



Annual SEND Report to
Governors
2018/2019 Secondary

Improving Education Together.

Name of Academy		Mildenhall College Academy					
SENCO		Miss Rebecca Woods					
Date of Report		October 2019					
SEN Governor		Rebecca Wilson (Appointed February 2020)					
SEN profile							
Total Number of students on SEN register							
SEN Support		Education, health and care plans		Statements		% of academy population SEN support EHC and ST	
74		17				5.7% 1.3%	
% boys and girls on SEN Reg		SEN and Student Premium % of SEN cohort					
Boys 10.6%	Girls 3.5%	SEN and PP 35.9%					
Achievement – Year 11							
		All SEN	SEN support	EHC or Statement	Non SEN		
Attainment 8		2.34	2.55	2.13	4.63		
Progress 8		0.2	0.28	0.12	0.08		
Progress 8 English		0.43	0.61	0.25	-0.09		
Progress 8 Maths		0.12	0.38	-0.13	0.3		
Summary							
2019 20% SEND achieved Basics at Grade 4+ and 25% at Grade 5+. Non-SEND achieved 54% at Grade 4+ and 36% at Grade 5+ 31%							
Other year groups- SEN students who met end of year target							
		English		Maths		Science	
Yr	SEN	non SEN	SEN	non SEN	SEN	non SEN	
7	96%	82%	100%	84%	100%	86%	
8	100%	92%	89%	87%	79%	90%	
9	96%	85%	94%	88%	61%	79%	
10	93%	84%	80%	71%	79%	68%	
Effectiveness of targeted interventions (outline successes and interventions not so successful and why)							
The SENCo has continued to develop strategies aimed to help students improve their mental and social wellbeing. The SEND team continued to provide mentoring for young carers, travelers and CLA. In addition, staff supported students experiencing exam stress							

and delivered speech and language therapy, handwriting support and art therapy. During exam periods academy staff were aware that some students were not having breakfast so we provided tea and toast for them ahead of their exams, bottles of water and later ensured they had a good lunch. These interventions ensured that students were physically healthy and that they had the energy to be able to focus and concentrate for the duration of their exams.

Students were provided with a supportive space where they felt safe and could seek support in times of need. This was used daily by some students. As a result, further intervention was put in place quickly and helped students remain in lessons. Contact with parents/carers, teachers and/or referral on to other support and external agencies helped support the students further. This provision promoted good communication between the academy and home, where many issues were resolved for students before they escalated limiting the potentially negative impact on them and their well-being.

Literacy Toolbox, which takes place one hour every day, has had a positive impact on the reading ability of targeted students in KS3. It has increased their confidence in reading and comprehension and together with the 'paired reading' programme has made reading more enjoyable for these students. All of the students who participated in this programme have made improvement in their confidence, reading and comprehension which has transferred into their class work. Once students reach a functional reading age they are able to participate more fully in their learning and do not need to revisit the intervention. Some very low ability students do need to take part in Literacy Toolbox for more than one programme despite making some progress. However, monitoring shows that a student benefits from a break of approximately six weeks before commencing a second round. Paired reading, using Year 11 students who listen to the students read in Tutor Time, has been successful in building confidence as evidenced by the high rate of participation and attendance at sessions.

Provision for lower ability students in English has been improved by deploying a former TA (based at MCA) and who has now qualified as an English teacher to deliver the course to these students. The deployment of this specialist teacher to helping these students learn in a supportive learning environment resulted in students securing a deeper understanding of the curriculum.

Vulnerable students who struggle with life skills and who sometimes find it difficult to manage a full timetable have had additional opportunities as part of their curriculum. Allowing these students to be in supported smaller groups and accessing the ASDAN Award has helped them to develop independent learning and life skills. The students experience a good level of success in this highly personalised programme.

Staff and teachers are kept fully up to date with any new information the academy receives or knows about the students and this allows a holistic approach as they progress through the academy. It ensures that all their teachers are teachers of SEND and are confident in planning and meeting the needs of all individuals. Learning walks and observations have clearly highlighted the well-matched curriculum these students receive and the impact it has on their academic achievements as well as their life skills and in particular their ability to function independently.

Wider Outcomes

Attendance has improved so that it is above national average and in 2018-19 it was better for the SEND cohort than for non-send.

Fewer students with SEND went on to repeat the kinds of behaviour that led to exclusion because of the targeted intervention work carried out to help them make improvements.

Attendance and exclusions (attendance data is for first 4 terms)

Overall %	% of students PA	% of SEN students FTE or PEx
SEND K – 95.8 SEND E – 93.7 Non SEND – 95.0	SEND K – 6.9 SEND E – 13.3 Non SEND – 9.5	1 or more FTE – SEND – 3 = 1.78% (169) 1 or more non-SEND – 79 = 7.75% (1019) % of repeat exclusions – SEND - 0% % of repeat exclusions – non- SEND - 21 = 2.06% PEx – SEND – 0% PEx - non-SEND – 0%

SEN Staffing Resources (brief description of staffing arrangements for SEN provision. What has been the impact of staff on the achievement of SEN students?)

- SENCO
- Assistant SENCO 35 hours
- 1 Senior TA
- 1 TA apprentice (works 20 hours – 5 hours for coursework)
- 12 TAs
- Total TA hours 260
- Community Support Worker
- Clinical Psychologist

All students who require an EHCP are now on one and a number of them are for very high

needs. Whilst EHCPs do not come with funding (we have to provide evidence through the HTN process to gain funding for these students) provision is put in place to ensure that SEND students are able to access the mainstream environment in order that they are successful. EHCPs are written by the local authority who set out the objectives that form the basis of support in the academy.

The SENCo and Assistant SENCo oversee the daily running of the faculty to ensure that all of our students' needs are met and that the welfare of the students is considered allowing them to fully access the curriculum. The SENCo and Assistant SENCo attend LAC meetings, complete CAF and MAR forms for students on and off the SEND register, attend Child in Need Meetings and Child Protection Meetings to ensure that student welfare and individual needs are being met. Where appropriate, the relevant academy staff then implement the changes to ensure students are able to gain the best education they can whilst also looking after their social and mental welfare.

Liaison takes place with the feeder primary schools well in advance of transition to ensure the students have a good transition process and meetings with future parents are held as early as possible so they get to know the staff in the academy and are able to discuss their children's needs. This ensures all staff in the academy are well informed and can offer the very best support right from the beginning of the child's time in the academy.

Teaching Assistants go into the feeder primary schools to meet with the students, observe them in a classroom environment and discuss the strategies that work best for the students with the class teacher and TA in the primary setting. This is fed back to staff in the academy allowing for a smooth transition to secondary school. Staff are fully aware of a student's individual needs and the best way to support them is through first wave quality teaching as well as targeted TA support. This year the SEND team of staff will work with CISS as well as the primary schools and the transition process will continue to evolve and become even stronger. Plans are in place for all reviews of the one-page profiles to be on the MCA format and expectations around homework and classwork will be implemented to a greater extent in the primary schools therefore allowing students to be better prepared for their transition to the academy.

The academy also works closely with the CISS team to ensure ASD students and students with behaviour issues not only have a bespoke programme of early transition but that this high level of support continues in the academy.

The staffing structure of the Student Support Centre not only offers support for students to be able to access the curriculum but also allows vulnerable students to access adult support throughout the whole of the academy day on any issue. Parents and carers also access this support during the academy day as well as through arranged meetings and parents'

evenings.

Ongoing training for staff in the last 12 months

- New intake students and their needs for all staff.
- New staff training on SEND, the Code of Practice, and how we work within the academy.
- Whole staff training on 'How can Homework be SEND friendly and have an impact to move the students on?'
- Mental Health Awareness of young people for Senior Leadership Team
- Safeguarding Training for TAs.
- Evac chair training.
- ASDAN moderation training for selected TAs.
- Apprenticeship programme for one TA.

Other initiatives in the last 12 months to improve the quality of SEND provision leading to improved outcomes.

- Introduction of Literacy Toolbox – to improve reading and comprehension skills to allow the students to access the curriculum. We are now considering Numeracy.
- Year 11 paired reading with Year 7 and 8 to encourage good reading practice
- LAC mentoring
- Traveller mentoring
- Young Carer Mentoring
- Firebreak – Fire Liaison Officer mentoring and practical activities
- CISS for ASD and behaviour, school refuser and high level of anxiety
- Social Skills group for vulnerable students before transition
- Extra visits to Primary Schools
- ASDAN Youth Award
- Revision Techniques and Exam Skills for Year 10 and 11
- Small group Maths/English work
- Nessy Programme for Year 7 and 8
- Dragon Dictate
- Life Skills for identified vulnerable group
- Community Support Worker to work with families and students who have identified difficulties both in and outside of the academy
- Homework Club
- Break and Dinner club offering a safe space along with social skills for any students who wish to attend
- In class support
- Transition to West Suffolk College with travel training

- Access Arrangements testing and organising of GCSE exams for those with Access Arrangements
- Boys and girls' group for our vulnerable students who suffer with social issues and anxiety – run by apprentice TA and Community Support Worker
- Physio exercise for students who require it
- Assisting students with physical needs for PE
- PEP plans for students with disabilities allowing students to feel safe if there is an emergency
- Emotional Well Being training for staff and students
- EHCP reviews
- Year 11 transition meetings with SENCO from WSC to ensure student needs are met in post 16 education.
- Mental health training for staff and students

Outline of objectives for 2019-20

1. To improve progress and attainment in basics at 4+ and 5+ for students with SEND
2. To ensure all students with SEND develop independence in their curriculum and wider life skills
3. To improve attendance of students with an EHCP so that it is at least in line with their peers

Other interventions

- SEND curriculum provision 1:1 and small group work
- Adapted curriculum group
- Dragon Dictate
- Paired Reading
- Sixth Form TAs
- Peer Mentoring
- Clinical Psychology

Date of Report – October 2019