs or gaps in learning. As a result, students' needs are addressed at the earliest opportunity, through focused interventions, in addition to reading

and spelling groups.

All of our year 11 2020 students have moved on to further education, either in college or apprenticeships, with courses and providers that are appropriate to their needs and abilities. Students received our full support through transition into post 16, with staff and key workers escorting students to open evenings, interviews and taster sessions.

### **SEND profile (SEND register etc) for last 12 months**

Provide statistical information:

The number of students identified on the SEND Register from September 2019 to September 2020 was 74. This included 2 SEND classifications: 8 EHC Plans– 1.0% whole school; 66 SEND Support – 8% whole school.

- Identified SEND students equates to 9.0% across whole school; of which 7.5% were male and 1.5% female.
- % SEND students across year groups: - 23 Year 7's – 32%; 16 Year 8's – 20%; 10 Year 9's – 15%; 15 Year 10's – 20%; 10 Year 11's – 13%.
- 42% of all identified SEND students were also in the Pupil Premium category. Further analysis shows that almost half (45%) of the year 7 students identified on the SEND register, were also on the PP indicator. The SEND students, who are also PP, in other year groups equate to, yr8 – 56%, yr9 – 60%, yr10 – 27%, yr11 – 20%.
- There are 5 SEND students in school in the care of the local authority, two of whom also have Education Health Care Plans.
- 47% of all the students identified with SEND fall into the SpLD (specific learning difficulty) category. Difficulties included in this category are dyslexia, dyscalculia, dyspraxia, and weak literacy and numeracy skills with attainment levels significantly below age related expectations. 16% are considered to have a moderate learning difficulty (MLD); 18% are diagnosed as being on the autistic spectrum, or are recognized to have autistic tendencies; and 25% of students identified on the SEND register are recognised to have SEMH (Social Emotional Mental Health) difficulties. 8% of SEND students (6) in school are registered with a visual impairment and 7% (5) with a hearing impairment; all other students on the SEND register are recognised to have additional needs in either, Speech and Language, Physical disability or other need.

The SEND register is reviewed termly, with students being added or removed according to need, identification or progress made. Measuring of progress and specific targeted interventions and support, has allowed students to improve their attainment and become more independent in their accessing of the curriculum.

School continues to monitor those students who have been on the register, for at least two terms, to ensure their progress is stable, before categorizing them as 'No Special Need'.

### **Outcomes of SEND pupils in last 12 months**

#### **Attainment and Progress**

- Due to the cancellation of summer exams 2020 comparison with national data is not available.

#### **Wider outcomes**

- Attendance for students with an Education Health Care Plan for 2019/2020 was 97% up until

March when school was closed due to the Coronavirus pandemic and 96% for students in receipt of SEND support. Attendance for this cohort is slightly above whole school attendance which is at 95%.

- Attendance figures overall for those identified as SEND at The Hollins, either as SEN support or those with an EHCP, have been above national average since 2014/15 to date.
- No SEND students had any permanent exclusions from The Hollins in the 2019/2020 academic year.

### **Arrangements for early identification and assessment of SEND pupils**

Students' needs are identified through a range of assessments and observations, which include: -

Year 6 EHCP reviews. The SENDCo attends all of the transition EHCP review meetings held for those students that are due to start in the September. This provides school with the necessary information to support a transition programme.

Primary Liaison. Valuable information is gathered from Yr 6 primary teachers and SENDCos. SATs results are also used as an indicator. Taster day assessments assist in student setting.

Baseline assessments in reading, spelling, numeracy and social development are carried out with all identified students who are receiving extra support and intervention. Further tests are then carried out for those students whose results fall below the national average and in relation to their chronological age.

Year 10 Access Assessments. In accordance with JCQ guidelines; identified students are recommended to be assessed for exam concessions. If students meet criteria this will allow them to access the exams with the appropriate concession, in accordance with their specific need, affording them the same opportunity to succeed as their peers.

Teacher Contribution Form - All teaching and support staff are able to detail any concerns regarding a student's progress or attainment. These concerns are investigated across the curriculum, through observations, discussion and analysis of tracking data, in order to implement an appropriate support plan.

Monthly department meetings allow the SEND team to discuss any pupil concerns, which also initiates the above process.

### **Update on accessibility arrangements**

There have been no changes in terms of accessibility arrangements. The full Accessibility Policy is available through the school's website.

### **Update on SEND provision arrangements (curriculum and interventions)**

A small group of identified students were able to follow an alternative curriculum, more suited to their academic ability, and as a result, gained accredited qualifications in maths and English, that are recognised in colleges.

Other SEND targeted provision that has been on offer during the last 12 months.

- Shared and 1:1 in class support across all subjects.
- Specialist TA support linked to departments, English, maths, science and DT.
- Social intervention groups, including Lego therapy, social stories and speech and language therapy.
- Motor dexterity groups including fine and gross motor programmes.

- 1:1 Art Therapy.
- Supervised break/ lunch area during unstructured times.

### **SEND staffing resources**

The SEND team consists of the SENDCo, 1x Level 3 Braille specialist TA, 5x Level 3 TAs and 3x Level 2 TAs, we also have on site an Access Examination Assessor, 1 member of our team is the EAL coordinator for whole school and one TA is Polish speaking and another is fluent in Urdu.

We have a number of external professionals that work with identified students in accordance with their EHCP or specific needs; these include 2 x Qualified Teacher of the Visually Impaired (1x Academic, 1x Habilitation), Speech Therapist, and Educational Psychologist.

### **Complaints relating to SEND in last 12 months**

There have been no complaints made with regards to the SEND department over the past 12 months.

### **SEND school CPD arrangements in last 12 months**

Every member of the SEND team completed at least five hours of CPD, as part of the internal CPD programme delivered in school, providing development opportunities relating specifically to the department needs and whole school priorities.

### **Impact of partnerships with external agencies and other schools to improve quality of SEND provision in last 12 months**

The Hollins has worked in partnership with The Prince's Trust for the past two years in the 'Achieve' programme. This has allowed some of our students to take part in sporting and challenge events that they may not otherwise get the opportunity to participate in. In addition, this programme, when completed, will provide the students with an accredited qualification that is recognised by colleges and post-16 educational providers.