



Our vision

Challenging  
expectations  
and sharing  
success

# Waverley School Special Education Needs Information Report

<b>Name of School</b>	Waverley School
<b>The report drafted</b>	July 2016
<b>The report to be review annually</b>	July 2017 Further updated September 2017
<b>Updated</b>	January 2019

SEND report to Governors:

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**Total number of pupils on SEN register**

	<b>ECHP 2017</b>	<b>ECHP 2018</b>
Nursery		10
Reception	7	8
Year 1	6	9
Year 2	11	9
Year 3	10	9
Year 4	13	6
Year 5	6	10
Year 6	9	9
Year 7	7	12
Year 8	5	7
Year 9	5	10
Year 10	8	6
Year 11	2	6
Year 12	7	5
Year 13	6	8
Year 14	7	2
	109	126

### Areas of need

	PMLD	Severe learning difficulty	Speech, Language and communication	Autistic Spectrum Disorder	Hearing and visual impairment	Social, Emotional and mental health	Medical and disability
Sept 2017	43	66	110	4	52		63
Sept 2018	46	72	126	7		0	55

### Pupils on Roll

<b>Pupils on Roll</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
<b>Male</b>	60	63	65	66	68	65
<b>Female</b>	50	44	45	44	47	61
<b>Total</b>	<b>110</b>	<b>107</b>	<b>110</b>	<b>110</b>	<b>115</b>	<b>126</b>

<b>National Curriculum Year</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
<b>1</b>	11	10	9	7	5	9
<b>2</b>	9	13	11	11	6	9
<b>3</b>	8	9	12	10	11	9
<b>4</b>	7	7	7	12	10	6
<b>5</b>	6	6	9	7	12	10
<b>6</b>	5	6	7	9	7	9
<b>7</b>	7	5	6	7	10	12
<b>8</b>	2	7	4	5	6	7
<b>9</b>	7	2	8	5	4	10
<b>10</b>	5	7	2	7	5	6
<b>11</b>	7	4	7	2	7	6
<b>12</b>	6	8	6	7	2	5
<b>13</b>	6	4	7	6	7	8
<b>14</b>	6	6	4	6	6	2
<b>Nursery</b>	9	6	6	2	9	9
<b>Reception</b>	9	7	5	7	8	8
<b>Total</b>	<b>110</b>	<b>107</b>	<b>110</b>	<b>110</b>	<b>115</b>	<b>126</b>

SEN Provision	2013	2014	2015	2016	2017	2018
School action or early years action	8	3	10			
School action plus or early years action plus		1	1			
Statement	102	103	99	96	85	
Education, health and care plan				14	30	126
<b>Total</b>	<b>110</b>	<b>107</b>	<b>110</b>	<b>110</b>	<b>115</b>	<b>126</b>

SEN Primary Need	2013	2014	2015	2016	2017	2018
Autistic Spectrum Disorder			2	3	3	6
Profound & Multiple Learning Difficulty	41	42	40	42	44	46
Severe Learning Difficulty	57	60	58	64	67	70
Specific Learning Difficulty	1	1		1	1	2
Visual Impairment	3	1				2
<b>Total</b>	<b>102</b>	<b>104</b>	<b>100</b>	<b>110</b>	<b>115</b>	<b>126</b>

FSM	44	39%
LAC	3 (2 children and 1 young adult)	2.5%
EAL	55	48.5%

Parental involvement in review meetings 100%

Exclusions 0%

Whole school pupil attendance 88%

## Accessibility

Information for Governors annual report to Parents	Summary of where information may be found
Admission/transition arrangements for pupils with SEND	SEND policy
Details of steps taken to prevent pupils with disabilities from being treated less favourably than other pupils Details of facilities provided to assist access to the school by pupils with disability	SEND Policy Accessibility policy

## 2017 - 18 Attainment Report

### Summary of the analysis:

1. The vast majority of pupils are making at least expected progress across all key stages, and across subjects, and in 2017-2018, 98% of all pupils met or exceeded the Progression Guidance Median Quartile targets by the end of their key stage. Overall 69% made outstanding progress (according to targets set against SSMAAG measure - equivalent to Progression Guidance upper quartile): this is **Outstanding Progress**.
2. Pupils do particularly well in key stage 1, 2 and 3 with a higher proportion exceeding expectations, and with the exception of one student in KS2 and one in KS5, there were no students working below expectations. The KS2 pupil had suffered ill health throughout the year and her attendance was poor. Last term the same pupil continued to have periods of ill health and her progress remains below expectations. We have referred her to the Continuing Care nursing team for additional support. The other pupil working below expectations in KS5 has been hospitalised for most of this academic year and is suffering from severe epilepsy. She is currently in hospital where medical professionals are considering a transfer to a residential setting for young people with epilepsy.
3. Pupils do not do as well in KS4 and 5 (secondary 4), however they respectively achieve 60% and 56% outstanding progress

Ethnicity	2013	2014	2015	2016	2017	2018
Afghan			2	2	1	
Albanian	1	1	1	1		1
Any Other Asian Background	1	2	3	3	3	6
Any other ethnic group			1	1	2	2
Any other mixed background	1	1	1	1		1
Any other white background	4	5	5	5	4	3
AOTA	2	2	2	1		
Arab other	1					
Asian and any other ethnic group				1	1	
Bangladeshi	1	1	2	2	2	3
Black - Congolese	2	3	2	2	2	2
Black - Ghanaian	6	6	6	6	8	7
Black - Nigerian	6	6	6	6	6	3
Black - Sierra Leonean	1	1	1	1	1	
Black - Somali	6	4	2	2	4	7
Black African	2	2	3	3	4	10
Black and any other ethnic group	3	4	4	4	5	6
Black Caribbean	6	5	4	4	4	3
Black European		1	1	1	1	3
Greek Cypriot	1			0	1	1
Indian	1	1	1	1	4	2
Information not yet obtained	6	3	5	5	5	3
Kurdish	1	1	2	2	1	1
Other Black Asian	1	1	1	1	1	1
Other Black African	1	1	1	1	1	1
Other ethnic group	2	1	1	1	1	2
Other mixed background	1	1	1	2	2	1
Other White British	2	2	2	1	1	2
Refused	2	7	2	1	1	1
Sri Lankan Tamil	2	1	1	1	1	1
Serbian	1					
Turkish	13	12	16	16	16	21
Turkish Cypriot	3	3	2	2	3	2
White - British	2	2	4	4	4	7
White - English	15	13	11	13	12	8
White - Irish			1	1	2	3
White and any other ethnic group	1	1	1	0	1	1
White and Black African	1	2	2	2	2	2



<b>White and Black Caribbean</b>	2	3	3	3	2	2
<b>White and Indian</b>	1	1				1
<b>White Eastern European</b>	5	5	5	5	4	1
<b>White other</b>	1					1
<b>White Western European</b>	2	2	2	2	2	3
<b>Total</b>	<b>110</b>	<b>107</b>	<b>110</b>	<b>110</b>	<b>115</b>	<b>126</b>

### Impact on quality teaching and learning

Teachers and teaching assistants have improved knowledge of the range of special needs and the impact that the compounding effect of physical disabilities, sensory impairments and sensory processing difficulties have on our pupils ability to learn and to understand their world.

Staff are more aware of how to support pupils and are developing skills in this regard. There are a number of established and evolving systems and areas of real expertise have developed within school for example in the use of AAC (augmentative alternative communication), eg use of Eye gaze for communication, PODD (pragmatic organisational dynamic display) books, Makaton, PECS (Picture exchange communication system). Staff have also developed their use of TaSSeLs (tactile signing for sensory learners with our PMLD pupils with visual impairment) and 'yes no symbols' to answer 'closed' questions.

This is development evident in planning, drop ins, work scrutiny and in lessons observations, and in incidental chat and conversations which it has facilitated between pupils and staff around school and in the playground.

PE has been a focus of lesson observations in the summer term and this focus helped to develop practice in this area of the curriculum and it was evident in our sports day that some of our pupils are showing real perseverance and responding to challenges. Where teaching and learning was less than secure support and follow up was implemented. We have excellent access to the borough PE specialist and she works closely with us to develop our practice.

Behaviour in lessons is noted as good. Some teachers have attended SCERTS training (Social Communication/Emotional regulation/transactional support) which has supported our work with our pupils with autism, behavioural difficulties due to rigid thinking patterns/ difficulties with change and flexibility. Staff are also more knowledgeable in the use of ICT apps as well as use of switches and programs to support SEN pupils.

There are a large number of pupils with medical needs and the staff training has led to them having improved access to the curriculum.

Teachers and teaching assistants are encouraged to attend courses relevant to the needs of their pupils or to develop skills in an area of interest and uptake is good.

There is also regular 'in house' training eg TaSSeLs, PODD, Makaton, Sensory processing workshops which are open to all.

## **Final 2017 - 2018 Attainment and Progress Report**

### **Key point to consider at the September 2017 Governors' curriculum Meeting:**

- This report was written using each pupil's prior attainment data and the analysis completed with the targets set for all pupils based on the SS MAG measure, which sets targets for all pupils so that expectations enable outstanding progress (in line or above Progression Guidance Upper quartile).

### **Summary of the analysis:**

- In 2017-18, 69% of our pupils across the school, and across key stages / departments, made outstanding progress and 98% made at least good progress across all key stages and in all areas of the curriculum (compared to 59% in 2016-17 and 40% in 2015-16). Students in KS1, KS2, KS3 do particularly well (over 70% make outstanding progress). The curriculum area where students perform best are S&L, science, PSHE and ICT, and the subjects where there are fewer students making outstanding progress are Reading, Writing and Maths (however in these subjects over 65% of students still make outstanding progress, and were below 50% in 2016-17).

### **How do we know? How do we moderate ?**

Discussions and training around teaching and learning, assessment and evidence gathering have been a focus, and as assessment has become more rigorous and accurate, it reflects actual attainment. Teachers are more involved in the assessment of their students and are able to support them by adapting their teaching. Teachers are aware of their students' levels and abilities and their end of key stage targets. Heads of department are aware of the targets and performance of pupils within departments and they have taken a more active role supporting teachers and addressing areas for development. Within staff meetings, there are ongoing discussion about individual students. The new format for our MAW meetings has a real focus on pupil progress and outcomes, ensures the impact of any additional intervention is successful and allows further support to take place if necessary. Teachers can also raise concerns at teachers' meetings and departmental meetings.

Over the last year, teachers have continued to collect ongoing evidence via our "Evidence for Learning" App, which is linked to all the assessment frameworks used at Waverley. Senior leaders and Heads of Departments are able to access the App and moderate on an ongoing basis, so that they can support teachers when the learning is not captured or when the data collected does not match the evidence.

Although there are variations within cohorts, the vast majority of pupils are making at least expected progress across all key stages.

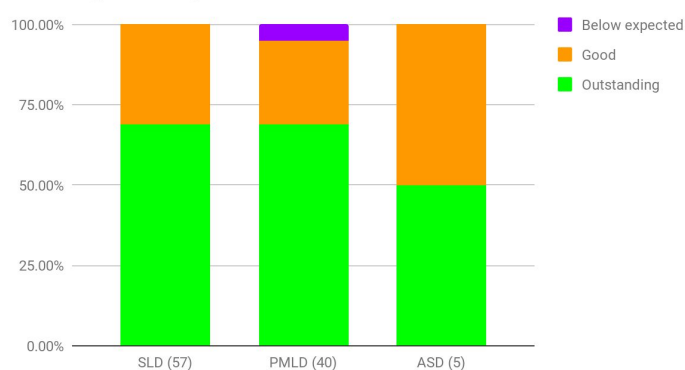
1. The vast majority of pupils are making at least expected progress across all key stages. 69% of students are making outstanding progress and overall 98% are making at least good progress.
2. Pupils currently do particularly well in key stages 1, 2 and 3 with a higher percentage meeting and exceeding expectations, but overall the vast majority of students are making at least good progress in all key stages and all subjects. Last academic year there was one student who was working below expectations in all areas of the curriculum. The pupil had suffered ill health throughout the year and her attendance was poor. Last term the same pupil continued to have periods of ill health and her progress remains below expectations. We have referred her to the Continuing Care nursing team for additional support. The other pupil working below expectations in KS5 has been hospitalised for most of this academic year and is suffering from severe epilepsy. She is currently

in hospital where medical professionals are considering a transfer to a residential setting for young people with epilepsy.

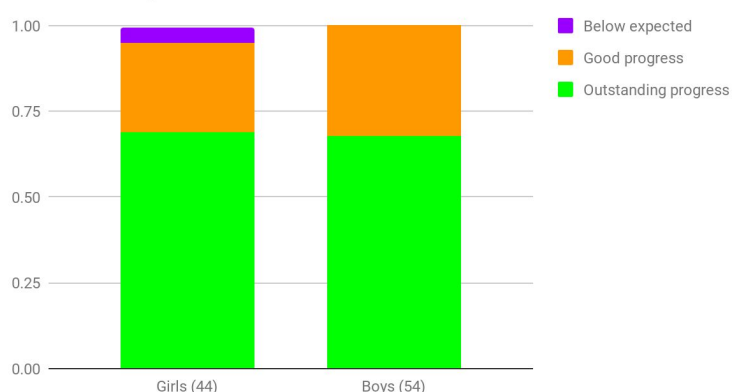
- Pupils do not do as well in KS4 and 5 (secondary 4), however they respectively achieve 60% and 56% outstanding progress.
- The vast majority of both boys and girls are currently making at least expected progress (100% and 98% respectively). The two pupils making below expected progress are girls with very complex health needs resulting in high levels of absence this year (see point 2).
- The vast majority of all pupils make at least expected progress regardless of their learning disability. The variation between pupils with SLD and PMLD has diminished and both groups have the same proportion of pupils making outstanding progress (69%). There are two pupils with PMLD who are underachieving (see point 2). The ASD cohort is too small to make accurate comparisons.
- There are no trends when looking at ethnicity and first languages.

Comparison subject areas	Outstanding progress	Good progress	Below expected progress
Speaking	74%	25%	2%
Listening	72.5%	25.5%	2%
Reading	66.5%	31.5%	2%
Writing	66%	32.5%	2%
U&A	68.5%	28.5%	3%
Number	66.5%	31.5%	2%
Shape	65%	33%	2%
Science	71%	27.5%	2%
Computing	70%	28%	2%
PSHE	75%	23.5%	2%

Learning Difficulty



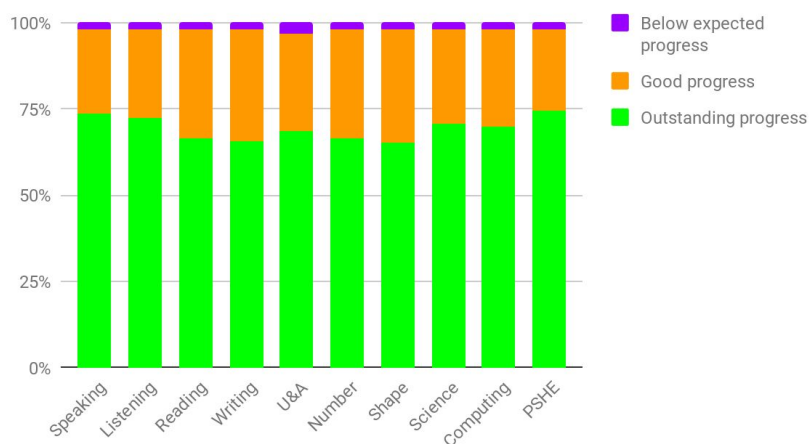
Gender analysis



The school leaders will continue to track vulnerable groups closely (pupil premium recipients, looked after children, children missing school due to their health). These groups are also discussed with teachers and multi professionals during our termly MAW meetings where targets are set and action plans devised.

High achieving pupils will also be identified so that teachers can further challenge them and monitor that the curriculum continues to be appropriate for them. When possible, integration opportunities will continue to be sought with local mainstream schools to ensure high achieving pupils are further challenged, or a change of class may also take place. There were 2 students accessing integration placements last year.

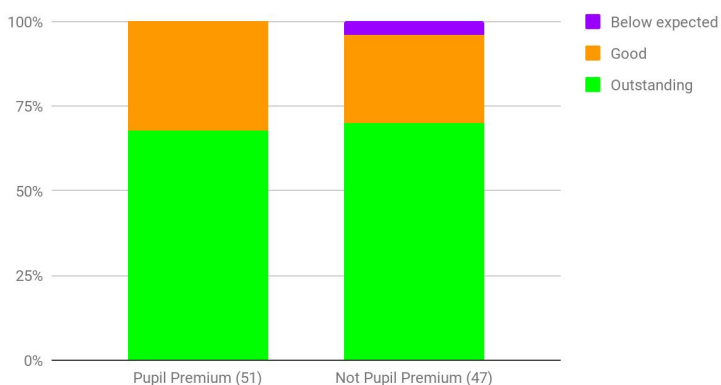
Subject Analysis



Early years pupils were tracked using the EYFS profile and Routes for Learning if appropriate. Primary and secondary pupils were tracked and targets are set using the P levels. Pupils with PMLD were also tracked using Routes for Learning. Sixth Form pupils were tracked using the Equals Set levels. Progress for all our pupils throughout the school was also measured using observations, MOVE, GAS monitoring, ICT, eye gaze assessments, FTGs (with therapists).

**Pupil Premium:**

Pupil Premium



In 2017-18 there was an increase in the number of students eligible for pupils premium (+7 students = 8% rise), and interventions were established in the Autumn term. These students were identified as making good progress last academic year, before they were eligible for the funding, and all staff worked with all students towards diminishing gaps and towards outstanding progress. Overall, of the 49 pupils who received pupil premium 100% made expected or better progress

compared to 96% of students not in receipt of pupil premium. The difference in the percentage of pupils making outstanding progress between those in receipt and those not in receipt has fallen to 2 % (11% last year). This shows that pupils in receipt of pupil premium do at least as well as those not in receipt. SLT will continue to support teachers to ensure that this small difference is further diminished.

There were no children in receipt of pupils premium working below expectations by the end of the academic year, compared to 2 not in receipt of PP. This was not the case last year or the year before, and teachers have worked hard to diminish the difference between these two cohorts.

We have 2 children who are currently looked after and one young person in supported living accommodation . All three students made at least good progress and 2 made outstanding progress.

**Priorities for 2018-19:**

- In order to maintain pupil outcomes, school leaders will continue to focus on teaching and learning: there will be an emphasis on training and development for all staff throughout the year, and more expert staff will share good practise. Through ongoing teachers' meeting and training sessions (including the curriculum which is a priority area for 2018-19), staff (including new staff, teaching assistants and playleaders) will have a better understanding of where pupils are at and where they need to go.
- Senior leaders will work with S4 teachers and HODs to ensure more students make outstanding progress in KS4.
- School leaders will ensure the new curriculum is embedded and further adapted to meet the needs of all learners and promote outstanding progress.
- School leaders will look at best way forward for assessment with the removal of P levels.
- Internal moderation will be taking place as will external moderation.
- SLT to continue to work with HODs and teachers to ensure that all pupils, regardless of their disability, have better outcomes and make the same progress as other peers in all subjects.
- Senior leaders will be undertaking a work scrutiny throughout the year to ensure teaching staff are providing activities which teach specific skills appropriately.
- School leaders will be undertaking lesson observations to review overall performance in departments.