

Cheney School

SEND Information Report

Approved: October 2017

Next Review Date: October 2019

Governors' SEN report: 2016-2017

SEN students (total numbers), 2016-2017:

Year Group	Education, Health & Care Plans	SEN Support	Education, Health & Care Plans <i>under consideration</i>
7	2	46	1
8	5	39	2
9	5	62	3
10	6	43	1
11	4	40	1
12/13	-	6	
Totals	22	225	8

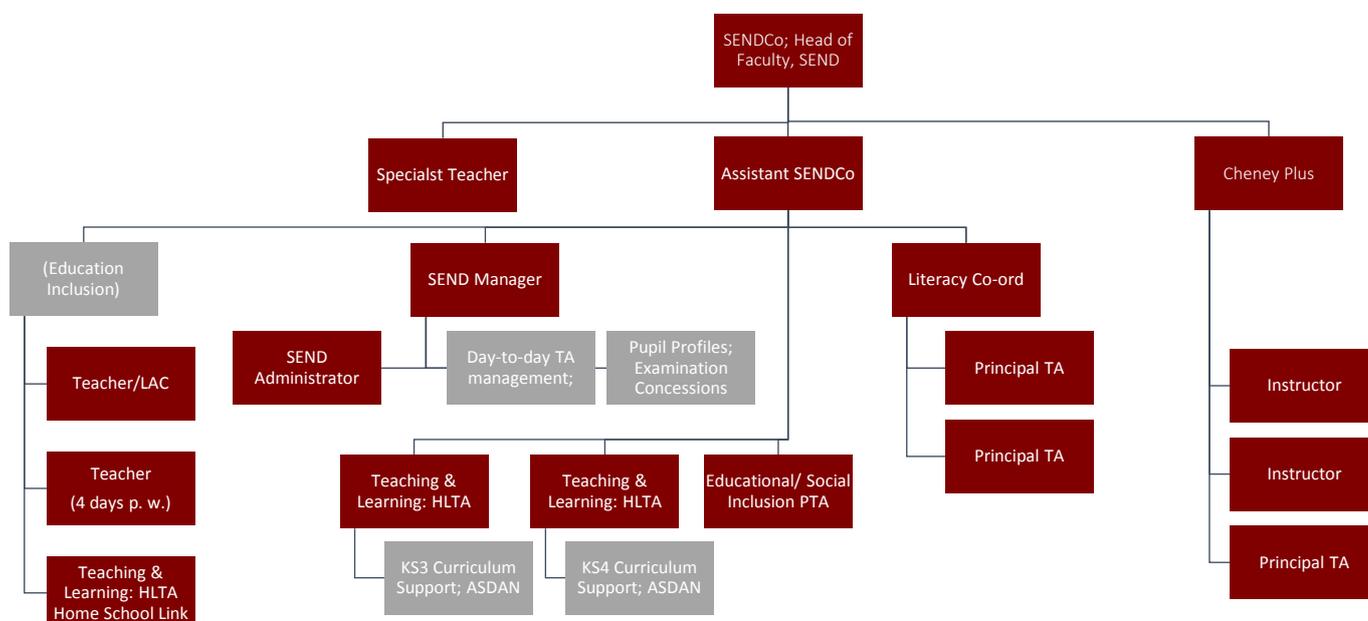
SEN students (total numbers), 2017-2018 (as at 10 October 2017):

Year Group	EHCP	SEN Support	EHCP under consideration	C&I	C&L	PD	SEMH
7	3	54		14	31	2	10
8	2	45	1	9	25	1	12
9	4	38	2	11	19	4	8
10	5	62	3	6	45	4	12
11	6	43	1	5	33	1	10
12/13	-	11		3	8		
Total: 273	20	253		48	161	12	52

Learning Support Faculty staff list: November 2017

name	post
Richard Coombs	SENDCo & Head of SEND Faculty
Teresa Partlett	Assistant SENDCo
Nicola Hilton	SEND Manager
Nicola Brassey (one day every two weeks, average)	Specialist Teacher for examination concessions
Sarah Bhatti	Education Inclusion Teacher; Looked After Children Lead Teacher
Pauline Blake (4 days per week)	Education Inclusion Teacher
Justin Heenan	Cheney Plus Instructor

Suzie Lopez	Cheney Plus Instructor
Jasper Khawaja	Cheney Plus Principal Teaching Assistant
Mark Thomas	Higher Level Teaching Assistant
Maria Marinova	Higher Level Teaching Assistant
Christina Bartlett	Higher Level Teaching Assistant (Home-School Link)
Joanne Morgan	SEN Literacy Interventions Co-ordinator
Eleanor Hayden Laura Stafford (maternity leave) Beth Gladstone-Smith	Principal Teaching Assistants for literacy interventions
Phil Oakley (4 days per week)	Principal Teaching Assistant
13 Teaching Assistants	
Denize Clanfield (4 days per week)	SEND Administrator



Staffing:

- * the appointment of an Assistant SENCo provides in the Faculty an ability to meet individual students' needs through flexible day-to-day provision/support, with greater and more effective contact with parents and outside agencies, and through the SEN review process;
- * a Higher Level Teaching Assistant has been appointed to work with students 'stuck' at home, to bring them back in to school care and education;
- * the Education Inclusion Teacher's work has been increased from three days to four days a week, to ensure first that students will meet their end of KS4 target grades in core subjects; then secondly that KS3 students will meet their end of stage targets for core subjects;

- * a Teaching Assistant has been appointed (as from September 2017) to support the Instructors in Cheney Plus;
- * a two term (Sept 2017- Easter 2018) Principal Teaching Assistant to cover maternity leave supporting SEN literacy interventions;
- * a number of Teaching Assistants left in July 2017 (retired, relocated, alternative employment): the appointment of replacements is challenging in Oxford's employment market.

Cheney Plus:

Cheney Plus provides an education for students who find mainstream lessons a challenge: a smaller, more personalised environment allows for better nurturing and tracking of individual students' needs, and to allow for more effective, closer working with families and professionals.

Many students have a learning disability, or a medical condition.

The curriculum encompasses Maths and English (to at least Entry Level certification at the end of Year 11), art and sports - and particularly work on social and emotional understanding and regulation, that forms a real barrier to progress with learning.

Some students access educational provision (for example, vehicle mechanics) off-site for one or two days each week.

The number of students in Cheney Plus during 2016-2017 was a maximum of 21 to a minimum of 16: this accounts for students' varying provision - for example, moving to Meadowbrook College, or being taken into care out of county.

There have been two full-time members of staff (in place of three) from January-July 2017.

Students who find managing mainstream lessons challenging, work well within this alternative provision.

There have been positive thoughts around varying over time the current Cheney Plus provision, changing its work to encompass more fully students with a diagnosis of autism, who find managing current mainstream provision challenging; and in supporting certain students in specific mainstream lessons with TA support.

Examination results: there were four Year 11s:

Every student achieved passes at Entry Level 3 (the highest Entry Level)

Maths: 4 students passed at Level 1 (the following Level in advancement from Entry Level)

Maths: 2 students passed at Level 2

English: 3 students passed Level 1

All Year 11 students progressed to City of Oxford College to Entry, Level 1 and Level 2 courses.

SEN students' attendance, 2016-2017:

Year 7	93.4%
Year 8	88.1%
Year 9	90.3%
Year 10	89.7%
Year 11	84.7%
Total:	90.5%

Working with the Attendance Officer, and with Heads and Assistant Heads of Year, the Faculty's priority for 2017-2018 will be to raise attendance amongst SEN students. However, the nature of our SEN students' disabilities mean that high attendance levels for *some* students may not be a possible target, and each student is assessed individually.

Curriculum:

* 7*/8* groups operated to July 2017: SEN is currently monitoring provision as from September 2017, with new Y7 literacy provision; in place for Year 8 there is additional literacy (in place of a foreign language) for a small cohort of last year's 7* students

* 'pathways' for SEN students have been created (with the introduction of a Curriculum Support option) for Year 9 and Year 10: small group, allowing for some one-to-one provision, over-learning core subjects, nurture and life-skills, tailored to specific students' needs;

* development of ASDAN qualifications, that also allow life-skills necessary for post-16 progression / provision;

* identified Y11 SEN students in 2017-2018, having a single option of Curriculum Support will focus on core subjects and follow a series of 'life-skills' courses, in preparation for post-16 college provision;

- * current investigation of RAW & Meadowbrook College provision for one day a week vocational courses for a very small number of students;
- * intention of Y11 extended work placement for a small number of students, allowing for their development of their social skills, in preparation for post-16 provision.

Literacy interventions:

- * by end June 2017, 57 students have benefited from a 12 week (3 hours a week) literacy intervention from the literacy team; 18 of the 19 students (from Sept 2016-Mar 2017) have maintained/continued to advance their literacy levels from this one-to-one work; the average reading comprehension increase across the 57 students was 16.2 months, with 16 students making more than 20 months reading comprehension improvement;
- * there was excellent work preparing on-line literacy testing for the whole Y6 cohort on transfer day;
- * productive, supportive county Inclusion Adviser (Rachael Falkner)'s June visit: assessing literacy interventions and their impact; advising on testing; reading intervention schemes; sounding-board; and providing INSET on literacy intervention reading programmes;
- * visit to Matthew Arnold School to observe reading schemes/literacy catch-up interventions;
- * planning with the new Head of English (September 2017), to address literacy catch-up for students who are not taking a foreign language in Year 7.

SEN students' progress:

- * details and analysis contained in the exams' results provided for Governors. However, a clear focus is on identifying and managing the provision for under-performing cohorts, as jointly identified by SEN and Heads/Assistant Heads of Years, and curriculum leaders.
- * the below table shows that across the school, a proportion of students at School Support and EHCP achieve below expectations, and their attendance is below the expected levels for non-SEND students. SEND students can learn at a slower rate, and their medical, and social conditions / family circumstances, can prevent consistent school attendance. These findings, however, inform the action plan (linked to the SIP) for the Faculty.

SEN Students

		On Track to Meet or Exceed Target																															
		Core						Sciences			Humanities				Languages					Design Technology				Performing Arts									
Year Group		English	English_Lit	Maths	Maths Higher (Y11)	Science	RE	PE	Biology	Chemistry	Physics	Sport_BTEC	Business	Geography	History	Humanities	Classical_Civilisations	EAL	French	German	Latin	Lang_Enrichment	Spanish	Computing	DT	Design_Food	Product_Design	Textiles	Art	Dance	Drama	Music	
7		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9		68%	-	58%	-	40%	61%	65%	-	-	-	65%	70%	15%	38%	-	100%	-	56%	75%	-	-	64%	50%	-	0%	-	-	9%	100%	44%	50%	
10		50%	-	16%	-	25%	27%	-	-	-	-	60%	20%	33%	16%	-	-	-	29%	100%	-	-	30%	-	-	67%	0%	0%	100%	-	14%	50%	
11		55%	55%	34%	100%	30%	-	-	100%	0%	100%	0%	7%	8%	25%	-	-	-	40%	100%	-	-	-	-	-	63%	38%	40%	100%	-	-	50%	

		Meeting or Exceeding Target																															
		Core						Sciences			Humanities				Languages					Design Technology				Performing Arts									
Year Group		English	English_Lit	Maths	Maths Higher (Y11)	Science	RE	PE	Biology	Chemistry	Physics	Sport_BTEC	Business	Geography	History	Humanities	Classical_Civilisations	EAL	French	German	Latin	Lang_Enrichment	Spanish	Computing	DT	Design_Food	Product_Design	Textiles	Art	Dance	Drama	Music	
7		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
8		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9		44%	-	29%	-	25%	50%	62%	-	-	-	47%	60%	15%	25%	-	100%	-	33%	75%	-	-	64%	33%	-	0%	-	-	0%	100%	44%	25%	
10		33%	-	5%	-	15%	27%	-	-	-	-	60%	20%	33%	16%	-	-	-	29%	100%	-	-	30%	-	-	67%	0%	0%	100%	-	14%	50%	
11		55%	55%	34%	100%	30%	-	-	100%	0%	100%	0%	7%	8%	25%	-	-	-	40%	100%	-	-	-	-	-	63%	38%	40%	100%	-	-	50%	

		Exceeding Target																															
		Core						Sciences			Humanities				Languages					Design Technology				Performing Arts									
Year Group		English	English_Lit	Maths	Maths Higher (Y11)	Science	RE	PE	Biology	Chemistry	Physics	Sport_BTEC	Business	Geography	History	Humanities	Classical_Civilisations	EAL	French	German	Latin	Lang_Enrichment	Spanish	Computing	DT	Design_Food	Product_Design	Textiles	Art	Dance	Drama	Music	
7		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
8		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9		22%	-	15%	-	11%	39%	42%	-	-	-	41%	60%	0%	25%	-	100%	-	33%	25%	-	-	64%	0%	-	0%	-	-	0%	50%	33%	0%	
10		28%	-	3%	-	10%	5%	-	-	-	-	40%	10%	0%	3%	-	-	-	0%	0%	-	-	20%	-	-	67%	0%	0%	63%	-	0%	0%	
11		24%	37%	8%	0%	8%	-	-	0%	0%	0%	0%	0%	0%	15%	-	-	-	0%	0%	-	-	-	-	-	13%	8%	0%	89%	-	-	0%	

Action Plan for the Faculty, 2017-2018:

1. To ensure effective systems are in place in the Faculty and the wider school for SEND students to make more consistent progress in their learning, in line with predictions for expected end of KS3 and KS4 results. (SIP target)
2. To focus on ensuring maximum impact of teaching approaches and interventions for SEND students (SIP target) through reviewing the work of the Faculty and in relation to curriculum faculties.
3. Through the SEN review process, to improve student and parent engagement (including attendance) with learning inside and beyond the classroom (SIP target).

Fixed-term Exclusions for SEN students:

* there were 70 days of SEN student exclusions (2016-2017), and 45 days of non-SEN student exclusions.

SEN reviews:

- * the organising of more robust reviews programme in place for SEN students: working across the school in monitoring vulnerable students' progress;
- * reviews have taken place for EHCP/Statement and Year 7 students, and some high-profile students.

Examination arrangements:

* a time-absorbing administrative feature of the faculty; a review from an inspector from the Joint Council for Qualifications (6 June) confirmed that the faculty's provision was excellent.

Y6-7 transfer:

- * a morning of presentations by Cheney staff to SENCOs and SEN staff from feeder primary schools in February 2017;
- * led by Head of Year 7 with SEN involvement, and also with visits to primary schools had taken place during April-June 2017;
- * welcoming letters to all Y6-7 parents of SEND students, with details of the faculty and support arrangements, names of key staff, and contact details;
- * Y6 parents SEN 'coffee morning' took place on 4 July: this was well-attended.

Post-16 transfer:

Jason Davis (Careers Advisor) has provided the following destinations listing for Y11 SEN students:

Number of students	Post-16 provision
5	Cheney VIth Form
2	other mainstream schools' VIth form provision
31	City of Oxford College
1	Abingdon & Whitney College
1	apprenticeship
1	alternative post-16 educational provision
1	home educated during Y11
1	unwell
1	moved out of area
Total: 44	

Planned:

* a SENCo forum of city secondary SENCos (December 2017): Richard Coombs' linking with SENCo Martha Hawes (Cherwell School) - an initiative started by Richard Coombs in 2002, when he was SENCo at Cheney.

Recognition of SEN work at Cheney:

- from a variety of people: parents; professionals in primary schools; County SEN Inclusion Advisor; CAMHS professionals, including clinical psychiatrists; a local GP; SEN Education Officer; Virtual School; SENDIASS (Parent Partnership).

Additional work:

* continued updating the SEN section of the school's website (explicit OfSTED requirement), to indicate Cheney's range of provision, and to offer helpful information and support to parents/carers;

* continued sustained support from Oxfordshire's Special Educational Needs Support Services: a newly appointed (January - October 2017) Autism Outreach Teacher, and a newly appointed Autism Outreach Worker; the Worker has been based in Cheney every Monday, to support our work with individual students and groups of students - for example, a girls' group and a separate boys' group;

* a successful morning for primary SENCos in February 2017, detailing the range of work in the Faculty, to help primary SENCos in their discussions with parents and in thinking through individual provision for Y5 and Y6 children; this will be repeated in early 2018;

* RCo attended Bayard's Year 6 parents' evening, to provide details of Cheney and the SEN Faculty;

* a group of 18 students in Years 7-11 went for a day to a 'Parability' day (October 2016 and October 2017) at Blackbird Leys Leisure Centre: an opportunity for our most vulnerable students to meet students from other settings with learning and physical disabilities and to grow in confidence. As a professional, it gives us a chance to see our students flourish in a truly inclusive setting. (Cheney's PE faculty is very inclusive and supportive of our SEND students and Emma is always so willing to give her time to attend trips with us.)

* a considerable amount of time has been spent planning the curriculum for Year 8 students progressing in to Y9, Year 9s in to Y10, and Year 10s in to Y11;

* a number of complex needs SEN students in Key Stage 3 from other city schools have joined Cheney; we have had excellent feed-back from SENDIASS (Parent Partnership) relating to Cheney's SEN provision;

* a group of Y11 SEN students spent a morning in January 2017 at the City of Oxford College, with Cheney's Careers Advisor, touring the College and investigating post-16 courses;

* Oxfordshire's Inclusion Consultant Rachael Falkner advised Richard Coombs and Jo Morgan (Literacy Co-ordinator) about best practice in Oxfordshire secondary schools relating to base-line literacy testing for Y7s, and literacy interventions - in preparation for the September 2017 intake;

* the Joint Council for Qualifications representative pounced unannounced and pronounced in June 2017 that the administration and testing processes around students gaining examinations concessions was secure;

* Teresa Partlett (as then HLTA) attended a downs syndrome training course (to cascade information to teachers and TAs), meeting other professionals and families of students with downs syndrome living in Cheney's catchment area;

* Teaching Assistants have continued to receive a series of INSETs from professionals outside school, that directly address the requirements in supporting specific students' needs in Cheney;

* the Principal Teaching Assistant made a presentation of the school's work with its 'Young Carers' at an Oxfordshire conference on 3 April 2017.

Dr Richard Coombs

