



Moulton School



SEND Report and Impact Statement 2015-16

SEND Profile 2016-17

School context for SEND

Identifying SEND

Staff use information obtained from previous schools, Specialist reports if available, end of Key Stage data as well as reading, spelling and non-verbal intelligence tests carried out at the start of year seven to assess the needs of students. This is supplemented by in school observations and progress reports. Decisions on whether a student qualifies as having Special Educational Needs or Disability is taken in line with the information contained in the SEN Code of Practice September 2014:

Pupils will be placed on the school's SEN list and offered additional support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school ie they have a special educational need. Under-achieving pupils and pupils with EAL who do not have SEN will not be placed on the SEN list.

Students may have fallen behind in their education for a number of reasons; School absence, lack of engagement with their education, attending numerous schools or not having English as a first language. Although this may cause a delay in gaining appropriate age related skills and knowledge it does not qualify them as SEND.

In some instances it may be appropriate to seek more specialist assessment. The specialist services provided by Northamptonshire County Council can be found on the Local Offer Website:

www.northamptonshire.gov.uk/localoffer

Where deemed appropriate Moulton School commissions work from:

- The Educational Psychology Service
- Specialist Teachers for Specific Learning Difficulties
- JOGO Behaviour and Attendance Support Service

Referrals may also be made to:

- CAMHS where there are indications of ASD, ADHD or significant Social, Emotional or Mental Health issues.
- Autism Outreach where there is a need for more specialist input
- Hospital Outreach Education where students who are absent due to ongoing medical needs require education support or help reintegrating back into school

SEN profile 2015-16

There were 1,157 students in years 7 – 11 in the academic year 2015 – 16.

There were 19 statemented or EHCP students on role.

Students who were SEND but not statemented (K) = 10.8 % Of the main school population

Students that were Statemented S / EHCP = 1.6 % of the main school population

Total SEND students in the main school population = 12.5%

	Year 7			Year 8			Year 9			Year 10			Year 11		
	M	F	All	M	F	All	M	F	All	M	F	All	M	F	All
Number on roll 2015/16	134	103	237	138	102	240	125	115	240	113	109	222	118	100	218
% SEND			7.6			12.2			16.9			9.5			9.5

Inclusion and SEND staff supported students who had a wide range of needs. These included students with:

- Autistic Spectrum Disorder
- Social, Emotional and Mental Health Difficulties
- Specific Learning Difficulties e.g. Dyslexia & Dyspraxia
- Moderate or General Learning Difficulties
- Speech, Language and Communication Needs
- Physical Difficulties including Visual and Hearing impairment
- Attention Deficit Hyperactivity Disorder

Funding for SEND

Moulton School receives funding directly within its main school budget to support students identified as having Special Education Needs and Disability. This is based on a notional sum of £6,000 per student but is not directly attached to named students. Thus students who are Statemented or have Education Health and Care Plans (EHCP) do not necessarily have funding directly attached to them. The sum of money designated for SEND students at Moulton School for the academic year 2015 – 2016 was £460,000.

There is a small additional amount of top up funding for students who continue to have old style statements or who have Education, Health and Care Plans which indicate a high level of need. It is possible to apply to the Higher Needs Funding block for additional funds for SEND students who are not statemented or have an EHCP. The bid will only be successful if it can be shown that the student is in need of provision that exceeds the notional funding amount (£6,000) in addition to the money allocated for all students at the school.

What strategies is the school using?

All teachers are teachers of SEND students and have a key role in meeting their individual needs. This is done through high quality teaching, appropriately differentiated curriculum materials, writing frames and model answers, peer buddy systems and positive behaviour rewards systems. Those students identified as having Special Education Needs or Disability are entitled to support that is additional to or different from this. The range and types of provision used include:

- Support in transitioning from their previous school
- Accelerated Reader Programme in Year 7
- Small group specialist literacy support in years 7, 8 & 9
- 1:1 reading support with Teaching Assistants
- 1:1 Year 12 & 13 student reading mentor programme support
- Small Curriculum Support groups in years 10 & 11
- Supervised vulnerable student provision before and after school as well as at all break and lunch times
- Computer access and homework support every lunchtime
- Computer or chromebook provision in lessons
- TA support in lessons
- Access to a set of supervised safe rooms for students with Social, Emotional or Mental Health issues
- Access to a supervised inclusion room
- Access to self-esteem and behaviour interventions
- Access to School Counsellors

We have a team of 15 full time and 1 part time Teaching Assistants who provide in-class support as well as small group and 1:1 provision. This is augmented by a specialist English and Maths support member of staff.

Identifying the performance and progress of SEND students

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners and reviewing student progress is carried out in the following ways:

- classroom observation
- pupil progress checking by using whole school data and the regular interim reports
- using SIMS to monitor attendance, behaviour and achievement as well as liaison with the Education Inclusion Partnership (IEPT)
- regular and / or annual review meetings for students with statements or EH&C Plans as necessary
- ongoing assessment of progress made by intervention groups
- regular work sampling
- regular assessment of reading and spelling ages where appropriate
- appropriate assessments pre and post intervention strategies

- pupil interviews when setting new IEP targets or reviewing existing targets
- regular staff feedback
- Headteacher reports to Parents and Governors

Analysing and understanding the issues blocking progress

Moulton is an inclusive school and staff make every effort to ensure that all students have access to a full and balanced curriculum. Staff set targets at the start of the academic year and student progress towards these targets are regularly monitored via individual staff records and the whole school tracking and reporting system. This information is used to inform staff, parents and governors.

Where a SEND student is making less than expected progress SEND staff will investigate the nature of the barriers to their education. This will usually involve the voice of the child, discussion with parents, information from teaching staff, test results, liaison with Year Teams and Family Liaison Workers where appropriate as well as further assessments where required. This may sometimes require referrals to more specialist external experts who can make a more detailed analysis of the student's specific needs and make suitable recommendations. This allows us to put the most appropriate intervention in place.

Reviewing and selecting potential interventions

We use baseline data as well as assessment before and after interventions to assess the effectiveness of provision. We supplement this with parental or carer feedback, form tutor and staff feedback as well as whole school progress monitoring. If a student has a statement or EHCP, in addition to the usual contact procedures, there will be a formal annual review. The impact of all the interventions used and the progress of all SEND students are summarised and reported to Senior Staff and Governors.

Developing the roles and skills of school leaders

We use specialist school staff and specialists from outside the school to provide training for SEND staff as well as for subject specialists. Staff training days have been used to further teacher skills in the best practice for working with Teaching Assistants as well as providing information on the range of different SEND our students present with and the most effective ways to support them. All staff have access to information on all SEND students that outlines their difficulties and the best ways to help them. There is also general information provided on helping students with varying types of SEND.

Part Two: Impact Statement

Analysis of outcomes, engagement, attendance and behaviour 2015-16

Average Total Capped Points Score

	2015			2016		
	No		National	No		National
All	221	324.08		220	315.39	
SEND K	19	221.74	235.9	21	237.38	
SEND S/E	6	245.33	115.4	7	165.14	

Average Total uncapped Points Score

	2015			2016		
	No		National	No		National
All	221	416.05		220	372.68	
SEND K	19	239.47	259.2	21	245.48	
SEND S/E	6	274.33	122.6	7	165.14	

Progress 8

	2015			2016		
	No		National	No		National
All	215	0.23		216	-0.15	
SEND K	18	0.09		21	-0.25	
SEND S/E	6	-0.17		7	-0.99	

English 3+ Levels of Progress

	2015			2016		
	No	%	National %	No	%	National %
All	174	81		161	74	
SEND K	10	56		10	48	
SEND S/E	3	50		3	43	

Maths 3+ Levels of Progress

	2015			2016		
	No	%	National %	No	%	National %
All	146	68		165	75	
SEND K	5	28		14	67	
SEND S/E	1	17		2	29	

Science 3+ Levels of Progress

	2015			2016		
	No	%	National %	No	%	National %
All	160	74		141	65	
SEND K	8	42		10	48	
SEND S/E	1	20		2	40	

Value added

	2015			2016		
	No		National	No	%	National
No SEN	191	1005.0	1004.7			
SEND K	19	1005.7	972.1			
SEND S/E	6	977.1	975.2			

5 A* - G including English & Maths

	2015			2016		
	No	%	National %	No	%	National %
All		95	97		96	
SEND K	19	100	86	21	91	
SEND S/E	5	83	42	6	71	

Average entries per student

	2015	2016
All	9.90	9.09
SEND K	8.53	7.48
SEND S/E	8.67	5.29

We have strict criteria for identifying students as SEND. Thus only 12.5% of the school population are placed on the SEND list. This means that the students having support have significant needs and this has an impact on the final outcomes. To put this into context only just a few years ago the school average in Northamptonshire for student SEND was over 22%.

The percentage of Statemented students attaining 5A* - G has been very good but is lower this year due to two students out of the seven having appropriate alternative provision. Both achieved their chosen qualification and are able to move on to post 16 provision but did not sit a wide range of qualifications. All the rest achieved the target.

The average number of qualifications achieved by all SEND students at Moulton School is very good and students are able to progress on to their chosen post 16 provision. There has been a slight reduction in 2016 due to changes to the ICT.

Moulton School SEND Attendance against Non SEND Moulton and National

Overall attendance

	2013-14		2014-15		2015-16	
	%	Gap	%	Gap	%	Gap
Non-SEN	93.5		95.5			
Moulton SEND K	93.5	+0.9	91.2	-1.4	92.9	
National SEND K	92.6		92.6			
Moulton SEND S/E	95.4	+2.4	91.4	-1.1	86.5	
National SEND S/E	93.0		92.7			

Persistent absentees (Below 85%)

	2013-14		2014-15		2015-16	
	%	Gap	%	Gap	%	Gap
Moulton Non SEND	4.5		3.7			
Moulton SEND K	10.6	-0.9	14.9	+3.8	7.2	
National SEND K	11.5		11.1			
Moulton SEND S/E	8.0	-3.3	9.5	-1.5	31.6	
National SEND S/E	11.3		11.0			

The figures for persistently absent students who are statemented or have an EHC Plan are higher this year than in previous years and attendance is lower. These figures (involving only small numbers) were disproportionately affected by a small number of students with attendance issues. In all cases the reasons for the lack of attendance was thoroughly investigated by the Year Teams, Family Liaison Workers and where necessary referred to the EIPT.

SEN profile 2016-17

There are 1,169 students in years 7 – 11.

There are 15 statemented or EHCP students on role.

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Students that were Statemented S / EHCP = 1.2 % of the main school population

Total SEND students in the main school population = 11.8%

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	M	F	All	M	F	All	M	F	All	M	F	All	M	F	All
Number on roll 2016/17	125	115	240	131	104	235	138	102	240	119	117	236	113	105	218
% SEND			7.2			10.1			12.1			17.9			11.8

Inclusion and SEND staff support students who have a wide range of needs. These included students with:

- Autistic Spectrum Disorder
- Social, Emotional and Mental Health Difficulties
- Specific Learning Difficulties e.g. Dyslexia & Dyspraxia
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