

Report of Activity

Establishment	Mill Chase Community Technology College		
District Council	East Hants		
DFE No	4139	Area	East
Report Recipient	Stephen Crabtree (A)	Date	1 March 2013
Author of Record	Kim James	Term	Spring 2013

Activity Reason: LA funded visit
Additional Focus: Special Educational Needs

CONTEXT

This visit is part of the routine monitoring of resourced provision for students with moderate learning difficulties (MLD) commissioned by the Children's Services Department, to review the effectiveness of the provision and progress of students, and the systems in place for self-evaluation.

Activity

The following activities were undertaken:

- discussion with the acting headteacher, and teacher in charge (TiC) of the resourced provision (RP)
- scrutiny of relevant documentation
- feedback to the TiC, deputy headteacher.

COMMENTARY

The resource provision (RP) at Mill Chase opened in September 2005; its first cohort of students left Year 11 in July 2010.

[REDACTED]

[REDACTED]

[REDACTED]



[REDACTED]

Report of Activity

The school employs eight learning support assistants (LSAs) . The LSAs work with students from the resource provision and also those students who are on the school's SEN register. 73 hours a week are spent on intervention work and 115 hours on in class support.

Student progress

'RAISEonline' data CVA and VA for students with statements.

	2008	2009	2010	2011	2012
CVA pupils with a statement	1007.2	1011.2	988.8 (first MLD RP cohort)		
VA pupils with a statement				 National fig 976.1	 National fig 974.1

* 2012 data is statistically, significantly different from national data; this reflects the whole school trend.













Report of Activity**Range of provision and interventions**

The TiC is aware of the need to match interventions with the needs of the student so that the school accelerate the progress of student's SEN specific skills.. The TiC will find it helpful to refer to 'What works for students with literacy difficulties' by Greg Brookes and 'What works for students with mathematical difficulties' by Ann Dowker.

Many of the students in the provision have additional needs eg Speech and language. The school have begun to address this and are working with the 'Communication and Language (CAL) team in order that the LSAs are trained. Where programmes are being delivered the appropriate assessments materials must be used to ensure that the interventions are having the desired impact.

It is essential that the TiC checks through every student's statement to ensure that the provision as described in part 3 of the statement is in place. It should be evidenced on a timetable and impact data gathered on at least a termly basis.

Report of Activity**Attendance**

- whole school 92.34%



(note: Subsidiary guidance Page 19 (Feb 2013) lowest 10% of secondary schools attendance is 92.6%).




The school must be able to demonstrate the steps that they are taking to improve the attendance rates.

Transition**Budget**

The resource provision is allocated £86,652 (rising to £90,000 as of 1 April 2013), specifically for the support of students in the resource provision. The total notional SEN budget for the school is £251,154.

In addition, the school is allocated £98,434 pupil premium (two RP students qualify for pupil premium) and £10,750 for service families (the one RP student who was from a service family moved out of county on 14 February 2013).

An additional sum of money has been allocated to the school, as of January 2013, for Year 7 students who did not achieve at least Level 4 in reading and/or mathematics (maximum £500 per pupil) at Key Stage 2; 



The school must be able to demonstrate robustly how the students are benefiting, in terms of their provision and its impact on SEN specific outcomes from attending the resource provision.

Report of Activity**ACTION**

There should be greater clarity as to the benefits of students attending the resource provision and the impact that that it has on student outcomes. The expectation is that a student attending a resource provision will receive SEN provision that is over and above that which they would receive if they were in a mainstream setting.

[REDACTED]
advised to:

In order to do so the school are

- ensure that the provision as outlined in part 3 of the statements is in place
- track the development of literacy skills on at least a termly basis using both ages and standardised scores; use this data in a diagnostic way to help plan 'the next steps' and to be able to demonstrate 'value for money'
- develop Wave 3 provision linked to the needs of the young people currently in the provision rather than the skills of the staff
- explore links with other LA resource provisions to enable the TiC to explore the range of provision for students eg given the secondary needs of the students at the provision, the SLCN resource provision would be a helpful place to visit
- plan regular monitoring of the LSAs to ensure that they are delivering the interventions correctly
- review the deployment of the LSA team to ensure that they are having the maximum impact on student outcomes in both the curriculum and interventions.

The school will receive a monitoring visit from the SENi to review the progress in terms of student outcomes in the summer term.

Signed:

Date:

Copy To:

Head teacher
Chair of Governors
Brian Pope (AD)
Pam Simpson (DM)
Phil Munday (LLP)
Kim James (SENI)
Felicity Dickinson (CSM)
Liz Flaherty (EO SEN)
Julia Powell (APEP)
Michelle Hartley (AEO)
Claire Campling (PSNO)
Rita Morgan (PSNO)
Caroline Frances (PSNO)

Report of Activity

Author of Record				
	Duration	Preparation	Follow Up	Charge Code
Day(s)	1			
Hour(s)			2	
Total Time Author of Record			Day(s)	Hour(s)
			1	2