

TITLE: TGS SEND Report	REF: GOV033.4	VERSION: 4
APPROVAL BODY: LGC	DATE: 19.03.24	REVIEW DATE: 19.03.25
LEAD PERSON: Head of School		

1. SCHOOL PROFILE

2023 - 2024 Headlines								
Whole school	TOTAL SEND	EHCP	% of students with SEND	SEND + PP	% of students with SEND & PP	% of students with an EHCP	% of students SEN support	
Year 7	151	54	8	35.8%	11	7%	5.3%	29.8%
Year 8	159	41	8	25.8%	15	9%	5.0%	20.8%
Year 9	152	31	4	20.4%	12	8%	2.6%	17.8%
Year 10	116	34	7	29.3%	13	11%	6.0%	23.3%
Year 11	113	20	6	17.7%	9	8%	5.3%	12.4%
Sixth form	90	14	3	15.6%	6	7%	3.3%	12.2%
Total	781	194	36	24.8%	66	8%	4.6%	20.1%
C & L	Cognition & Learning		22	9	8	1	4	0
SEMH	Social, emotional & mental health difficulties		32	14	10	9	4	1
S/PN	Sensory and/or physical needs		0	0	1	1	0	1

There is a growing number of needs assessments required in students in year 7 who are not working at age related expectations but have persistent and complex SEND.

1. SCHOOL PROFILE

Headlines facts and figures TGS 2023/24

TGS % with EHC plans

36

TGS % with EHC plans

4.6%

SEN Support / SEN without an EHC Plan

158

TGS % without EHC plans

18.56%

Theale Green School is seeing an increase in the number of students with SEN.

A total of 194 students in the school have SEN.

Year 7 has the highest % of students with SEND which is at 35.8%.

The most common type of need falls under communication and interaction which is made up of ASD, Aspergers and speech and language. This is probably not surprising as the school continues to attract families due to the associated benefits of understanding from having the ASD unit.

The second most common area is SEMH with a high rise of students on the waiting list for an ADHD assessment. In addition there are SEMH difficulties born out of the COVID lockdowns.

1. SCHOOL PROFILE

Headline facts and figures - 2022/23

EHC plans

389,171

pupils in schools in England. Up by 9.5% from 2022

[▶ What is this?](#)

EHC plans (percent)

4.3

percent of pupils with an EHC plan. Up from 4.0% in 2022

[▶ What is this?](#)

SEN support/SEN without an EHC plan

1,183,384

pupils in schools in England. Up by 4.7% from 2022

[▶ What is this?](#)

SEN support/SEN without an EHC plan (percent)

13.0

percent of pupils with SEN support. Up from 12.6% in 2022

[▶ What is this?](#)

Over 1.5 million pupils in England have special educational needs (SEN)

An increase of 87,000 from 2022. Both the number of pupils with an education, health and care (EHC plan) and the number of pupils with SEN support have increased:

- The percentage of pupils with an EHC plan has increased to 4.3%, from 4.0% in 2022.
- The percentage of pupils with SEN but no EHC plan (SEN support) has increased to 13.0%, from 12.6% in 2022.

Both continue a trend of increases since 2016.

The most common type of need for those with an EHC plan is autistic spectrum disorder and for those with SEN support is speech, language and communication needs

COMMUNICATION AND INTERACTION		COGNITION AND LEARNING		SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES		SENSORY AND/OR PHYSICAL NEEDS	
No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan
92	28	45	4	70	4	3	0

2. IDENTIFYING PUPILS WITH SEND

Concerns regarding special educational needs are raised in a number of formats:

- Information received from transition into year 7 or on admission from another school
- From meetings with parents where discussions are held often identifying patterns of behaviour. Students and families are contacted individually by the SEND team so we can begin to build a picture of need.
- Discussion with staff – SENDco, Inclusion manager, tutor, head of year, teaching staff where information/concerns have been raised via triage as an early referral system in school. A staff referral form is in use to allow staff the opportunity to refer students who they believe haven't been identified via admissions process or in previous schools and are showing signs of additional need within the class. Staff submit the form online, and all submissions are discussed in the pastoral leadership group meeting & family support worker. An action is decided in the meeting for the student and is communicated back to the staff member who raised the concern and contact to parents.
- Further cross-school testing will be used to make sure that no pupil is ever disadvantaged. This is done in a variety of ways:
 - Diagnostic tests – Salford reading and comprehension assessment, Basic understanding of number test
 - STAR reading assessments
 - Observation of student in class
 - Work in books
 - Behaviour log
 - Conversation with student and parents

As we get to know the pupils, the information will be updated, and this will then form the working SEND Register. Parents/Guardians and students will have the option available to them for ongoing consultation via provision map to establish support needs, and this will be considered in balance with professional reports and information available. This information is recorded onto a Support and Achievement Plan which is then shared with teaching staff. It is co-constructed with the student.

What happens once a child is identified;

Based on child SEND need, several options are discussed with the SEND team and pastoral team. Options include, but not limited to, further assessment, pastoral support intervention or referral to external agencies such as CAMHS, the school nurse, the emotional health academy.

For those students who require extra support it is important that each individual student's needs are considered. Access to additional support is identified through a range of data tracking, formal assessments and teacher referrals. Additional academic support can be provided through a variety of small group and 1:1 sessions that use a range of successful programmes to address the students' needs. Support is personalised to meet each student's individual needs and may include but is not limited to the provision and interventions listed below:

Key Stage 3

- Reading Plus

2. IDENTIFYING PUPILS WITH SEND

- Homework Club
- In class support: either 1:1 or small group support as appropriate
- 1:1 lessons: These sessions are individual to each student's needs, and can be used for a range of purposes such as: targeted support for a specific subject, study skills, literacy support, etc.
- ELSA support
- 1:1 or small group Mentoring
- Social skills Groups
- Time to Talk Groups
- Zones of Regulation 1:1 or small group support
- Art Therapy
- Drama communication sessions
- Lego Therapy
- Lexia Literacy
- Art & social skills
- ASD Resource: places allocated by SEND Panel
- Sixth form paired reading scheme

Key Stages 4 and 5:

- 1:1 lessons: These sessions are individual to each student's needs, and can be used for a range of purposes such as: targeted support for a specific subject, study skills, literacy support, etc.
- Mentoring: Pupils will have regular mentoring sessions where they will participate in targeted support
- In class support: 1:1 or small group support can be given in class to support specific difficulties students may have.
- Homework Club
- Exam access arrangements: following formal assessment that determines if a student meets the criteria to receive additional support in controlled assessments and exams
- Emotional Health Practitioner 1-1 sessions
- ASD Resource: places allocated by SEND Panel (Currently under consultation)
- Sports gym sessions
- Time to Talk
- Inclusion Cuisine
- Art group
- ASD unit
- Art therapy
- Inclusion clubs.

2. IDENTIFYING PUPILS WITH SEND

- Early careers support

A request for a needs assessment will be considered following a graduated approach.

3. PROGRESS MADE BY PUPILS WITH SEND

Progress data included is the:

Eng & Maths GCSE grades from '23.

1 E code not entered for English or maths.

All K coded students entered into both English and maths.

National GCSE pass The **grade 5-pass rate** for **English** was 55.1 per cent, compared to 61.1 per cent in 2022 and 53.4 in 2019.

The **grade 5 pass rate** for **maths** was 52.4 per cent, down from 56.6 per cent in 2022 but up on 50.1 per cent in 2019.

Grade 5+ pass	National	TGS - all	SEN - E	SEN - K	Non SEN
English	55.1	50.89	16.67	23.08	56.99
Maths	52.4	45.54	0	15.38	52.69

SEN students not performing as well in maths 3 out of 19 getting a grade 4 or above.

Attendance: It is noted that since September '23 attendance of SEND students has improved:

SEND Year 11 attendance is 2.4% better than national average

Details		English								Maths							
		Entries		7+		5+		4+		Entries		7+		5+		4+	
Name	Pupils	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Basic																	
+ All Students	112	109	97.32	20	17.86	57	50.89	85	75.89	106	94.64	20	17.86	51	45.54	70	62.5
Gender																	
+ Males	60	59	98.33	6	10	28	46.67	42	70	58	96.67	10	16.67	25	41.67	34	56.67
+ Females	52	50	96.15	14	26.92	29	55.77	43	82.69	48	92.31	10	19.23	26	50	36	69.23
+ Gender Gap	8	9	2.18	-8	-16.92	-1	-9.1	-1	-12.69	10	4.36	0	-2.56	-1	-8.33	-2	-12.56
Pupil Premium																	
+ Pupil Premium	28	27	96.43	1	3.57	8	28.57	15	53.57	25	89.29	1	3.57	6	21.43	10	35.71
+ Non Pupil Premium	84	82	97.62	19	22.62	49	58.33	70	83.33	81	96.43	19	22.62	45	53.57	60	71.43
+ Pupil Premium Gap	-56	-55	-1.19	-18	-19.05	-41	-29.76	-55	-29.76	-56	-7.14	-18	-19.05	-39	-32.14	-50	-35.71
FSM																	
+ FSM	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
+ Non FSM	112	109	97.32	20	17.86	57	50.89	85	75.89	106	94.64	20	17.86	51	45.54	70	62.5
+ FSM Gap	-112	-109	-97.32	-20	-17.86	-57	-50.89	-85	-75.89	-106	-94.64	-20	-17.86	-51	-45.54	-70	-62.5
Prior Attainment																	
+ High	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
+ Middle	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
+ Low	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SEN																	
+ N	93	91	97.85	20	21.51	53	56.99	75	80.65	89	95.7	19	20.43	49	52.69	67	72.04
+ E	6	5	83.33	0	0	1	16.67	2	33.33	5	83.33	0	0	0	0	1	16.67
+ K	13	13	100	0	0	3	23.08	8	61.54	12	92.31	1	7.69	2	15.38	2	15.38

SEN students did not achieve in line with their peers.

Current year 11:

11 AP2: EHCP students (6) have a predicted P8 of -0.88 , SEND K students (14) -0.41 while the overall cohort figure is -0.21 .

Only 1/6 EHCP students is predicted to achieve EM4+ and 3/14 SEND K students compared to 65% of non-SEND students.

The figures for EM5+ are 0 for EHCP and 2/14 for SEND K against 50% of non-SEND.

The PP v non-PP figures are EM4+ 33% v 66% and EM5+ 20% v 51%.

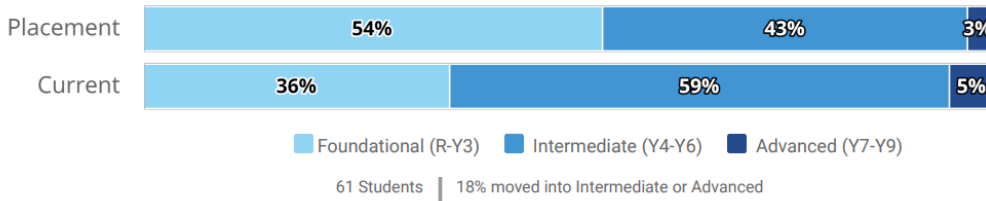
Whole cohort figures are 58% for EM4+ and 43% for EM5+

In order to help address the low literacy levels the SEND department purchased the Lexia Study Plus programme which is a combination of an online platform and 1-1 lessons which are delivered by the high level learning mentors. The programme was initiated in Oct '23 after staff training in Sept '23. The intervention looks to build on fundamental literacy skills, add the building blocks needed to successfully access both the KS 3 and 4 curriculum.

Lexia literacy data comprises of three component parts – word study, grammar and comprehension:

Student Skill Status in Word Study | Students with Any Usage

As of Mar 7, 2024



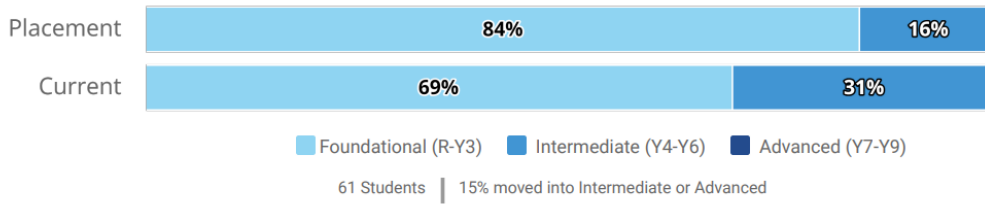
Year	Students		Instructional Zone			Movement into Intermediate or Advanced
			Foundational	Intermediate	Advanced	
Year 7	29	Placement	48%	52%	0%	17%
		Current	31%	66%	3%	
Year 8	24	Placement	67%	29%	4%	17%
		Current	50%	46%	4%	
Year 9	8	Placement	38%	49%	13%	25%
		Current	13%	74%	13%	

The data above demonstrates the shift in zone from their initial placement at the beginning of the programme for students from years 7, 8 and 9. Foundational zone is equivalent to year 1, 2 and 3. The intermediate zone is equivalent to year 4-6 and advanced is year 7-9. Students work through levels within each zone. Students are able to access the programme from home – uptake of this has been variable.

The greatest increase has been in year 9.

Student Skill Status in Grammar | Students with Any Usage

As of Mar 7, 2024



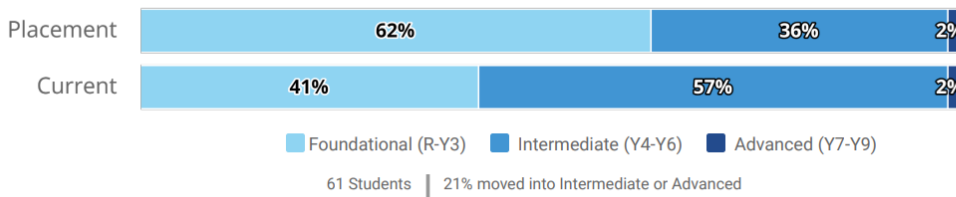
Year	Students		Instructional Zone			Movement into Intermediate or Advanced
			Foundational	Intermediate	Advanced	
Year 7	29	Placement	83%	17%	0%	10%
		Current	72%	28%	0%	
Year 8	24	Placement	83%	17%	0%	8%
		Current	75%	25%	0%	
Year 9	8	Placement	87%	13%	0%	50%
		Current	38%	62%	0%	

ents

would try to avoid this section of the programme as they viewed it as the most difficult.

Student Skill Status in Comprehension | Students with Any Usage

As of Mar 7, 2024



Year	Students		Instructional Zone			Movement into Intermediate or Advanced
			Foundational	Intermediate	Advanced	
Year 7	29	Placement	52%	45%	3%	21%
		Current	31%	66%	3%	
Year 8	24	Placement	75%	25%	0%	21%
		Current	54%	46%	0%	
Year 9	8	Placement	62%	38%	0%	25%
		Current	38%	62%	0%	

Comprehension has seen the greatest increase with 21% moving into intermediate or higher. Qualitative data is now being gathered via student voice. Anecdotal comments that have been received are that it boosts self-esteem, it has enabled students to feel successful, it has made it students more confident to engage in lessons.

In total 16 students receive art therapy. This has allowed input to needs assessments and annual reviews. Positive feedback from parents and students.

Currently, three families are working with their child/ren and a learning mentor on emotional based school avoidance. This is identifying barriers to school, building connections with staff and enabling a return to school on a part time timetable.

Development:

Key stage 2 SATs are being reviewed for each cohort that has data to enable clearer tracking of progress.

Use of 4Matrix in line with HODS focusing on SEND.

Pre and post profiles are being developed to assess the impact of interventions in a more quantitative way.

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

How the school is targeting support for pupils with SEND

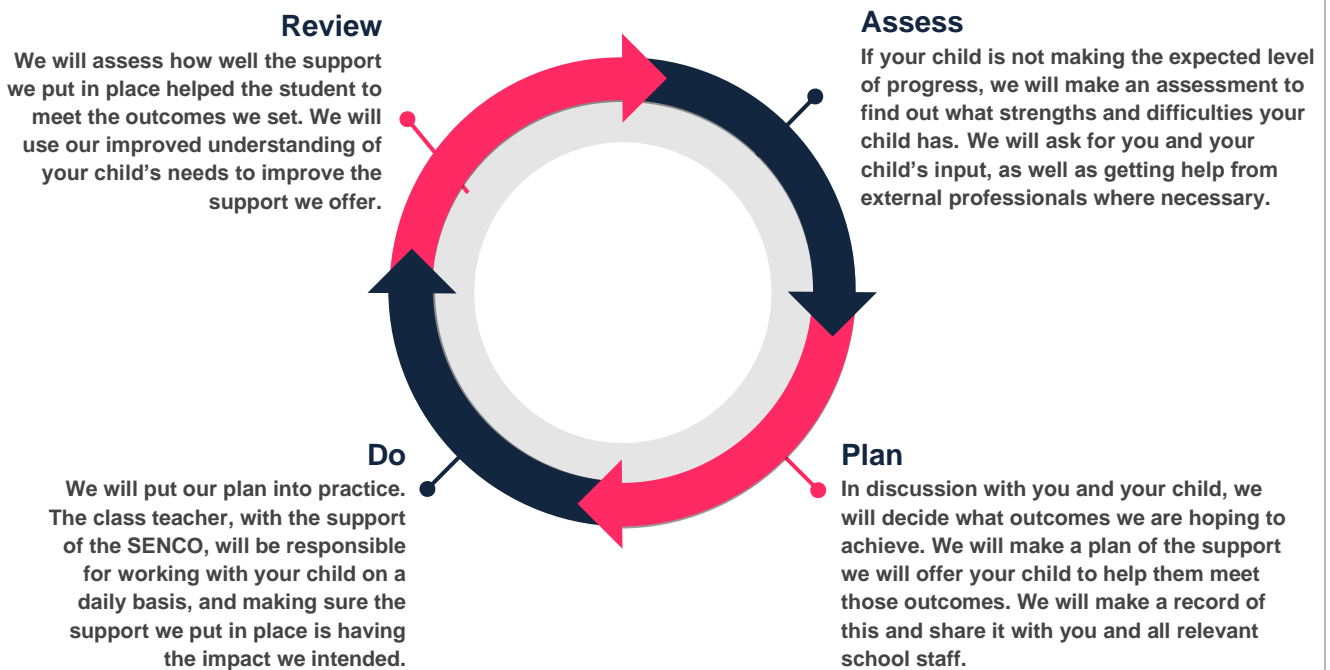
- Deployment of learning mentors
- Focused interventions
- Art therapy
- Social skills
- Lexia
- Emotional health practitioner
- Alternative curriculum
- Personalized timetable
- ELSA
- Zones of regulation
- Drama communication group
- Break & lunch time club – board games
- Team Around The Family
- My Family Plans
- Inclusion manager
- Educational Psychologist – used to evaluate the more complex students where a needs assessment is being considered so that further targeted support can be put in place before applying.
- ASD advisory teacher
- School nurse
- Occupational therapist
- PACE – vulnerable students, support for LAC.
- Careers support

Implementing cycles of the graduated approach

We will follow the 'graduated approach' to meeting SEN needs.

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

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress. We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a student has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined. Student voice is being collated • We have introduced student voice pre + post intervention in order to assess the impact in a qualitative manner to help support quantitative data.

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

In addition to the Salford data & that from the Basic Number Screening test is being used alongside data from departments, a working memory screening assessment is being used to help inform on cognition and learning levels.

Statutory assessments

So far this school year '23/'24:

3 EHCP needs assessment applications have been submitted to the local authority this academic year.

3 needs assessments have been completed following an initial request late in year 6 by the primary school all of which have had resulted in EHCPs being issued, plus one for a student in year 9 which also resulted in an EHCP being issued.

One parent led application has been put in which was put forward thus the school has given in supporting evidence.

A further three EHCP needs assessment applications are being drawn up by the school – two in year 7 and one in year 8.

A further 6 parents are discussing whether or not to put in a parent led application.

Headlines from meetings between the SEND coordinator (SENCO) and the SEND governor:

10/11/23:

Overall summary:

From this initial visit, overall this felt like a really supportive school, making efforts made to create a safe and welcoming physical environment for every student and to ensure they have appropriate individualized support. Early success of the new literacy programme seems particularly promising, addressing some of the most frequent and severe barriers faced by students. It was encouraging to see efforts focused on ensuring every student can access whole school teaching, with careful timetabling for additional support so that students don't miss out, CPD around quality first teaching, and targeted use of in-lesson learning management support to supplement rather than replace the main teaching.

Vision:

A key focus is on ensuring resilience, with students socially and emotionally developed and supported to achieve their aspirations.

Outcomes:

This was a successful induction as hoped, to hear about recent developments and for me to prepare for a more thorough visit.

19/01/24:

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

Summary

In general it feels like a supportive and inclusive environment where students build increased confidence over time. The facilities are valued and the transition activities seem to have been successful. The new literacy programme also seems to be having early successes. SEND staff seem highly engaged. More observation and discussion would be worthwhile about the specific impact of their interventions in lessons. Monitoring of plans is improving but is also not yet where it should be.

SEND staff

A particular positive of the visit was the high engagement and morale we saw amongst all of the learning mentors that we met. In almost all cases, they described that the students that they were working with were not being taken out of the main lesson and were still benefitting from whole class teaching, which was also encouraging to hear.

Outcomes:

No agreed outcomes on this occasion. The SENDCo and Inclusion Manager are still quite new in post and are making rapid improvements in how SEND is managed. A repeat visit will be highly valuable later in the year.

Development point:

With nearly 200 students on support and achievement plans it is evident that there is a burden on staff to report to parents three times a year. A working group with staff from across the school is being established to discuss, consider how to make this a workable objective. Currently priority is given to those who have an EHCP, a needs assessment or have additional plans such as a My Family Plan or social care.

The review of plans is being aligned with the school assessment calendar so that students, parents and staff are better informed. This will enable greater contribution from subject areas and targets tailored to concerns raised by staff,

5. SEND FUNDING

SEN budget is managed by the SENCo. Orders placed onto Mondas via SEND admin assistant and approved by SENCo. Orders above authorization limit is approved by the head of school. Additional funding from the local authority is requested at EHCP review is required, and if approved applied for by the SEND admin assistant and is placed into SEND budget for use.

The majority of SEND funding goes into funding the staff who support students within the ASD unit.

Funding has been allocated to:

Lexia literacy programme

Art therapy

RAW mentoring – alternative curriculum

5. SEND FUNDING

Path Hill alternative education based on therapeutic thinking for ASD

Times tables rockstars online learning platform

Auto skills mechanics – alternative curriculum

ELSA resources

Educational psychologist

Occupational health resources – theraband, theraputty

Cognition & learning – miniwhite boards & pens

Who is responsible for this

- Claire Lloyd

Where pupils with SEND are also eligible for the pupil premium, how the pupil premium is being used to support these pupils

Split Lexia costs

Icollege

ELSA sessions – student transform manager

An additional £1000.00 was bid for as part of widening the understanding of autism. The Anime club has been established which is promoting Inclusion through a common love of anime, art and manga. Resources have been purchased through the grant which includes art supplies, anime books and texts on autism. The club is open to all.

6. STAFF DEVELOPMENT

This section of the report could cover:

- The staff development that has been offered on SEND, including continuing professional development (CPD)

Date	Activity
Sept '23	Safeguarding
Sept '23	Consistency and classroom expectations
Nov '23	Support and achievement plans – SEND register – CLL to all staff
Dec' 23	Working memory
Oct' 23	Rosenshines - Guided and independent practice
Sept ' 23	Rosenshines - Checking understanding
15/03/24	EHCP process – plan, do, review – graduated approach
	Training to SEND department/staff

6. STAFF DEVELOPMENT

Sept '23	Lexia Power Up literacy
Jan '24	Precision Teaching
June '24 planned	Conference: 2024 - Supporting Learners with Dyslexia and/or Dyscalculia AKI & RWI to attend
June '24 planned	Supporting ASD & ADHD – West Berks

A large number of staffing changes have occurred in last year. Linda Stevens has moved into a position across the trust, the Executive ALET SENCo, and has already created an across trust partnership for SENCos.

Claire Lloyd has been appointed as Assistant Headteacher – SEND in Spetember '23.

Katie Rutti was appointed in July '23 as Inclusion manager. In Oct'23 Katie moved across to work as a student engagement manager, this then saw the appointment of Ashleigh Kidd as the Inclusion Coordinator, deputy SENCo.

Both the appointment of a specialized cover team as well as the student engagement managers in the Ready for Learning rooms has provided more stability and is decreasing negative dysregulated interaction when lessons are covered.

Weekly monitoring of student removal from lessons by SEND need is being collated from March 1st onwards to evidence where further staff training is needed.

Weekly staff briefings are taken by Ashleigh Kidd to learning mentors to demonstrate and share best practice.

SEND sessions delivered by Claire Lloyd to ECTs and trainee teachers.

7. WORK WITH EXTERNAL AGENCIES

- Sometimes we need extra help to offer our students the support that they need. Whenever necessary we will work with external support services to meet the needs of our students with SEN and to support their families. These include:
- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Integrative Arts Therapist
- Social services and other LA-provided support services
- Voluntary sector organisations
- Alternative provision – RAW mentoring, Path Hill, Autoskills, Mechanics

7. WORK WITH EXTERNAL AGENCIES

- Academy 21

Name	Concern	Description	Intended outcome
Academy 21 - Online Tuition	Cognition and Learning Needs	Online alternative provision for individuals not able to attend school or that need additional learning to fill knowledge gaps	Individuals engage with learning to help continue progress in education whilst individual transition back into mainstream schooling onsite
Adviza 2023-2024	Cognition and Learning Needs, social emotional and mental health, sensory and physical	Additional 30 minutes with careers adviza to provide ample opportunity for students and family to explore together the options for next steps with impartial advice and expert.	students to have sense of direction and an aim to work towards, thus giving a sense of fulfilment in life, and enhance self-worth / confidence, as well as provide long term goals in education.
Art Therapy Online with Alison 2023-2024	Mental Health	A Service offering integrative therapy with Psychologist using art as medium for conversation ; play dough, pens, paper, lego and pipe cleaners	Support and encourage student to use strategies to manage anxiety around attending lessons and school
CAMHS SEN Referral for assessment and diagnosis	Multi	ASD / ADHD/ ADD referral to CAMHS	Assessment in highlighted area of need
Educational Psychologist involvement 2023-2024	Cognition and Learning Needs, social emotional and mental health, sensory and physical	Dependent on individual session	provide support with developing strategies to use with the student and review what is currently in place
Occupational therapist	Communication and Interaction Needs	Expert advice consultation for individuals on a case by case basis	provide assessment of students and support to staff to create bespoke and impactful plans to help individuals make progress in highlighted areas of weakness
Speech and language therapist	Communication and Interaction Needs	Expert advice consultation for individuals on a case by case basis	provide assessment of students and support to staff to create bespoke and impactful plans to help individuals make progress in highlighted areas of weakness

- Youth offending team

Any concerns there may be around this specialist support, especially if it is not enough to meet

7. WORK WITH EXTERNAL AGENCIES

need:

- Increasing need for EP support in order to have a full report to apply for an Educational Needs assessment.
- The other major concern is the waiting list for an appointment for CAMHS. Some students have been on a CAMHS pathway for nearly three years now. The impact of not being assessed is that specific advice and strategies isn't available, the possibility of accessing additional funds is also unavailable through this route.
- Finally, the national shortage of medication for ADHD as impacted hugely with a number of students who have a diagnosis unable to be prescribed meds.
- Increasing need for SEMH support for students – difficulties persist from covid. We have brought into the Emotional Health Academy for next year (combined with PP funding) to fund 4 hours of a counsellor each week for the school year.
- Concerns that the increasing number of students with an EHCP who are working at KS1 levels are being placed at Theale Green therefore the pressure on all the external services is higher.