

# CSS Report to Governors on SEND

Date: September 2023

## 1. SCHOOL PROFILE

### Students on roll (Summer 2023) – 212

31 with an EHCP (14% - down 4% from Summer 2022)

19 on CSS Pathways (KS4 EHCP)

4 Primary Pathways (KS2 EHCP)

4 EHCP KS3

4 EHCP KS2

4 pupils with an Assessment agreed (EHCNA)

4 pupils with an Assessment decision pending

## 2. IDENTIFYING PUPILS WITH SEND

The SENCO, together with the Heads of each Centre and Assistant SENCOs (formerly SEN Practitioners), are responsible for the day-to-day provision of education for pupils with SEN.

All CSS students are identified as E (EHCP) or K (SEN Support)

Students are identified as SEND through four areas of need

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and / or Physical

Students may be referred to CSS with an existing identification of SEND either through an EHCP, SEN Support or medical diagnosis.

Students at CSS are identified as having SEND using

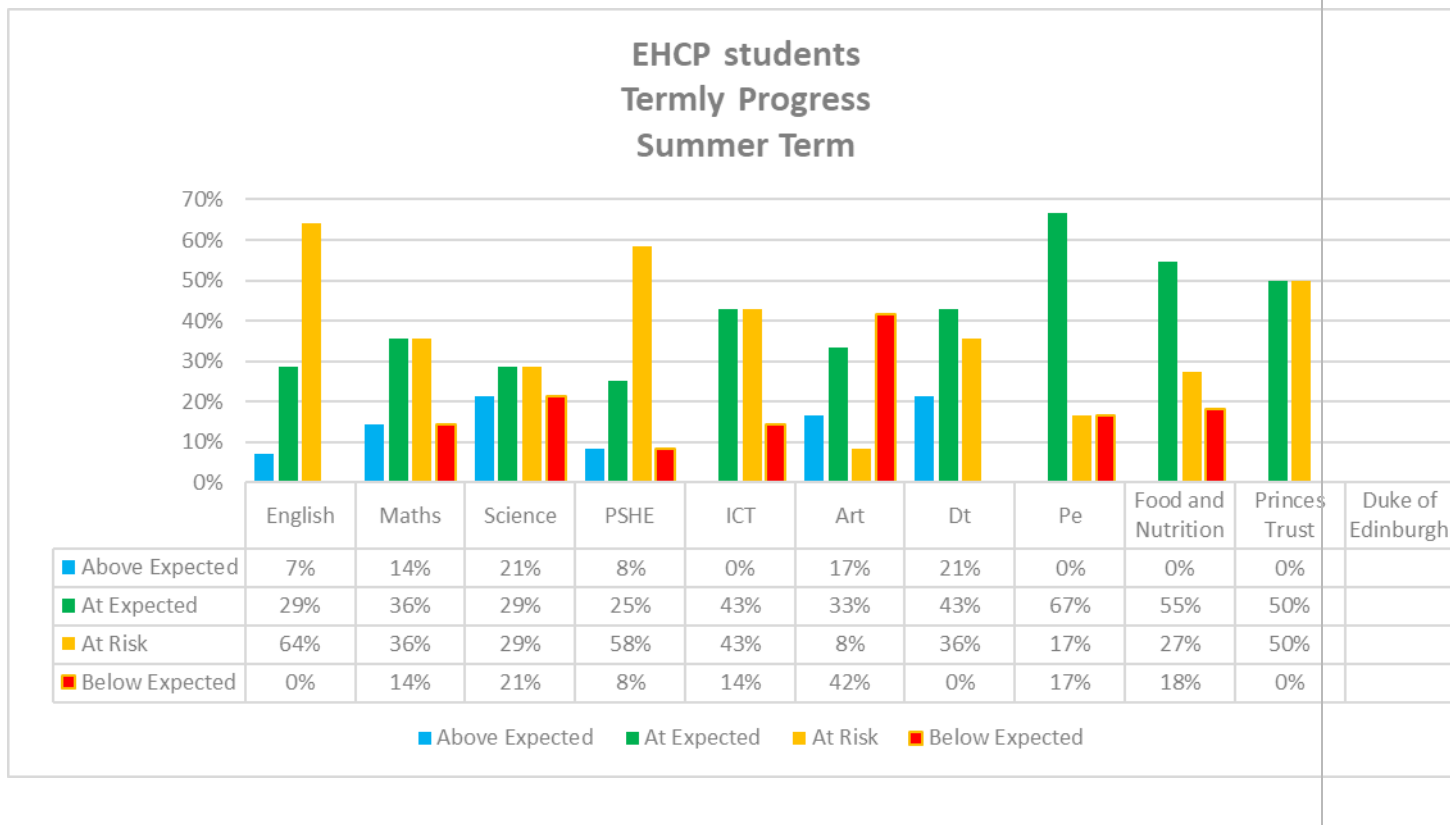
- Information from the referring school
- Teacher evidence from classroom observation
- Baseline assessments on admission to CSS
- One Planning with the student, parent and other professionals

## 2. IDENTIFYING PUPILS WITH SEND

- Assessment by an Educational Psychologist or other professional e.g. Access Arrangements assessor
- Diagnosis through a Health professional

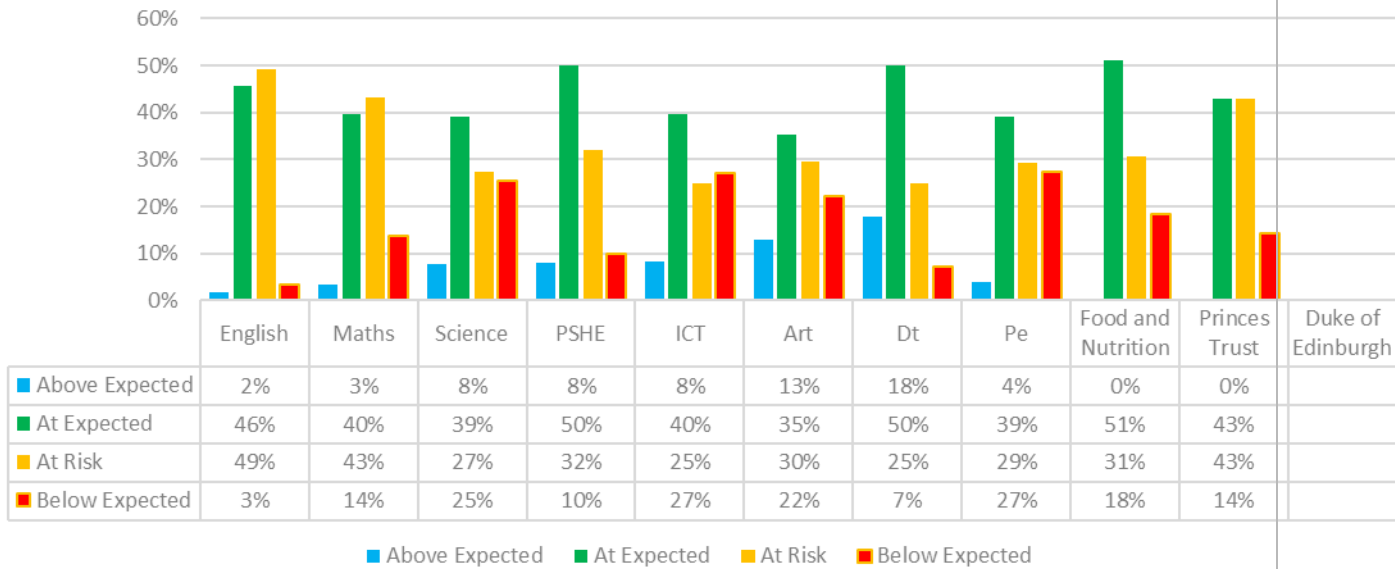
## 3. PROGRESS MADE BY PUPILS WITH SEND

Progress Data from Summer 2023

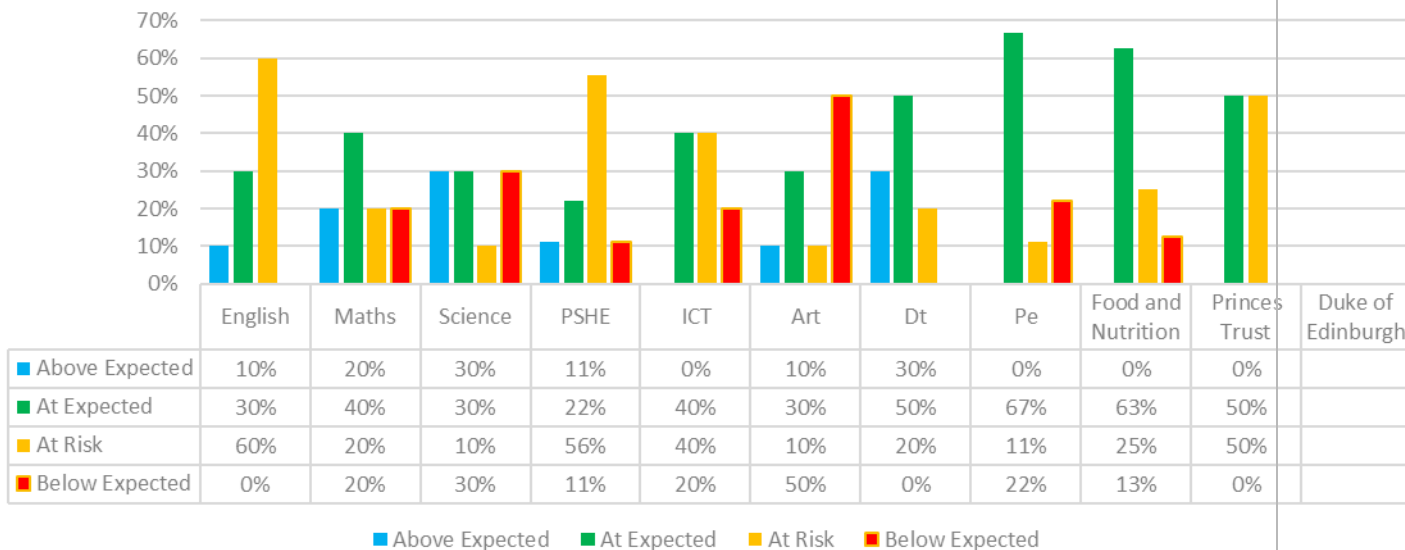


### 3. PROGRESS MADE BY PUPILS WITH SEND

#### NOT EHCP students Termly Progress Summer Term

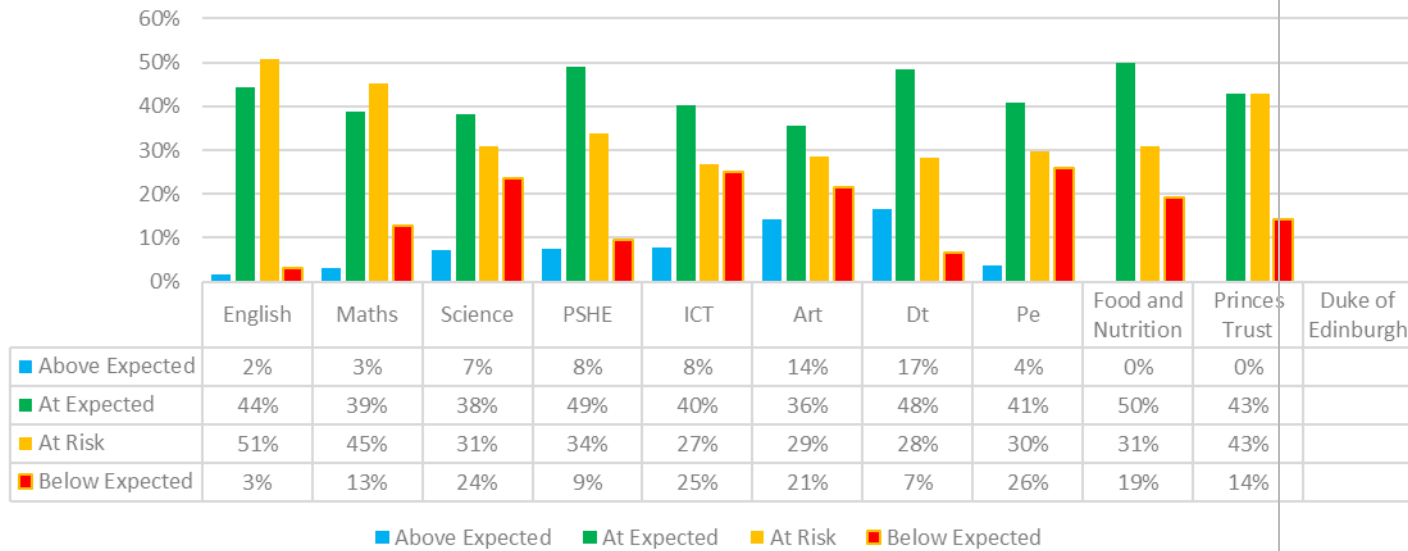


#### Pathways students Termly Progress Summer Term



### 3. PROGRESS MADE BY PUPILS WITH SEND

#### Not Pathways students Termly Progress Summer Term



## READING

### KS3 2022-23 (Wickford AP and Langdon Hills)

**CSS do not retest when a pupil has a RA of 14 years or above**

Reading Age Below 14 years on Entry - 66%

Reading Age Below 10 years - 20%

57% of pupils on an intervention make progress

Overall retesting progress (any pupil with a RA under 14 years) is 75%

### KS2 2022-23 (Wickford AP)

Reading Age Below Chronological age on entry - 50%

Reading Age Below 7 years - 7%

Reading Age below 10 years - 36%

RA Below 10 progress - 40%

43% of pupils on an intervention make progress

## Attendance

ALL - 78%

EHCP - 74%

### 3. PROGRESS MADE BY PUPILS WITH SEND

#### **Year 11 Pathways Exam Results 2023**

100% gained an accreditation in both English and Maths

The range of accreditations achieved is between 2 and 11 qualifications. The average is 5.

88% achieved a GCSE Grade in Maths GCSE

25% achieved a Grade 4 or above in Maths

100% achieved a GCCE Grade in English

33% achieved a Grade 4 or above in English GCSE

#### **Year 6 KS2 Assessment 2023**

80% of Year 6 pupils meet the expected standard for reading at the end of KS2 assessments.

### 4. UPDATE ON THE SCHOOL'S IMPLEMENTATION OF THE SEND SYSTEM

Action relating to pupils with SEND follows a graduated approach through an 'assess, plan, do and review' model and is recorded on the CSS Pupil Passport and CSS One Planning documents.

There are currently 22 pupils under One Planning.

The CSS allocated Educational Psychologists are currently Keanu Chan (Langdon Hills) and Sarah Routledge (Wickford) are invited to One Planning meetings.

The EPs attend termly review meetings with the Head of Centre, Assistant SENCO and SENCO.

Pupils are identified for discussion and dates agreed for the EPs to attend the centre to carry out agreed tasks e.g. attend a meeting with parents, CPD for staff, work with the pupil.

As a result of on-going assessment, students may be identified for Statutory Assessment. This will involve a series of Person Centred/One Planning meetings with the student at the centre of the discussions but with involvement from parents/carers and any other professionals e.g. Social Care, Educational Psychologist, health representatives.

#### 4. UPDATE ON THE SCHOOL'S IMPLEMENTATION OF THE SEND SYSTEM

There are currently 4 pupils at CSS who are awaiting a Local Authority (LA) decision for statutory assessment.

A representative from the LA SEND Operations team is invited to all Annual Review meetings for students with an EHCP. In addition, the Preparing For Adulthood (PFA) Advisor is invited to attend the annual reviews in Years 10 and 11.

The SENCO meets with the SEN Governor each term. The last meeting was in the Spring Term 2023

The focus of the SEN Governor was to discuss the impact of CSS receiving a growing number of referrals and requests for support for children with EHCPs. The focus for the next visit will be looking in detail about progress of an EHCP pupil against a Non EHCP pupil in KS2 and KS3.

#### **ASSESSMENTS AND INTERVENTIONS**

Pupils are assessed on entry to CSS.

Baseline assessments

- Reading - Single Word and Sentence Reading
- Spelling
- Vocabulary

Pupils with a RA under 10 are prioritised for a reading intervention.

Current interventions for Reading are

- Lexia - phonics
- TRUGs (Teaching Reading Using Games) - phonics
- Rapid Plus – fluency and comprehension
- Skills Academy – fluency and comprehension
- Literacy Dog - for confidence and encouragement (from the Summer Term 2023)

Pupils are retested termly to monitor progress.

The New Grade Reading Test was trialled at the end of the summer term and will be considered as a replacement for the Hodder Reading assessment over the Autumn Term.

#### **ACCESS ARRANGEMENTS**

Students with an EHCP or SEN Support are supported by Access Arrangements (AAs) in examinations and assessments where appropriate.

#### 4. UPDATE ON THE SCHOOL'S IMPLEMENTATION OF THE SEND SYSTEM

Pupils with an EHCP or a formal diagnosis, do not require an assessor to assess their need for AAs.

Pupils without an EHCP or formal diagnosis, require an assessment for Extra Time or a Scribe.

A Reader is still a formal arrangement requiring initial approval by the SENCO and then an online approval from JCQ.

All other arrangements are Centre Delegated by the SENCO with evidence of a history of need, current need and the pupil's current normal way of working.

The use of Human Readers and Scribes is being reviewed due to the awarding bodies preference for reading and writing technology and independent learning skills which is also reflected in the JCQ requirements and thresholds for support.

#### **READING AND WRITING TECHNOLOGY**

##### **Reading Pens**

We have a reading pen in each centre. Pupils can struggle to use the pens as they are quite intricate. Pupils are offered trials to use them. Their use is primarily for those pupils who struggle with the odd word rather than a pupil that would require a Reader or Computer Reader. A student needs centre delegated approval to use a Reading Pen.

##### **Text Help (Computer Reader Technology)**

Text Help was purchased in January 2022.

It provides reading support for pupils in lessons and is exam approved by JCQ.

Initially to support English, due to new requirements in exams.

There will be a wider rolling out to all subjects in Autumn 2022.

Staff have access to Text Help webinars to support on going CPD.

The CSS Head of English has continued to provide CPD across the centres to support staff with the basic elements of Text Help.

A student must have a formal arrangement approved by JCQ to use Text Help in exams.

##### **Word Processor**

#### 4. UPDATE ON THE SCHOOL'S IMPLEMENTATION OF THE SEND SYSTEM

A number of students are trialing the use of their own Word Processor in their lessons and have been allocated their own laptop.

A student needs centre delegated approval to use a Word Processor in exams.

#### 5. SEND FUNDING

- CSS receives £75,000 block funding, per annum, for pupils with EHCP/SEN needs. No individual funding, through EHCPs, is received.
- Pathways - The Statutory Assessment Service commission 20 'CSS Pathway' placements. These are for KS4 students with an EHCP, where CSS becomes the named school. Per place, funding is £24,571 which equates to £491,420 per annum.
- Current Pathways number is 19.
- There were 21 Pathways referrals from the Local Authority over the year 2022-23  
7 were accepted.  
13 were not accepted (out of area, needs not appropriate for CSS, accepted an alternative school)  
1 pending
- Funding is used to support:
  - Resources e.g. Reading Pens, fidget toys, books, overlays
  - Staffing e.g Assistant SENCOs, SENCo
  - Interventions
  - Alternative Education programmes
  - Mentoring
  - Work experience
  - Referral to other Agencies e.g Life Steps, Wilderness Project
  - Tutoring
  - Access Arrangements and Assessments
  - Training for staff e.g. TA conference



## 5. SEND FUNDING

- For further information on PPG, see Pupil Premium Report

## 6. STAFF DEVELOPMENT

The SENCO is assisted by

- Two Assistant SENCOs based in each of the main centre. They oversee the day to day running of SEN in each Centre, attend initial meetings, completing baseline assessments, prepare statutory paper work, attend One Planning, Annual Reviews and other meeting, overseeing exams and access arrangements as well as providing support to staff.
- Primary SENCO who oversees SEN within Key Stage 2.
- An allocated SEN teacher in each Reintegration Team
- A new dedicated SEN Administrative Assistant was appointed at the end of the Autumn Term 2022. This has positively impacted SEN processes and procedures.

The SENCO completes and attends

- Annual Access Arrangements update and refresher training
- Annual CIC training from the Local Authority Virtual School
- Annual SENCO Conference

In addition the SENCO and the SENPs attend

- Termly SEN Update Meetings
- Half Termly SEN Department meeting
- SLCN and PPG forums via local school clusters
- SENCO Cluster meetings

Staff SEN Support

- A weekly afternoon SEN CPD session e.g. strategies for supporting different needs, national SEN updates,
- Solution Forums - to focus on individual pupils. Staff to read the EHCP, discuss needs and provision as well as sharing good practice
- TAs have their own dedicated TA department meeting once a term.
- TAs have a specific SEN support target on their PMR.

## 7. WORK WITH EXTERNAL AGENCIES

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- The SENCO meets with referring school staff and SENCOs in order to support One Planning or reintegration/transition
- The SENCO meets with the SEND Operations service on a half termly (pupils and provision are discussed)
- SENCO and Assistant SENCOs meet with the Local Authority Preparing for Adulthood advisor on a termly basis to plan attendance at Annual Reviews and support SEN pupils with visits and interviews
- CSS have two allocated Educational Psychologists who meets with the SENCO on a termly basis.
- CSS also have an allocated Inclusion Partner.
- The Educational Psychologist attends One Planning meetings, support CPD and works with individual students. There is an annual meeting at the beginning of the academic year to set out the yearly plan of support for CSS. This is followed by termly meetings with the HOC and SENCO.
- Alternative Education providers – in collaboration with CSS Engagement Mentors in order to facilitate a personalised and relevant offer of provision
- SENCOs from feeder/referring schools including the SENCO/Head of The Arc Enhanced provision who supports CSS with KS1 referrals
- The Primary SENCO also attend the SEMH panel for KS1/2 referrals from local schools
- The SENCO attends the Secondary Admission panels for referrals from local Secondary Schools
- Social Care – including referrals and attending CIN/CP meetings
- Tuition providers – referrals for those pupils unable to access centre learning
- EWMHS – referrals and consultations for those pupils needing emotional wellbeing support
- Health Professionals – referrals, consultations and parental support for those pupils needing assessment or ongoing health support
- Youth Service – for those pupils needing work experience to complement their CSS provision e.g. referrals for specific intervention support
- Virtual Schools – locally and in other Local Authorities when supporting students with an EHCP who have been placed in Local Authority care.

