

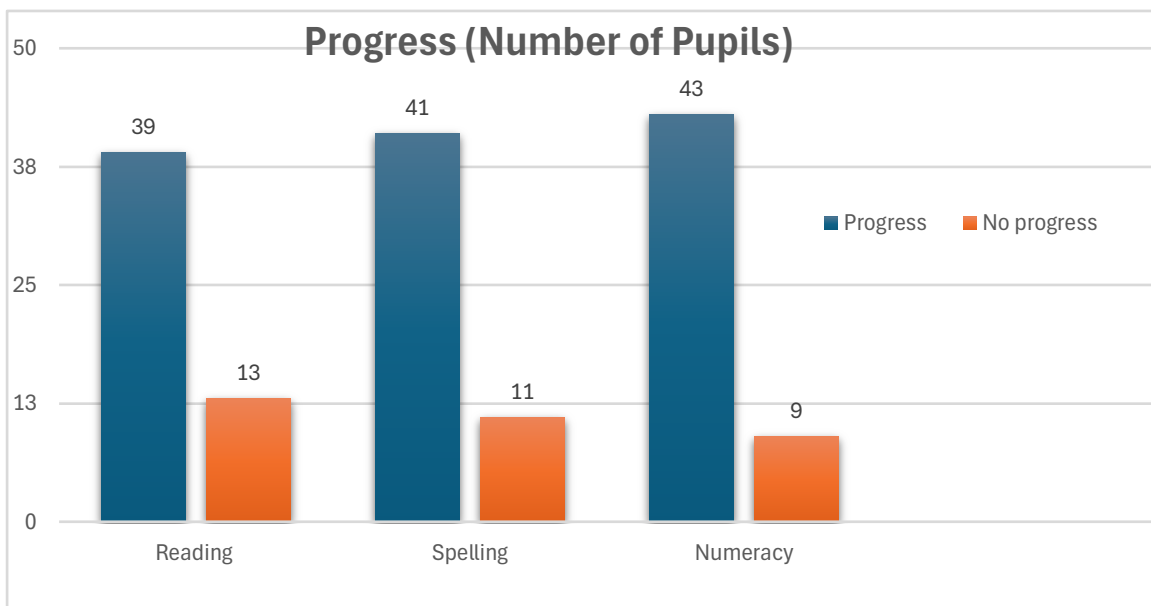
SENDCO Report

June 2024

Baseline

Following the Autumn Baseline in November 52/84 pupils repeated Access Reading Tests, Vernon Spelling Tests and Access Maths Tests in June 2024. Due to examinations Year 11 (20 pupils) were not re-tested. The remaining 12 pupils consist of 7 current non-attenders, 3 new pupils and 2 pupils accessing alternative provision. Please note if pupils refused to sit the testing, we have allocated this to a 'no progress' score.

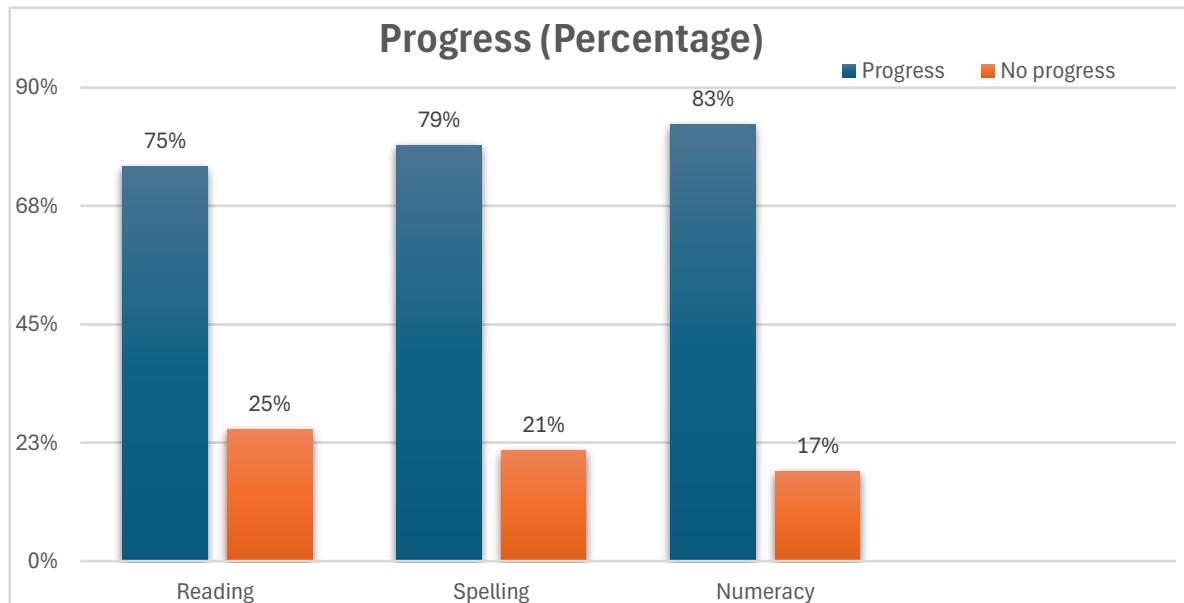
Please see the below tables to highlight progress:



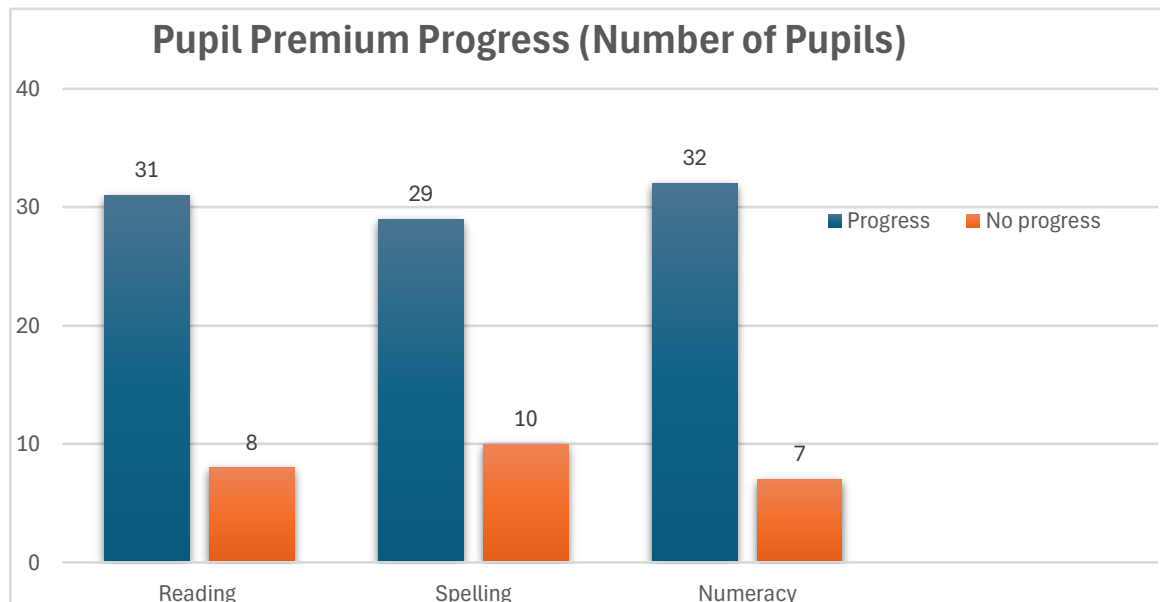
The Maths team following the initial baseline in November devised a new curriculum to develop the core and specific skills needed by pupils. This has had a positive impact and has seen 83% of pupils making progress in their baseline testing.

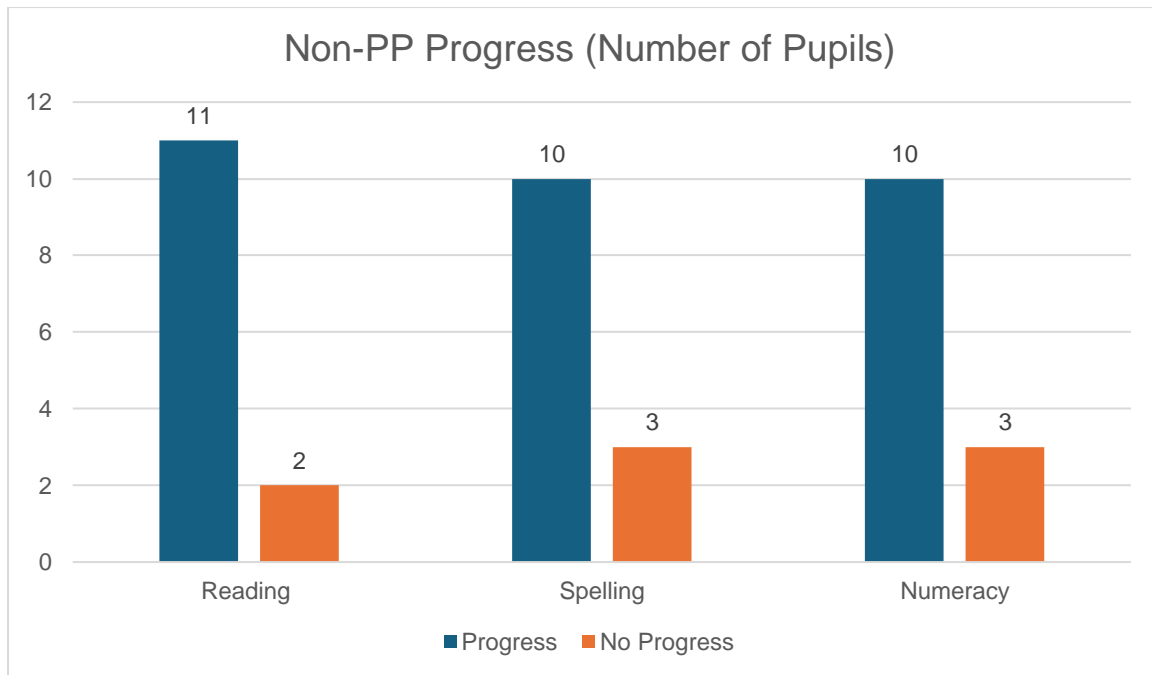
Although the goal is for every pupil to make progress, we also need to identify that there are a number of factors that can hinder this. For example, we have had a number of pupils that have needed additional mental health support this academic year, and although academic progress is vital, so is wellbeing and the mental health of our pupils. This is also the product of one test in each area and does not take into consideration any progress seen in books or during lessons or through regular data capture monitoring, therefore although reliable and accurate, there can be difficulties identifying true scores if pupils become anxious, refuse to take part or do not finish the paper.

Compared to the previous data (November 2023), 75% of pupils made progress in reading as opposed to 70% in November, 79% made progress in spelling compared to 70% in November and 83% of pupils made progress in numeracy compared to 64% in November.



It is important to note that 2 PP pupils did not sit the reading test and 3 PP pupils did not sit the spelling test due to absence, or refusal to engage. This has been noted as no progress due to no data being available to compare. It is encouraging below that a large number of PP pupils are making progress in baseline testing however, we are still striving for all pupils to make progress.

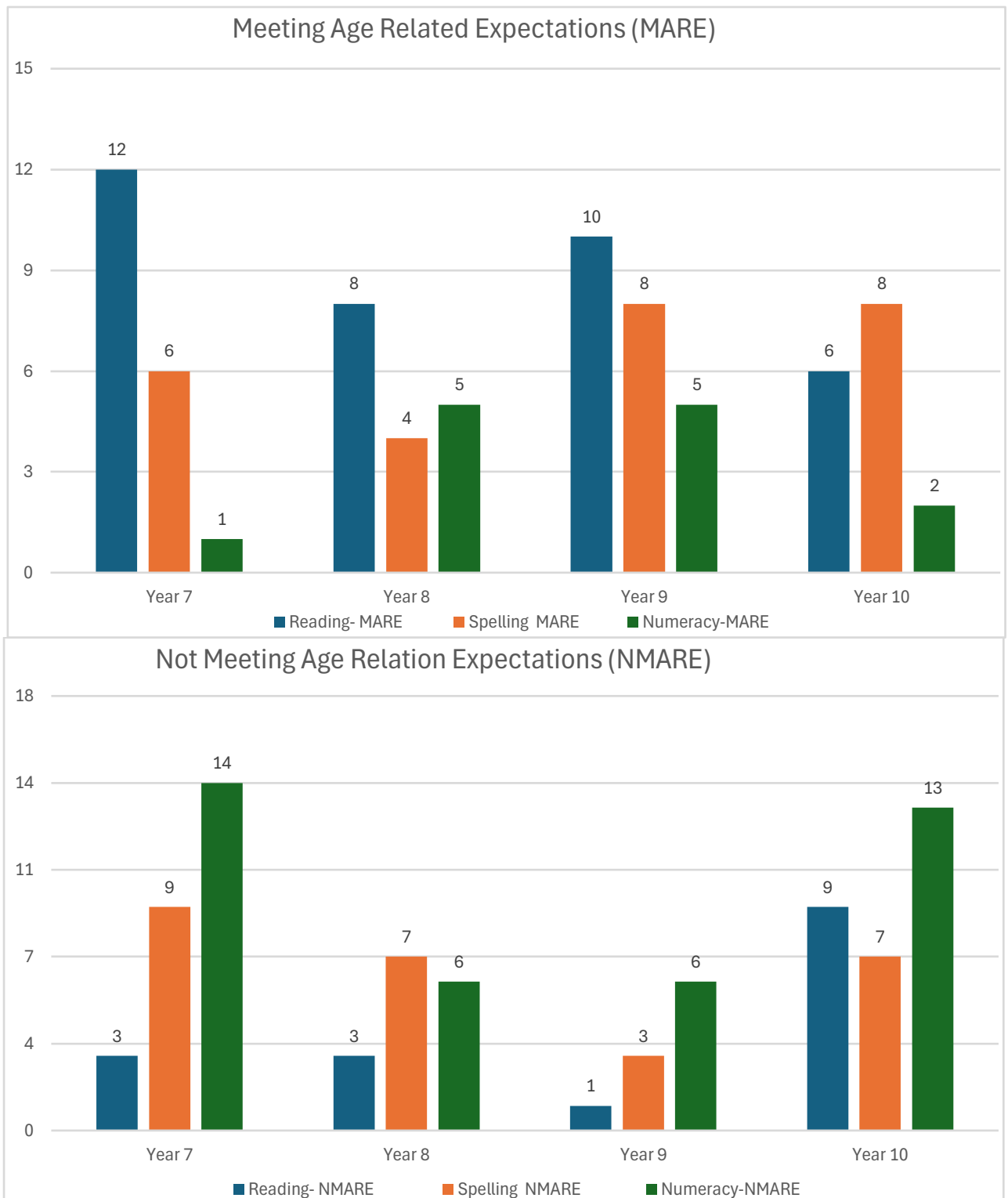




	PP Progress	Non PP Progress
Reading	79%	84%
Spelling	74%	77%
Numeracy	83%	77%

Pupil premium pupils are currently making greater progress in numeracy than non-pupil premium pupils. Reading still has a 5% gap and Spelling a 3% gap. Although this is a very small percentage gap, it is imperative we continue discussions around intervention for PP pupils in these areas with subject leads.

Meeting Age-Related Outcomes :



Most pupils come to us significantly below age related outcomes and have often experienced some considerable time out of school or education. This only adds to

the difficulties all our pupils already face with their social, emotional, mental health difficulties. It is still clear that numeracy age related outcomes are a significant concern, however as stated above 83% of pupils made progress in their baseline testing. This gives us confidence that intervention is working and hope that we will start seeing an increase in pupils meeting age-related expectations. For this report we have also individually broken down the year groups, in order to give a clearer oversight and monitor the progress of individuals in each year group.

Looking at the above data it has highlighted that current Year 10's are a cohort of concern, and further conversations and meetings need to be held to identify a successful support strategy for them. We have also identified that Year 7 are significantly below age related outcomes in numeracy, however 11/15 pupils had made progress in their baseline assessments. Year 9 are a cohort that are progressing towards or working at or above age-related outcomes in reading and spelling. This is positive as pupils of concern in this cohort were the initial cohort working closely with TRT and UCAN interventions.

Meeting Age Related Expectations (percentages):

Test	Reading	Spelling	Numeracy
Percentage June 2024	69%	50%	25%

Year group	Reading	Spelling	Numeracy
Year 7	80%	40%	6%
Year 8	73%	36%	45%
Year 9	90%	72%	45%
Year 10	40%	53%	13%

Planned Approach:

All pupils identified that have not made progress and are not meeting age related expectations have been added to the intervention meeting list for September 2024, to complete an initial discussion/assessment to identify where the difficulties lie and what further support is needed. The SENDCo will feedback to subject leads and share this report, to underpin interventions and support what they feel will be necessary for the academic year.

Maths has initiated an after-school intervention as well as enrichment interventions, which will also be continued next year. Our current Year 10's will be encouraged to attend, to ensure they are receiving individualised instructions. The intervention changes for Maths are also discussed below in 'Interventions'.

As spelling is a major area of development for Year 7 and Year 8, The SENDCo is going to discuss a spelling intervention programme that can be implemented in class or throughout the reading programme in tutor, to support pupils struggling with high frequency words and basic spelling skills.

Completing CAT4 testing with new pupils (explained below), to enable accurate identification of areas for development and support strategies needed.

Half termly meetings with English and Maths will continue next academic year, this has been vital to gain oversight of where development needs to take place and create a bespoke package of intervention for pupils' individual needs.

The SENDCo and intervention leads will continue to seek further intervention and training opportunities in order for us to create bespoke packages for pupils individual needs.

Pupils that did not make progress:

Reading:

Pupil 1	Pupil 1 has a reading age of 15 and is in Year 7 (above age-related outcomes). Pupil 1 engages well with learning and staff have not reported any concerns. We will be discussing Pupil 1 in the next intervention meeting to identify support that can be put into place to challenge Pupil 1 further.
Pupil 2	Pupil 2 is being supported due to poor attendance, is currently on a PSP. His attendance has hindered his progress, but we are hopeful 1:1 intervention will support.
Pupil 3	Pupil 3 is also being supported due to poor attendance. There have been a number of meetings with parent and interventions to support Pupil 3 with attendance (as outlined in the attendance report).

Pupil 4	Is currently above age-related outcomes (18 years- Year 9) but had not made progress between baselines. Following conversation with staff, they have reported that focus and engagement in class can be a concern. Subject staff are currently devising a plan to challenge Pupil 4 and support him with engagement in learning. As well as being added to the intervention meeting list to identify if there are any gaps.
Pupil 5	Pupil 5 has been accessing intervention this academic year and
Pupil 6	Pupil 6 stayed the same at 18 years, although there is no official progress, he is accessing GCSE English class work and is making expected progress towards his targets.
Pupil 7	Due to medical appointments Pupil 7's attendance has been impacted, despite work being set on Satchel one, there has been no progress. Currently, Pupil 7's mental health has significantly deteriorated and at this time, this has taken priority to support his wellbeing.
Pupil 8	Pupil 8 is currently at 17 years 8 months (Year 10), which means he is above age related outcomes, however, has made no progress. Following conversation with staff there has been a recent medication issue, which has now been resolved and we have seen focus and engagement begin to increase again. There are no concerns with this pupil currently.
Pupil 9	Pupil 9 again is working above age related outcomes (16 years 6 months, year 10). Class teacher has no concerns regarding progress, pupil 9 is engaging with home learning, additional support however is very anxious around examinations. Pupil 9 will benefit from exam stress support being offered next academic year.

Pupil 10	Pupil 10 had disengaged with English before the baseline assessment, initially he refused to complete the test, but did eventually comply but rushed through to complete as quickly as possible. Pupil 10 will receive a focus phonics assessment.
Pupil 11	Pupil 11 has moderate learning difficulties and despite not making progress in baseline scores as a whole, he has made progress in the TRT and started the forward with phonics programme assessment to delve deeper into the key sounds/areas for development to close this gap.
Pupil 12	Pupil 12 has low attendance (interventions were highlighted in attendance report). Pupil 12 also refuses to engage or participate in lessons. Pupil 12 refused to complete the reading and spelling test despite intervention. As a school team we are currently seeking support from The Broxbourne Mental Health Support team, as well as slowly integrating social development with other peers. Pupil 12 did participate in the numeracy test, which in itself is significant progress, as this is the first attempt in 2 academic years where he has engaged in part.
Pupil 13	Pupil 13 has made significant progress with engagement and accessing class work independently over the last academic year. Pupil 13 is incredibly fearful of reading due to his dyslexia profile however has a reading school above age-related outcomes (16 years 9 months). Staff do not report any concerns however, Pupil 13 will be added to the intervention list meeting, to ensure staff are aware and can plan to support him further.

Spelling:

Pupil 1	Pupil 1 has significant anxiety and initially shut down as the test was seen as a transition change. He then did engage but again shut down as his anxiety and fear of failure was just too great. Pupil 1 has been referred to The Broxbourne Mental Health Support team, as his anxiety is having an impact on his progress.
Pupil 2	Pupil 2 has low attendance; the school have implemented Art Therapy and currently he has only been in school for 50% of these sessions. Pupil 2 is also identified for 1:1 intervention, again limited attendance has meant a number of these sessions could not commence.
Pupil 3	Pupil 3 has struggled to engage with learning in various parts of the curriculum. The school have sought advice from specialist advisory teachers, to see what further support is available.
Pupil 4	Is currently working at 18 years (Year 8) and is way above his age-related outcome, staff have no concerns over his baseline in spelling as he is making good progress towards meeting his targets.
Pupil 5	Pupil 5 is working at age related outcomes but has not made progress from the last baseline test. Pupil 5 has requested support for anxiety and his mental health, which is currently being put in place to support with further progress.
Pupil 6	Is currently working at 18 years (Year 9) and is above his age-related outcome, staff have no concerns over his baseline in spelling as he is making good progress towards meeting his targets.

Pupil 7	Is currently working at 18 years (Year 9) and is above his age-related outcome, staff have no concerns over his baseline in spelling as he is making good progress towards meeting his targets.
Pupil 8	Is currently working at 18 years (Year 10) and is above his age-related outcome, staff have no concerns over his baseline in spelling as he is making good progress towards meeting his targets.
Pupil 9	Pupil 8 is currently at 18 years (Year 10), which means he is above age-related outcomes, however, has made no progress. Following conversation with staff there has been a recent medication issue, which has now been resolved and we have seen focus and engagement begin to increase again. There are no concerns with this pupil currently.
Pupil 10	Pupil 10 has low attendance (interventions were highlighted in attendance report). Pupil 10 also refuses to engage or participate in lessons. Pupil 10 refused to complete the reading and spelling test despite intervention. As a school team we are currently seeking support from The Broxbourne Mental Health Support team, as well as slowly integrating social development with other peers. Pupil 10 did participate in the numeracy test, which in itself is significant progress, as this is the first attempt in 2 academic years where he has engaged in part.

Numeracy:

Pupil 1	Pupil 1 was able to sit the first part of the testing, but was unfortunately off unwell for the second part. Having spoken to the class teacher she has no concerns and is confident that he will be placed on
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	the higher attainer list next academic year.
Pupil 2	Pupil 2 is currently being supported across the curriculum by the behaviour team. Pupil 2 often leaves lessons, does not engage and struggles to focus for a period. There have been several meetings with family and a number of behaviour interventions put in place to support. Pupil 2 is however working at 15 years 3 months, meaning he is at age-related expectations. Pupil 2 has been added to the list for the next intervention meeting to discuss next steps and challenge.
Pupil 3	Pupil 3 has been working really well, with support from parents he has also been completing extra learning at home to support. Pupil 3 disengaged with the test due to a behaviour incident and was unable to resit before data was due to finalise the report.
Pupil 4	Pupil 4 has been added to the list for numeracy intervention starting in September 2024. There have been some concerns about behaviour and engagement in class, this is currently being supported by the behaviour team.
Pupil 5	Pupil 5 has low attendance (interventions were highlighted in the attendance report). Pupil 5 also refuses to engage or participate in lessons. Pupil 5 did participate in the numeracy test, which in itself is significant progress, as this is the first attempt for a significant period, where he has engaged in part. Although there was no official progress in the timeframe recorded for this academic year. Pupils 5's numeracy age in 2022 was 9 years 8 months and in June 2024 was 11 years 9 months.

Pupil 7	Pupil 7 is working just below age related outcomes (14 years 11 months). The day of the test he was unwell and then subsequently was off school unwell for the week following this. Pupil 7's Maths teacher said she has no concerns, and he is working towards his targets.
Pupil 8	Pupil 8 is an incredibly anxious young man, who struggles to access the exam environment. Pupil 8 will receive the examination stress intervention in the new academic year and has been added to the intervention list for 1:1 support.
Pupil 9	Pupil 3 is also being supported due to poor attendance. There have been a number of meetings with parents and interventions to support Pupil 3 with attendance (as outlined in the attendance report).
Pupil C	Discussed in The Bridge update.

Interventions

This academic year following the introduction of half termly meetings, we have secured a Maths intervention lead to start in September. This will enable a minimum of 16 pupils to access Literacy intervention and 16 pupils to access Numeracy intervention per half term. Previously, we have rotated one half term Literacy, one half term Numeracy. This increases capacity significantly, meaning more pupils can access swift intervention to close gaps in education. As of September, we will be running 1:1 Focus Phonics, That Reading Thing, UCAN2 and Catch-Up Numeracy interventions. This enables us to adapt 1:1 intervention for pupils based on learning style and the areas of knowledge they need support with. We are also introducing exam preparation sessions, where pupils will be completing practice examination questions and accessing specific support for their exams.

For the academic year 24-25, we will be introducing the CATS4 testing programme for all Year 7 pupils. This is due to a number of pupils arriving without end of KS2 data. This will allow us to set more realistic targets for pupils and enable us to identify key trends or difficulties our pupils face. The tests create an individual report, that then identifies strategies and specific learning styles for each pupil. These will be shared with staff to support planning and allow staff to differentiate for individual needs more efficiently.

In the summer term 15 pupils received English 1:1 Interventions:

- 10 have been working through That Reading Thing/Forward with phonics (a new intervention introduced this term) to identify key areas to work on, as it identifies which sounds, they do and do not know.
- 2 pupils have accessed spelling intervention.
- 2 pupils have been working on functional skills/confidence building to support in class learning
- 1 year 11 pupil was completing exam prep until study leave commenced.

7/10 pupils completing a reading programme made progress against their baseline at the start of the intervention. The two who did not are new pupils who have not received the full intervention series yet. The final pupil achieved 45/45 on TRT assessment and it was decided a reading intervention was not needed. Both pupils receiving a spelling intervention have also made progress in their baseline scores.

Staff Training

Staff training has been focused on the Education Endowment Foundations- 5 a day principle this year. (<https://educationendowmentfoundation.org.uk/news/eef-blog-the-five-a-day-approach-how-the-eef-can-support>). We have also undertaken some key training in speech, language and communication, Pathological demand avoidance and Zones of Regulation. For the next academic year following attendance to a leading CPD course, we have decided to continue with the 5 a day principle, however, we will be focusing on a coaching style approach. Staff will be allocated teams that they work with throughout the year and alongside formal training we will be practically implementing strategies from the 'Walk Thru' series to support in the classroom. It is hoped that this will support unqualified teachers in their development in the classroom, it will also allow peer mentoring and development of key skills that will support pupils across the school community. Therefore, benefiting the whole school community equally.

It was also discussed that teaching assistants would complete their own training and throughout this create their own 'Hailey Hall TA Toolkit' a universal set of strategies and resources to support in the classroom across the school. The training will focus on developing skills and strategies related to the teaching assistant role and will focus on the individual needs of the group.

The school has also been given an opportunity to train a teaching assistant to deliver a 'Secondary Language Group'. The aim of the intervention is to provide equitable and accessible high level targeted intervention, to enrich the language and communication skills of children in secondary school across Hertfordshire. This training will be delivered to a member of staff by a Speech and Language Therapist. This intervention will support six pupils at a time over a 12-week period of 30 minutes per week. At the end of the intervention staff will review the pupils and the Speech and Language team will support with identifying any pupils that will need further intervention from specialists or those needs that can be met with support in the classroom. This will run alongside our Lego Workshops, which support the

development of social communication. This will allow 12 pupils to access a speech and language intervention at one time.

The Bridge

As we are still within our first academic year of operating, this period has seen a lot of learning and reviewing of practice to make sure it is the best fit for the individuals attending. Originally, we started with alternative curriculums in core subjects, to gauge previous understanding and knowledge. Moving forward for the next academic year, we will run parallel curriculums in English, Maths and Science, and provide personalised differentiation and teaching approaches. This will ensure that whenever a pupil is ready to re-integrate into their class, they are at the same place in their learning as the rest of their classmates. We are currently in the process of creating a 3-year curriculum map for The Bridge to support with this.

Following review of the provision it is still the desired outcome that the provision is fluid and there to support short-term and long-term need. The provision will still only be allocated for KS3 (Year 7-9) pupils. With early intervention it is hoped that all pupils accessing The Bridge, will slowly transition back into the main school within 1 academic year, however, we acknowledge that for some individuals this will be considerably shorter, or considerably longer.

To support with the Year 6- Year 7 transition, lead teacher Josh Taylor has been completing school visits and observations accompanied by Rebecca Ades, our trainee clinical psychologist. This has allowed them to gain greater understanding of pupils needs, identify any pupils that may need The Bridge intervention upon arriving to Hailey Hall. It is hoped that a proactive approach to this will support those vulnerable pupils intensely, thus ensuring their needs are met quickly and effectively.

Pupil A, Pupil B and Pupil C, currently attending The Bridge, all made significant progress in their baseline assessments.

Pupil A- 14 months progress in spelling, 13 months progress in Maths and 12 months progress in Reading

Pupil B- 17 months progress in reading, 19 months progress in Maths. Pupil B refused to sit the spelling test previously despite significant intervention, this time Pupil B completed the testing, which in this individual case is significant progress.

Pupil C- 4 years 11 months progress in Reading, 1 year 8 months progress in spelling and 1 month progress in Maths. Although, only 1 month of progress was made in Maths, this pupil has been identified for additional intervention and support in Maths, as well as receiving ongoing support due to anxiety around accessing lessons with other pupils.

Zones of Regulation

The Zones of Regulation

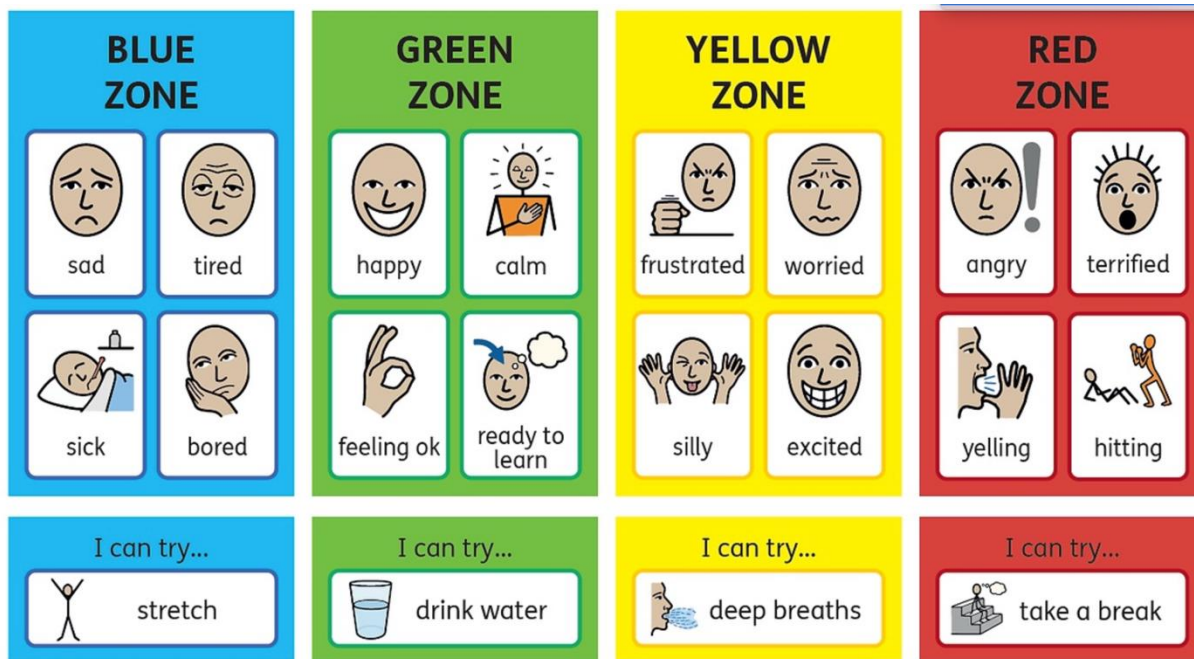
What it IS:

- A proactive, skills based approach
- A simple, common language to understand, talk about, and teach regulation
- A consistent, metacognitive pathway to follow for regulation
- A systematic framework with a developmental sequence of lessons
- Meant to be adapted for your learners and setting

What it ISN'T:

- A behavior approach
- A discipline model, punitive in nature
- A scripted curriculum with different lessons for each age/grade level
- Only about teaching the 4 Zones and feelings associated with them

We have been using The Zones of Regulation curriculum with pupils in The Bridge. We have seen some positive results with 2 current pupils, now accessing some curriculum lessons with their Zones Toolkit. These Toolkits are a personalised emotional regulation support for individuals. The aim of Zones of Regulation is to be able to start recognising when we are less regulated and to be able to manage this to get ourselves back into a healthy place. The Blue zone describes low states of alertness, such as feeling down, sad or tired. The Green zone describes a calm state, feeling focused, content or happy. The Yellow zone describes when energy is heightening feeling stressed, excited or frustrated. The Red zone is a state of extremely high/overwhelming feelings such as out of control, angry or terrified. It is the belief that all the Zones are okay. We will routinely experience several of the Zones across the day.



As of September, we have decided to implement explicit teaching of the curriculum for Year 7 pupils. We will then routinely teach this every year going forward to ensure the whole school is using Zones of Regulation and each pupil has their own individual toolkit. Lead teacher Josh Taylor of The Bridge has trained all staff in the approach, will be overseeing this and leading the taught sessions to pupils.

Read & Write

Throughout this academic year, we have been looking for tools and technology that will support pupils day-to-day but also support pupils in examinations. Following research, we have subscribed to Read & Write, an assistive technology.

It is planned that we will install this toolbar to every laptop in the school. Once you have signed into your school Office 365 this is accessible at home also. This will allow all pupils to access support they may need in the classroom independently, promoting independent learners, rather than building a dependency on support from staff. This will also allow pupils to access their normal way of working in the home environment.

We will be training all staff to use the system in due course, as well as offering sessions to pupils to get them used to and familiar with the way of working.

During examinations, we can individually adapt each pupils' settings to the support they are entitled to in examinations. Read & Write meets JCQ examination requirements for access arrangements. This will allow pupils to work without human readers or scribes and allow them to access the examination at their own pace with a computer reader, word processor or speech to text technology.

As the needs of our pupils grow, so does the number of access arrangements required to support pupils through examinations. This often requires multiple staff and multiple rooms, which eventually will not be sustainable. Using this technology will allow pupils to access exactly what they need, to enable as much progress as possible and help them gain the qualifications they are so capable of achieving.

Below is a snapshot of the features the toolbar offers:

Features – at a glance



Text-to-speech: Read what I type including individual words, passages, or whole documents aloud with easy-to-follow dual color highlighting.



Check It: Reviews writing for incorrect grammar, spelling (phonetic), capitalization, punctuation, verb tense and more.



Text & Picture Dictionaries: Provide definitions and display images to help with word comprehension.



Audio Maker: Converts selected text into an audio file, and automatically downloads.



Vocabulary List: Creates a list instantly into a new doc, including selected words, the dictionary definitions, images from Wigit Symbols, and an editable notes column.



Talk&Type: Turns the spoken word into text (unavailable for **Read&Write for Mac** users).



Rewordify: simplifies the readability of text without changing the meaning. (Only available for **Read&Write for Google Chrome**)

