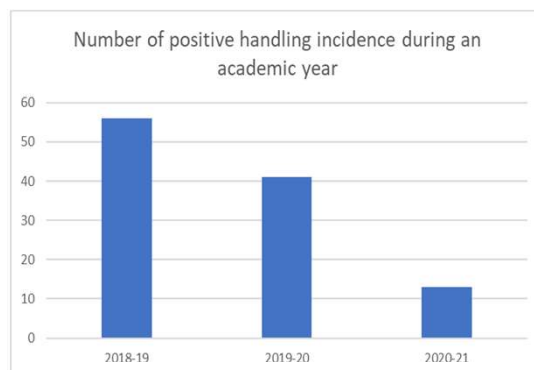


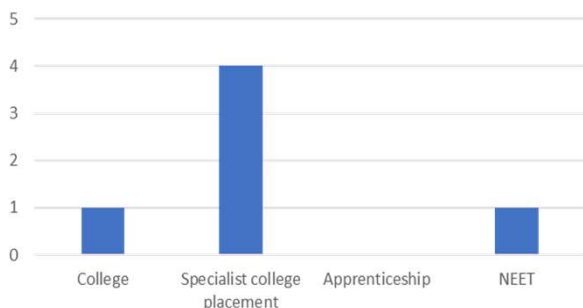
Attendance

Attendance of pupils with EHCPs is 14% higher than those without identified SEN needs. Attendance of pupils with SEN support have 11% higher attendance than those without identified SEN needs.



Over the last 3 years we have seen a reduction in the number of positive handling events. This is due to identifying and meeting the needs of the more pupils effectively.

Year 11 Post 16 provisions



High Quality Teaching		
Examples of High Quality Teaching for All		
Highly differentiate work to allow access for all pupils	Staff strive to ensure learners feel safe and valued within the setting. Learners feel they are listened to	
Use of visual aids and clear verbal instructions to support communication needs	Regular feedback identifying success as well as areas for improvement	
Examples of our Training and Expertise in SEND		
Training gained in Boxall, zones of regulation	Regular training around de-escalation techniques	Speech and language therapist offered training around effective communication and use of visual aids
Ways in which we make reasonable adjustments for pupils with SEND		
Opportunities for time out	Offer of use of technology for longer pieces of writing	Part time timetable when necessary to support positive engagement
Ways in which we are inspiring engagement and co-production with families		
Involvement with target setting	Regular phone calls from tutors	Home visits and parents evening
Strengths and Areas for Development		
3 ways we are supporting pupils with SEND and their families during the Covid-19 pandemic (both on-site and remotely):		
<ul style="list-style-type: none"> Daily contact with the family and pupils to support their wellbeing, safeguarding and learning Offers of on-site learning for those with EHCP and safeguarding concerns Differentiate work packs to meet the needs of all pupils with online options as well. 		
Our 3 key strengths in SEND:		
<ul style="list-style-type: none"> The use of plan, assess, review cycle to ensure planning is suitable for the young people Identifying the needs of the pupils with the support of professionals Listening to the voice of the pupil 		
The 3 key areas for development for SEND from the School Development Plan		
<ul style="list-style-type: none"> Further upskilling of staff by the speech and language therapist in order to further embed communication friendly strategies To use data gathered from reading assessments to provide targeted intervention to ensure pupils have functional literacy skills To embed the use of Boxall to set appropriate targets and to monitor the non-academic progress of pupils 		