

## Report of Activity

<b>Establishment</b>	Mill Chase Community Technology College		
<b>District Council</b>	East Hampshire		
<b>DFE No</b>	4139	<b>Area</b>	East
<b>Report Recipient</b>	Jacqueline Adams	<b>Date</b>	10 November 2011
<b>Author of Record</b>	Sarah Mantell	<b>Term</b>	Autumn 2011

**Activity Reason:** LA Monitoring  
**Additional Focus:** Special Educational Needs

## CONTEXT

The visit is part of a county wide programme by the SEN inspector/advisor team, commissioned by Children's Services Department, to review the effectiveness of the provision and progress of pupils with special educational needs, with particular reference to Wave three provision and the systems in place for self evaluation:

<b>Number on school roll:</b> 664	<b>% of pupils with SEN:</b> 33%

## Report of Activity

### COMMENTARY

#### 1. Statutory compliance

*Code of Practice, eg: annual reviews*  
*Single Equality Plan*  
*Accessibility Plan*  
*Named governor for SEN*  
*SEN Policy*

The school is compliant with the Code of Practice procedures regarding pupils with statements of special educational needs.  
 There is an access plan in place; the Equality Plan is currently being reviewed.  
 There is a member of the governing body with specific responsibility for SEN.

### 2 Staffing

#### a. SENCO

**Time per week for SENCo role**

**SENCo qualifications:**

**Evidence of SENCo's strategic lead:**

There is clear evidence to indicate that the SENCo is well supported by the Senior Leadership team. Regular meetings are held between members of the SLT and the SENCo with relevant action points arising from the meetings informing SLT discussions.

#### b. Teaching Assistants

**Number of TAs (FTE):** 8 FTE

**Deployment rationale:**

TAs support pupils in class, in small group work and on a 1:1 basis.

Analysis of students' needs informs in class deployment. Subjects with a high degree of literacy demands have increased TA (LSA) support.

The SENCo is currently training support staff to be able to deliver intervention programmes (Wave 3).

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**Report of Activity**

**c. SEN Governor: focus**

**Focus; frequency of meetings etc.**

It is recommended that the SENCo meets with the named governor for SEN at least twice per year. Meetings should focus on a discussion of the use and impact of resources on student outcomes.

**d. Additional staff working with pupils with SEN (eg: QTS)**

**3. Training received in last three years**

**Whole School:**

Teachers have received training in SLCN and in Hearing Impairment delivered by the appropriate specialist teacher advisor.

**SENCo:**

**TAs/Other:**

Teaching Assistants have, or are about to, received training on specific literacy interventions.

Some have also undertaken online training in Access Arrangement procedures.

## **Report of Activity**

### **4. SEN Budget**

**Annual allocation:** £247,882 of which £82,608 is for the resourced provision

**Use of budget:**

Discussions regarding the use and impact of the budget on SEN provision and on students' outcomes should inform meetings between the named governor and the SENCo and SENCo and line manager. Evidence needs to be collated to demonstrate the impact.

### **5. Provision**

**Evidence of link between SEN Action Plan and School Improvement Plan**

The SEN action plan links clearly to the whole school improvement plan. The SEN action plan is currently and appropriately a list of actions

**Match of IEP targets to provision:**

The SENCo is in the process of reviewing the IEP process within the school. In discussion with the SENCo it was agreed that a goal of reviewing School Action Plus IEPs termly and those at School Action twice a year was feasible. The school is moving towards a model of 'pen portraits' for students with SEN. These documents will need to outline the identified specific educational needs, teaching strategies and indicate what '*additional to and different from*' provision the student will receive.

Monitoring of the impact of IEP/pen portraits on teachers' planning is a key part of the SENCo role.

**Range of Wave 3 Intervention available (\*currently in use):**

The range of wave 3 intervention programmes is in its infancy. The SENCo is currently researching appropriate programmes to meet the diversity of SEN within the school and has plans to train the TAs in effective delivery of the programmes.

She is aware that relevant assessments will need to be conducted prior to and post any intervention programme so that data can be collected to evaluate impact.

**Evidence that provision matches individual need:**

The SENCo has devised comprehensive provision maps for pupils on the SEN register.

It is recommended that a simple provision map (for wave 3 interventions) for each key stage and area of SEN is drawn up so that staff are aware of relevant programmes and progression can be tracked. The SENCo will need to work with

## Report of Activity

subject departments to support them in developing their subject specific wave 2 support.

### Evidence of impact:

When wave 3 intervention programmes are in place the SENCo will need to collect, collate and analyse data to show impact. Evidence suggests that if the programme matches the identified need a ratio gain of 2 can be expected (regarding spelling and reading programmes). Liaison with subject departments to ensure this is enhancing National Curriculum attainment will be a salient part of the SENCo's role.

During the visit the SENCo and SEN inspector observed students in class and in 1:1 sessions. The SENCo demonstrated that she has a good understanding of how to identify barriers to learning in class and in 1:1 sessions. Regular monitoring of learning and working with staff to ensure their planning meets individual needs is a priority for the SENCo.

## 6 Pupil progress based on national expectations

<b>Key Stage 4</b>	<b>2011</b> 5 A-C 77% 5 A-C (including English & Maths) 58%  SEN ( School Action) 5 A-C 67% 5 A-C (including English & Maths) 28%  ( School Action Plus) 5 A-C 60% 5 A-C (including English & Maths) 20%
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## 7 Access and participation

### School awareness of pupils with SEN participation in extra curricula activities:

The SENCo is aware of the need to develop systems to evaluate and record participation.

### School awareness of the attendance of pupils with SEN



### Opportunities to celebrate achievement of pupils with SEN

A review of the documentation indicates the school and SEN department have secure systems in place to celebrate achievement. The SENCo is beginning to collate this data.

### School's evidence of parental engagement and confidence

**Report of Activity**

The SENCo is developing systems to engage further parents of pupils with SEN. There are regular opportunities for parents to meet with the SENCo.
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<b>Approved use of physical intervention</b>
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N/A
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## Report of Activity

### ACTION

As discussed with the Headteacher, Chair of Governors and SENCo the following are areas for development:

2. Review the current identification and assessment procedures to ensure an accurate composition of the SEN register. The Local Authority's guidance (*Criteria for School Action and School Action Plus* HCC 2010) should inform this process.
3. The range of wave 3 interventions needs to be extended and mapped to ensure that all areas of special educational needs are met and that there are sufficient programmes available for all ages.
4. Identify regular times for in-class monitoring of the impact on teachers' planning and provision of IEPs.
5. Audit current IT software available to support students with SEN, identifying any gaps in provision in the SEN action plan.

**Signed:**

**Date:**

**Copy To:** Head teacher  
 Chair of Governors  
 Area Director  
 District Manager  
 Learning and Leadership Partner  
 County Service Manager SEN  
 Area Principal Educational Psychologist

<b>Author of Record</b>	<b>Sarah Mantell</b>			
	<b>Duration</b>	<b>Preparation</b>	<b>Follow Up</b>	<b>Charge Code</b>
<b>Day(s)</b>	1			
<b>Hour(s)</b>				
<b>Total Time Author of Record</b>			<b>Day(s)</b>	<b>Hour(s)</b>
			1	