

Annual SEN Information Report

Name of school	The Hollins Technology College
SENCO	Nyree Cirino
Date of report	October 2016
SEN governor	Karen Smith

Overall statement based on Ofsted descriptors regarding the quality of the SEN provision in school for the last 12 months

We have provided specific support and intervention, along with tailored alternative curriculums for those students identified with SEND. We have recognised that a small number of this cohort are unlikely to ever rise above 'low' in attainment due to cognitive ability; this support has allowed these students to develop socially and emotionally, whilst obtaining invaluable life skills.

Pupils with SEND have made positive progress over the past year. Blanket testing of reading and spelling has allowed us to quickly identify specific learning needs and gaps in learning. As a result pupils needs are addressed at the earliest opportunity, through focused interventions, in addition to reading and spelling groups.

The impact of such interventions has allowed these students to increase their ability, by on average, at least 10 months in both reading and spelling for students in year 7; whilst year 8 saw an increase on average of 12.7 months in reading and 15.6 months in spelling.

All of our year 11 students have moved on to further education, 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 pupils to open evening, interviews and taster sessions.

SEN profile (SEN register etc) for last 12 months

Provide statistical information:

The number of students identified on the SEN Register from September 2016 was 75, this included 3 SEN classifications; 1 EHC Plan and 4 Statements – 0.6% whole school, 70 SEN Support – 8.7% whole school

- Identified SEN students equates to 9.3% across whole school; of which 6.5% were male and 2.8% female.
- SEN students across year groups:- 22 Year7's – 13%; 17 Year 8's – 11%; 10 Year 9's – 6%; 11 Year 10's – 7%; 10 Year 11's – 7%.
- 43% of all identified SEN students were also in the Pupil Premium category. The most significant count being year 7, where 65% of SEN pupils are also categorized as PP; year 8 – 35%; Year 9 – 50%; Year 10 – 36% and Year 11 – 18%.
- There are 2 pupils in school in the care of the local authority and also on the SEN register.
- 45% of all the students identified with SEND fall into the SpLD (specific learning difficulty)category; 27% are considered to have a moderate learning difficulty (MLD); 11% are diagnosed as being on the autistic spectrum and the remaining 17% have other recognized learning needs, such as SEMH, SLCN, VI and PD.
- The number of students identified on the SEN register has reduced over the past year by 23, 5 of which were statements, that left at the end of year 11 and the rest being SEN Support. A number of the students removed from the register have been placed on a monitoring list, as a result of an increase in attainment suggesting that they no longer

require the support plan to be in place. There are currently 19 pupils being monitored, 5 of which are new year 7 students.

Outcomes of SEN pupils in last 12 months

Attainment and Progress

- Attainment across all year groups looked favorable at the end of the school year 2015/2016. Year 7 identified SEND students equates to 17 in total; of which 75% were working either in line with or above expectations across core subjects (English, maths and science). In English 12 students (70%) completed year 7 working in line with individual targets, based on KS2 fine levels; 6% were working above expectation and 23% - 4 students were seen to be working below target.
- Similarly in science 88% of year 7 tracking for SEND students was ranked in line with individual target grades. maths attainment for this cohort fell slightly lower with 53% of all identified students working in line with expectations.
- Year 8 attainment, 100% of all identified SEND students, 14 in total, were seen to be working either in line with or above individual targets in English, in comparison to 94% of student across whole school. Both in maths and science 79% of all SEND students were working in line with end of year expectations.
- Year 10 SEN students ended the year with 67% working in line with or above expectations in English, 22% working below, this equates to 2 students and 11% - 1 students that has been withdrawn from the GCSE and is following an alternative curriculum. 78% of students in maths were working in line with or above, 11% working below and again 11% - 1 student being withdrawn from the GCSE.
- All Year 11 students with either a statement or EHC plan left school with at least 1 qualification, 100%, compared with the National Average (NA) of 98%. However, only 60% of this cohort gained 5 A* - G grades, compared with 94.9% NA. Those identified as having an additional educational need, that achieved 5 A* - G was 92%, compared with 95% NA, however, those gaining 5 A8 – G grades including English and maths was in line with NA at 92%.

Year 11 pupils in the care of the local authority outperformed national average measures, with 100% gaining 5 A* - G grades, compared with 94.9% NA. Only 25% of CLA pupils in school gained 5 A* - C inclusive of English and maths, compared to 57% nationally, however, of this specific cohort, 4 pupils, one student was also SEN with statement at band D and another student was in part a school refuser.

Wider outcomes

- Attendance for pupils with SEND for 2015/2016 was 92%, compared with 94% across whole school; this was translated into pupils with EHC plans at 93%, statement pupils 91% and SEN Support at 92%. 67% of all SEND absence was authorized.
- Year 7 attendance was 94% compared with the 93% of SEN Support students.
- Year 8 attendance was 95% which was in line with SEND students, also at 95%.
- Year 9 students identified as SEN Support had a higher attendance percentage than whole school, finishing the year at 95% compared with the 92% of the year group.
- Year 10 showed a significant decline in attendance with SEND students at Just 61% compared with 94% across the year group; however, this is attributed to one statement student that was taught off site for a number of weeks whilst awaiting the outcome of an

permanent exclusion.

- Year 11 students identified as SEN fell slightly below that of the year group at 90% compared with 93%, however, this was identified as being just one student that through medical needs was required to attend numerous hospital appointments.
- Pupils with identified special educational needs (SEN) accounted for just over half of all permanent exclusions and fixed period exclusions, nationally during 2014/ 2015. SEND students that were permanently excluded from The Hollins Technology College was just 17% during 2015/ 2016.

Arrangements for early identification and assessment of SEN pupils

- Pupil's needs are identified through a range assessments and observations, which include :-

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

- Primary Liaison. Valuable information is gathered from Yr6 primary teachers and SENCos. SATs result are also used as an indicator. Taster day assessments assist in student setting.
- Reading and Spelling Tests. Blanket reading and spelling tests are carried out across whole school, at the beginning of the school year. Further tests are then carried out for those students whose results fall below the national average and in relation to their chronological age.
- Year 9 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 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 SEN 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 SEN 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 result, gained accredited qualifications in maths and English, that are recognised in colleges.

SEN 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.
- Small group tuition for literacy and maths; with intervention delivered either in the form of withdrawal from the class or as an after school booster class. Targeted phonics groups. Tailored maths interventions based on Accelerated Maths outcomes.
- Social intervention groups, including speech and language therapy.
- Motor dexterity groups including fine and gross motor programmes.
- 1:1 Art Therapy.
- Supervised break/ lunch area during unstructured times.
- Behavior and risk management intervention, delivered by external agencies.

SEN staffing resources

The staffing in the department now consists of a SEN Manager, HLTA + Access Examination Assessor, 1 part time level 3 TA, who is also one of our school counsellors, 6 level 3 TAs and 3 level 2 TAs. 1 member of our team is the EAL coordinator for whole school and one TA is Polish speaking. The department is also awaiting the appointment of 2 full time level 2 TAs; this will replace Mrs. Baron a level 3 TA who has now moved to the science department to deliver intervention groups and the other to cover for Mrs. Anderson, who is temporarily covering the Pastoral Manager position during maternity.

The move to the science department was seen as natural progression for Mrs Baron, as over the last 12 months she has been working either in 1:1 or small groups of identified students, with a specific focus on science,

Complaints relating to SEN in last 12 months

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

SEN school CPD arrangements in last 12 months

Mrs Sharon Batty, HLTA completed the CPT3, Access Arrangements qualification in April 2016.

Mrs Carolyn Hornby, TA level 3, completed final year in Honours degree for Learning Support; Jul 2016.

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 SEN provision in last 12 months

Two identified SEN students have for the past 6 months been educated offsite on the Programme 11 project; this was as a result of the students becoming disengaged from education. In order to avoid permanent exclusion the students were offered places at Burnley and Accrington colleges, where they are studying Functional English and maths as well as a variety of vocational subjects.