



Report on SEND related issues

Date: August 2020 Data correct at this date

Headlines

- 46% of pupils have additional needs other than SEMH.
- 17% of pupils have an EHCP with a further 9% accepted for assessment.
- 5 pupils have gone through the process of EHCP and transitioned to a new school.
- 33 pupils have had assessments by Educational Psychologists.
- 73% of SEND pupils are making expected progress or better in English and 88.5% in Maths.
- 100% of EHCP pupils registered for sitting exams at NH achieved 5 GCSEs or equivalent at grades 5 and above.

1. Profile of pupils with SEND

	Whole school SEN support (K)	SEN support (K) Additional Needs	Of which Under assessment for EHCP	Statement (S)/EHCP
Year 7	1	1	2	
Year 8	3	4		1
Year9	8	2	3	3
Year10	5	6	1	5
Year 11 (including repeating year 11)	12	6		2
Total numbers	29	19	6	11
Percentage	45%	29%	9%	17%

Unit	SEN support (K)	Additional Needs	Under assessment for EHCP	EHCP
Willow	1 (2%)	4 (6%)		5 (8%)
Oaks	11 (17%)	5 (8%)	5 (8%)	4 (6%)
Redwood	16 (25%)	7 (11%)	1 (2%)	2 (3%)
Willows/ Redwood	1 (2%)	3 (5%)		

b. **Areas of need (total numbers on school's SEN record)**

	ADHD	SpLD	SLCN	ASD	SEMH	Physical/ Medical Difficulties	MLD	Visual	Hearing	Sensory
Number of pupils (2019)	5	2	5	3	47	1	2	0	0	0
Number of pupils (2020)	15	5	8	8	65	1	2	4	1	2

c. **Gender of pupils on school's SEND record**

	Total number of boys	Total number of girls
Whole school SEN	20	9
Additional needs	11	8
Accepted for assessment	5	1
EHCP	9	2

2. Staff Training/Qualifications

Date	Title/By whom	Who was involved?	Outcomes
September 2019	SEND updates/JT	All staff	All staff up to date with changes to procedures
October 2019,	SENCO network meetings/Warrington SEND and inclusion	JT	SEND Updates
October 2019	Lexonik intervention update	CM/JT	License to continue to use Lexonik interventions to improve literacy
October 2019	Assessment data/Pearson	All classroom staff	Staff understanding of assessment package
November 2019	Data/JT	All classroom staff	Updated pupil passports
September 2019	ASD/Merseyside Joint training partnership	DL	Staff understanding of strategies to work with ASD/SLCN pupils
December 20	Updates to JCQ Access Arrangements/Online course/Real training	JT	Updates to Access arrangements and completion of form 8.
	Access Arrangements/JT	All KS4 staff	Knowledge of updates to access arrangements and completion of teacher audit of access arrangements in class.
April 20	Covid 19 Psychological impact, wellbeing and mental health-	all pastoral/classroom based staff	Understanding of impact of Covid on mental wellbeing.
April 20	Aces training/Aces on line	All staff	Understanding impact of ACES on pupil wellbeing
April 20	Trauma informed responses/Aces on line	All staff	Understanding of trauma informed responses
May 20	Preparing Autistic and SEND children for going back to school/schudio	JT	Strategies to support pupils on returning to school
May 20	Positive psychology and wellbeing of staff post covid/Chester University	JT	Strategies to support staff on returning to school

May 20	Understanding stress and supporting families/Chester University	JT	Strategies to support and engage with Parents
May 20	Introduction to dyscalculia/Chester University	JT	Strategies to support and assess pupils for dyscalculia
June 20	Emotional literacy and emotional coping/Dr Tina Rae	All staff	Understanding of emotional literacy
July 20	Focus on SEND/Nasen	All classroom staff	Knowledge of code of practice and strategies

3. Outcomes

a. Achievement-

Data tracking

	English	Maths
Percentage of E pupils making expected or better progress	67%	89%
Percentage of additional needs making expected or better progress	76%	88%
Total	73%	88.5%

Data tracking-Averages sub levels of progress

	English	Maths
EHCP	2.3	2.9
Additional needs	2.4	3.7
Total SEND	2	3.4

4. External agencies:

External Agency involvement

Agency	Number of pupils
EHCP team	11
Educational Psychologist	33
Speech and language	17

Outcomes of SEND review October 2019.

New Horizons provides a supportive environment for all of its learners. There is a committed and passionate staff in place at all levels. They are mindful at all times of all of their learners needs and seek to remove barriers of all types to bring about engagement in education and improvements in their learning. The strong team ethos and the belief that 'all interactions are interventions' ensures that students are well supported in overcoming barriers and making them best placed to learn.

Outcomes for learners are good across all areas. Attainment for Year 11 learners is higher than similar schools but New Horizons still believe that it can be higher. Similarly, whilst attendance is higher than the National Average for Alternative Provisions they aim for attendance to be higher still. The school evidenced a CIEAG calendar showing a comprehensive approach to preparing their learners for college and apprenticeships

Quality of SEND provision:

The school grades itself as good overall through its own Self Evaluation processes and the review, on what was seen and heard, would concur. The school is developing its approach to the Quality of Education to meet the criteria of the new framework and is doing so through the offer of a broad and balanced curriculum. Whilst key performance indicators are good and above the National Average for Alternative Provisions there is still a recognition that these should be higher. All pupils are assessed well so that progress in all areas can be tracked. The school has effective practices for identifying additional needs and then is able to put in place interventions to support that need. Where it has been necessary for an EHCP to be applied for the school SENCO has done so both independently and with the host schools. The SENCO is passionate, effective and has the support of the senior leadership to carry out her role well. She ensures that she involves pupils and parents in the journey to assess, identify and implement additional support.

Targets:

- **Place a specific emphasis on Maths to ensure that progress of learners is the same as their progress in English.**

Progress:

Data shows that progress in Maths has exceeded progress in English.

Plans for 2020-2021:

Numeracy focus across the curriculum each learning cycle-monitored through book review/learning walks/black box review.

Investment in maths technology.

Timetabled Maths interventions to close the gaps in learning

- **Consider more opportunities for pupils to have leadership opportunities within the school to add to the Personal Development Offer.**

Plans:

PSHE scheme including opportunities for leadership.

Pupil voice/student council if possible

Focus on personal development

- **Ensure that the site and fabric including displays provides a positive learning environment in all areas.**

Plans:

Pupils given the ownership of displays to build respect

Displays showing progress in all units.

Interactive displays for literacy focus/word of the week

Word of the week/literacy/numeracy focus to be built into form time plans.