



Annual SEND Report to Governors Academic Year 2017-18 Secondary

Name of Academy		Mildenhall College Academy					
SENCO		Miss Rebecca Woods					
Date of Report		September 2018					
SEN Governor		Ms Khan					
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	
77		14				5.7% 1.3%	
% boys and girls on SEN Reg		SEN and Pupil Premium % of SEN cohort					
Boys	Girls			See attached sheet for the breakdown of SEN needs			
64.9%	35.1%	37.7%					
Achievement – Year 11							
		All SEN	SEN support	EHC or Statement	Non SEN		
Attainment 8		3.58	4.08	2.48	4.25		
Progress 8		0.3	0.32	0.25	0.14		
Progress 8 English		-0.05	-0.13	0.18	0.05		
Progress 8 Maths		0.83	0.84	0.80	0.30		
Summary							
2018 37% SEND achieved Basics at Grade 4+ and 25% at Grade 5+. Non-SEND achieved 54% at Grade 4+ and 36% at Grade 5+.							
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	89.7%	93.3%	58%	78%	95%	62%	
8	85%	86%	63%	82%	59%	68%	
9	84%	88%	62%	72%	79%	68%	
10	83%	81%	75%	61%	60%	62%	
Effectiveness of targeted interventions (outline successes and interventions not so successful and why)							
As an academy we spent a lot of time invested in helping students with their mental and social wellbeing. We have young carer mentoring, traveller mentoring, LAC mentoring, exam stress groups, handwriting support and Art Therapy. During exam periods we were aware							

that some students were not having breakfast so we provided tea and toast for them before morning exams, bottles of water and ensured they had a good lunch. We feel these interventions although impossible to measure have a big impact on the students.

We offer the students a supportive space and we run an open door policy where students can access our office every break and lunch as well as if they need time out during lessons. This is used daily by the students. This again has been successful and has led to further invention because the students disclose information about their home life because they feel safe within our office space. This has led to TACs being opened, mental health team support and in one case a CIN meeting.

Literacy Toolbox, which takes place for one hour every day, has had a positive impact on the reading ability of the students in KS3. It has increased students' confidence in reading and comprehension and together with paired reading has made reading more enjoyable for the students. 100% of the students who participated in this programme have made improvement. Once a student has reached a functional reading age they do not need to revisit it. Some very low ability students do need to take part in Literacy Toolbox for more than one programme but monitoring shows that they need a break after approximately six weeks before commencing a second round. We also run a very successful paired reading programme, using Year 11 students who listen to the students read in Tutor Time.

It really has helped having a former TA who has qualified to be an English teacher in the team delivering GCSE English. It allowed the students to work through the curriculum in a supportive learning environment allowing for a deeper understanding of the curriculum.

Staffing in Maths allowed three teachers to be allocated to two groups so that intervention could focus on the students' weakest areas. Alongside this classroom intervention we had opportunity for some 1:2 work with the weakest Year 11 students to reaffirm their learning.

We have some very vulnerable students who are really lacking in life skills such as telling the time and money. We have been able to timetable a TA to tackle these issues and give them real life experience of how to tell the time and how to handle money. The TA (with parental consent) takes the students into Mildenhall where they go shopping – having to work out how to budget and add up shopping and work out times of buses and how to plan a journey. They also do other activities such as cooking, reading, literacy and numeracy activities. These are invaluable skills for these young people and this programme contributes not only towards them becoming independent but boosts their self-esteem and confidence which in turn has an impact on their learning in the classroom.

100% of all Year 11 leavers last year have been successfully placed on college courses.

Wider Outcomes

Attendance has improved so that it is above national average and in 2017-18 it was better for the SEND cohort than for non-send.

The percentage of SEND students receiving one or more fixed term exclusions was higher than for non-SEND. However following successful interventions by the team fewer pupils with SEND went on to repeat the kinds of behaviour that led to exclusion.

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

Overall %	% of students PA	% of SEN students FTE or PEx
SEND K - 95.44%	SEND K - 7.25%	1 or more FTE – SEND – 5.1%
SEND E - 96.34%	SEND E - 0.00%	1 or more non-SEND – 3.9%
Non SEND – 94.9%	Non SEND - 8.88%	% of repeat exclusions – SEND 1.2%
		% of repeat exclusions – non- SEND 1.5%
		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
- 1 English Specialist TA (works 5 hours in total– other time for EAL)
- 1 Senior TA
- 1 TA apprentice (works 20 hours – 5 hours for coursework)
- 12 TAs
- Total TA hours 265
- Assistant SENCo hours 35 hours

All students are now on EHCPs and we have a number of high needs. Additionally, we have students with physical disabilities including a Sixth Former (who is out of year). EHCPs do not come with funding and we have to provide evidence now through the HTN process to gain funding for the students. This entails a great deal of work providing evidence for the local authority who then write an EHCP, make an official legal document and plan objectives in the EHCP that the academy is then legally required to meet.

The Assistant SENCo together with the SENCo oversees the daily running of the faculty to ensure that all of our students' needs are met and that the welfare of the student is upheld allowing full access to all that goes on in the. The SENCO and Assistant SENCo are both

Alternate Designated Safeguarding Leads and will deal with issues as and when they happen, often on a daily basis. We attend LAC meetings, complete CAF and MAR forms for students on the SEND register and non-SEND students and attend CAF meetings, Child in Need Meetings and Child Protection Meetings to ensure that student welfare and individual needs are being met. If necessary we then implement changes in the academy to ensure students are able to gain the best education they can whilst looking after their social and mental welfare.

We liaise with the feeder primary schools to ensure the students have a good transition and we hold meetings with future parents so they get to know us in the academy and are able to discuss their children's needs – this way we can best inform the staff about the students even before they start here. This year we also held a coffee morning for the parents of the new year 6 students in the summer term and this was very successful with positive feedback.

Teaching Assistants go into the feeder schools to meet with the students, observe them in a classroom environment and discuss the strategies that work best for the student with the class teacher and TA in the primary setting. This is fed back to staff allowing for the student to have a smooth transition to secondary school. This ensures staff are fully aware of students' individual needs and the best ways to support these through first wave quality teaching as well as the use of TA support. Despite holding meetings with all of the SENCOs and Year 6 staff from the Primary we still struggled to get all the correct information from the primary schools. In future all of the reviews of the one page profiles for the students will be on the MCA format and expectations around homework and classwork are to be implemented more by the primary schools to allow the students to be better prepared for their transition to the academy.

As well as this transition we also work closely with CISS team to ensure our ASD students and students with behaviour issues not only have a programme of early transition but that a high level of support continues into their academic life at the academy. The work we do with our ASD students and the inclusive ethos we have as a faculty has been recognised as exemplary practice by a senior county educational psychologist and CISS invited MCA to talk about inclusive practice at the Rainbow Conference this year.

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. Parents and carers also access support through the work of the centre.

Ongoing training for staff in the last 12 months

- New intake training on students and their needs for staff.
- New staff training on SEND, the Code of Practice, and how we work within the academy.
- All staff training on How can Homework be SEND friendly and have an impact to move the students on?
- Mental Health awareness of young people training 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 SEN provision leading to improved outcomes.

- Introduction of Literacy Toolbox – to improve reading and comprehension skills to allow the students to access the curriculum
- 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
- CISS for ASD and behavior
- 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
- Assist 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

As well as targeted intervention for English, Maths and reading all of these other interventions allow for students to be able to access the curriculum in a supportive working environment which is an inclusive part of the academy. The impact is such that the majority of students have improved attendance and outcomes.

Date of Report – September 2018