



## Annual SEND Report 2018-2019



Benfield School has deeply embedded the Code of Practice 2014 to support their commitment to the process of removing barriers to achievement for pupils who may require additional provision and resources to support their learning. We have two additionally resourced provisions, one for pupils with Social Communication Disorder and one for those with Physical Disabilities. We are an inclusive school and have created an environment which fosters academic, social and independent achievement. We take pride in the inclusivity of our provision which enables all pupils, to be fully integrated into school life and the attitude towards inclusion that our pupils' demonstrate.

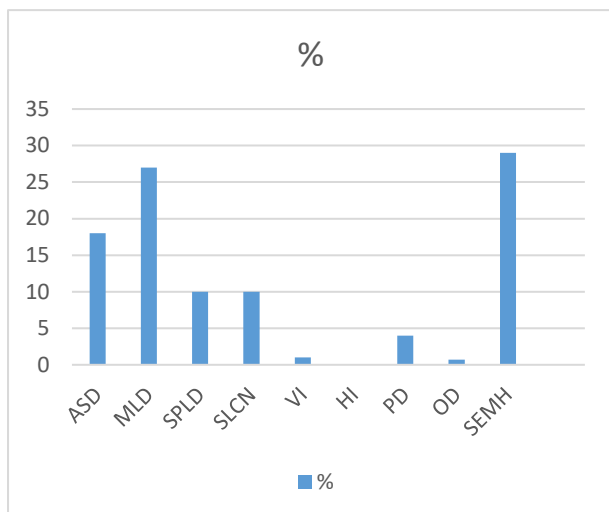
### Profile of SEND at Benfield School in 2018-2019

Total number of learners on roll:	757				
Number and percentage of learners with SEN:	140 (18%)				
Number and percentage of learner at SEN support level:	120 (16%)				
Number and percentage of learners at High Needs level:	EHCPs 20 (3%)				
Number of learners within our Additionally Resourced Provisions	<table style="width: 100%; border: none;"> <tr> <td style="width: 60%;">PD</td> <td style="text-align: right;">4</td> </tr> <tr> <td>Cherrywood</td> <td style="text-align: right;">15</td> </tr> </table>	PD	4	Cherrywood	15
PD	4				
Cherrywood	15				
Number and percentage of learners who are SEN and Pupil Premium:	100 13%				
Number and percentage of learners who are SEN and EAL:	13 2%				
Number and percentage of learners who are SEN, Pupil Premium and EAL:	6 1%				

### % of SEN population by year group:

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
36%	13%	16%	9%	14%	12%	5%

## Primary need by numbers and percentage:



A total of 10 new EHCP applications were made of which 7 were successful. Two of these applications will be resubmitted in 2019-2020.

A total of 16 new admits were admitted to Benfield School in the academic year 2018-2019 with SEND. 4 pupils had an Education, Health and Care Plan and 12 pupils were on the Code of Practice at SEN Support level.

There were 72 fixed term exclusions for pupils with SEND and three permanent exclusions. Work to avoid permanent exclusion was conducted by staff in school and external agencies.

Attendance for pupils with SEND was 91.6%; a number of provisions were developed for persistent absentees including alternative provision, community education and access to the Student Support KS4 room. Students at SEN support level's attendance increased by 3.5% over the course of the year.

## SENCo

The SENCo at Benfield School is Amy Anderson, Director of Additional Educational Needs. Amy holds the Postgraduate Certificate of Special Educational Needs Coordination and leads a large learning support department which comprised of 29 staff. The SENCo has 16 non-teaching periods in which to carry out SENCo duties. The SENCo has responsibility for pupils with English as an Additional Language, students with medical conditions, Medicines in School and is designated Teacher for LAC (students who are looked after by the Local Authority). There is a full time Administrative Assistant in the SEN department.

## The structure of Learning Support Department

Provision	Number of Pupils	Staffing
SENCO		1 x SENCO 1 x Admin Assistant
Mainstream	121	1 x Team Leader 3 x Departmental LSAs (English, Maths, Science) 3 x LSAs
Communication Additionally Resourced Provision (ARP)	15 commissioned places	1 x Cherrywood Manager 1 x KS3 lead 1 x KS4 lead 7 x ARP LSAs
Communication Additionally Resourced Provision (ARP) outreach provision		1 x Cherrywood Outreach lead

Physical Disabilities Additionally Resourced Centre (ARC)	4 commissioned places (agreement made in July 2019 to increase by +2 places for September 2019)	3 x Support Assistants
Progress Group (nurture group provision) + KS4 room	Varies throughout the year	1 x Progress Group Lead 1x KS4 Student Support worker 2 x LSAs
English as an Additional Language (EAL)	Varies throughout the year	1 x EAL lead 1 x EAL LSA

### **External Agencies**

The following external agencies were engaged with to support a range of pupils with SEND:

Educational Psychology

Occupational Therapy

Nurses

Physiotherapy

Speech and Language Therapy

Newcastle and Gateshead Children and Young People's Service (CYPS)

Local Authority SEN School Improvement Service

SENTASS

Work and reports from the above external agencies were used to inform provision, student information, annual reviews and applications for Education, Health and Care Plans.

Alternative education was sought for two pupils, one with an EHCP and one at SEN Support level. Both students engaged with alternative providers and achieved qualifications.

### **Staff training**

The SENCO attended the following training and networks:

- Designated Safeguarding Lead Training
- Safer Recruitment Training
- SENCO Network
- Annual SEND conference – Newcastle
- Annual SEND Young Person's conference (along with 4 pupils)
- Managing Medicines in School
- Behaviour which Challenges
- Trust SENCo network

8 LSAs completed a L2 qualification through Learning Curve; topics included mental health, behaviour which challenges and team leading.

1 LSA undertook training on stress and anxiety

1 LSA undertook training in Mental Health First Aid

3 LSAs undertook the L2 Autism Training

All LSAs undertook training on understanding the role of the Learning Support Assistant

Two LSAs undertook Tracheostomy training

Other training included: Attachment, WRAP, Behaviour Watch, Phonics, Oracy, Speech and Language, Pathological Demand Avoidance, De-escalation techniques.

Whole school training included:

- SEND – using information to plan for progress and the effective use of LSAs
- Relational Approaches to meeting the needs of pupils with Additional Needs

### **Progress**

Reading intervention included LSA and pupil paired reading, Accelerated Reading Programme and Y11 / Y7 paired reading and reading lessons within English. 54% of pupils in Year 7 who were assessed for reading on entry made improvements in their reading age over the course of the year; a further 32% of the cohort had no prior reading age.

GCSE results 2019 for pupils with SEND

	Number of pupils	Pupils Included in P8	Attainment 8	Progress 8	% of pupils Achieving English & Maths with grades 5+	% of pupils Achieving English & Maths with grades 4+
<b>National</b>			<b>27.2</b>	<b>-0.60</b>	<b>13.5%</b>	<b>25.9%</b>
<b>Newcastle</b>	<b>351</b>	<b>333</b>	<b>26.6</b>	<b>-0.65</b>	<b>11.4%</b>	<b>25.6%</b>
Benfield School	7	7	31.9	-0.59	14.3%	42.9%

In Year 7, five pupils were taught English by a higher level teaching assistant. The aim was to focus on phonics and reading. All pupils reading age increased.

In Year 8, 3 pupils were taught English by a higher level teaching assistant. The aim was to focus on phonics, reading, literacy skills and gradual exposure to the English curriculum. Reading ages improved for all pupils.

### **Local Authority Review**

The Local Authority conducted a Peer review in October 2018 with a focus on transition. This included 2 x SEN Advisors and a Peer SENCo. Identified strengths included: The school's holistic and inclusive approach was evident throughout the visit; All staff interviewed were dedicated, passionate and committed to improving outcomes for the students; Students met were confident, articulate and enthusiastic about Benfield School; Transition for all students is comprehensive, clearly managed and begins in Year 5; The Progress Group effectively supports transition for vulnerable students; and in Cherrywood transition is carefully planned and bespoke for individual students. Parents and students are central to the process and contribute to student profiles, questionnaires and a range of fact finding documents. Areas to develop were: Parent/carer views, including transition arrangements, to be analysed and included in the 2018 SEND annual report; Provide new admits with a map of the school to aid navigation around the site; add EAL, Pupil Premium and 'working significantly below' to the intake information document used for all students; In addition: Following staff survey on SEN, the SENCO will review all documentation to ensure it contains the correct information in a succinct format.

### **Website Audit**

A website audit was conducted by Newcastle Local Authority in October 2018 and the following recommendations were made: SEN Information report to be dated and add link to the Local Authority Local Offer. All recommendations were implemented by the SENCo.

## **Monitoring and Evaluation of provision**

The following monitoring arrangements took place and informed practice including staff training needs.

A local authority review which included pupil voice and learning walks.

SEND learning walks

LSA observations

Pupil and parent views collected at each SEND review. Pupils are encouraged to participate in their review and complete a pupil views document to be shared at their review.

Pupil voice collected through Young Person's Conference Newcastle

Pupil voice collected through the role of the keyworker, a number of pupils have an allocated key person who meets with them half termly to discuss successes and challenges. Pupil views are incorporated into provision.

The Newcastle local offer can be accessed via: [www.newcastlesupportdirectory.org.uk](http://www.newcastlesupportdirectory.org.uk)

### **Next Steps:**

Develop LSA training schedule

Create effective systems for monitoring and tracking progress of interventions

Improve attendance for pupils with SEND