**SEND Report and Development Plan**

**Academic Year 2022-2023**



**July 2023**

**Overview**

|  |  |  |
| --- | --- | --- |
| Pupils on roll\* 22-23 | 40 | % |
| Pupils in primary unit | 13 | 32% |
| Pupils in secondary unit | 27 | 68% |
| Primary pupils with EHC plans | 13 | 100% |
| Secondary pupils with EHC plans | 24 | 89% |

\*Accurate for end of academic year

**Nurture**

Average Attendance – 84.2%

End of year progress

Maths

|  |  |
| --- | --- |
| Average number of steps made by children in primary unit\* | 3.9 |
| Average number of steps made by children in primary unit with EHC plans | 3.9 |
| Average Expected Attainment\*\* | 5 |
| Difference  | -1.1 |

\*Figures showing data collected from students who attend school. Including non-attender and late start data 3.2.

|  |  |
| --- | --- |
| Average number of steps made by children in primary unit\* | 4.4 |
| Average number of steps made by children in primary unit with EHC plans | 4.4 |
| Average Expected Attainment\*\* | 5 |
| Difference  | -0.6 |

 English

\*Figures showing data collected from students who attend school. Including non-attender and late start data 4

\*\*Expected attainment calculated as such; 1 National Curriculum Year is typically covered over 6 half terms. 1 step of progress per half term equates to Mastery of given National Curriculum Year. 5 Steps of progress equates to a Secure knowledge of current National Curriculum Year.

**Summary**

Overall

This year’s data and progress has improved since last year. Attainment across the nurture phase has improved on last year with overall attendance being higher. This is likely due to a combination of better engagement and effective intervention work.

Pupils’ social skills and general well-being has improved due to intervention work being completed each day with designated support staff supporting children with bespoke learning plans. The introduction of the ASDAN in Science and Geography will allow learners to achieve a qualification in additional core and humanities along with a learner achieving a qualification in Functional Skills English for the first time.

Attendance

Research suggests that attendance is an important factor in achievement. Attendance has improved since last year resulting in learners’ engagement and success improving in both core subjects.

Maths

Attainment in maths has improved overall from last year; however, there is a discrepancy between maths and English data. and it was noted that children achieved more equally across both subjects. This year more intervention was used to try and bridge the gap and a specialist maths teacher has been employed to reduce the gap between maths and English data next year.

English

Outcomes for English are slightly below the average expected attainment. The use of intervention work has focussed on reading and writing following concerns last year that children were not progressing as they otherwise would be. The introduction of teaching functional skills alongside the Year 6 curriculum will support older learners in achieving a qualification and achieving the expected attainment next year.

**Secondary**

Average Attendance – 65.5%

End of year Progress

Maths

|  |  |
| --- | --- |
| Average number of steps made by pupils in secondary unit\* | 2.8 |
| Average number of steps made by pupils in secondary unit with EHC plans | 2.7 |
| Average Expected Attainment\*\* | 5 |
| Difference  | -2.2 |

\*Figures showing data collected from students who attend school. Including non-attender data.

English

|  |  |
| --- | --- |
| Average number of steps made by children in secondary unit\* | 2.8 |
| Average number of steps made by children in secondary unit with EHC plans | 2.8 |
| Average Expected Attainment\*\* | 5 |
| Difference  | -2.2 |

\*Figures showing data collected from students who attend school. Including non-attender data.

\*\*Expected attainment calculated as such; 1 Entry Level or Level is typically covered over 6 half terms. 1 step of progress per half term equates to Mastery of given Qualification. 5 Steps of progress equates to a Secure knowledge of current Qualification.

Exam Statistics

|  |  |  |  |
| --- | --- | --- | --- |
|  | Overall | Without EHC Plans | With EHC Plans |
| Exams planned | 86 | 1 | 85 |
| Exams taken | 59 | 0 | 59 |
| Exams passed Functional Skills  | 10 | 0 | 10 |
| GCSE exams passed | 22 | 0 | 22 |
| GCSE exams passed at grade 4 or above  | 0 | 0 | 0 |
| Pass % of exams taken Functional Skills  | 83% | 0 | 83% |
| Pass % of exams taken GCSE | 100% | 0% | 100% |

2022-2023 Leavers

8 students transitioned from GUST at the end of this academic year.

88% of Year 11 and 12 pupils leaving GUST in 2023 have an EHC plan.

Results

83% of year 11 and 12 students who took Level 1 exams in Maths, English and ICT received pass grades.

100% of students achieved a Level 1 ABC qualification in Motor Mechanics.

Of all students preparing to leave this year, 63% have achieved a core or vocational Level 1 qualifications or above.

All students who sat a GCSE were awarded a grade.

Destinations

Of the 8 pupils leaving, we know that 88% have made plans for future destinations with 64% of this year’s leavers applying for further full-time education, 12% applying for traineeship or apprenticeships, 12% entering employment, and 12% undecided.

**Summary**

Overall

Attainment in Maths and English is below expected levels overall; however, students with EHC plans achieve in line with their peers. Exam statistics show more students with SEND are sitting exams with pass grades being achieved. Overall, whole school attendance remains a concern and is likely a factor in the lower-than-expected levels of attainment; however, English and maths continue to be taught daily and attendance in both core subjects has been higher than last year. The introduction of the ASDAN qualification in Science, History, and Geography has had some success with 25% of Year 11 learners achieving one or more credits.

Attendance

Overall attendance of pupils remains a concern; however, there is a small cohort of learners with 90+% attendance demonstrating that running core and humanities has encouraged learners into classes more. Some pupils remain frequent non-attenders which has had an impact on the overall attendance percentage and the attainment data. All frequent non-attenders have EHC plans which remains a concern. The rewards system and other incentives have been put in place to encourage better attendance.

Maths

Last year, the discrepancy between Maths and English attainment was addressed. This year the discrepancy remains slight. Attainment in maths has improved slightly and it is felt this may be due to offering Maths daily rather than bi-weekly. With further effort to implement intervention work next year it is possible that the gap between actual and expected attainment could be closed further.

English

Attainment in English has remained the same as last year’s data and shows that many pupils have achieved higher in English than in maths this year. This could be a result of further opportunities for pupils to engage with English, reading and writing intervention and the employment of a dedicated English Teacher.

Exams

Pupils with EHC plans achieve largely in line with peers in exam performance. A high proportion of SEND learners have sat and passed exams in Maths and English this year.

Year 11/12

7 of 8 pupils leaving GUST in 2022-2023 have EHC plans. Of 8 pupils, 5 sat Level 1 exams in maths and English and 2 were awarded pass grades. Of the pupils we have contact with, all but 1 have made realistic plans for their future.

Of 8 pupils overall, 3 are frequent non-attenders; therefore, have not sat exams with 1 providing no information on their future destination.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| When | End of year | End of year | End of year |  |  |
| By | SLT | Teaching and support staff. | SLT & Teaching Staff |  |  |
| Action | Shorter intervals for attendance incentives as end of year reward has been a successful motivator for some pupils. | Continued intervention work for all pupils across both Maths and English. | More support for pupils in their final year to prepare for transitions from school. |  |  |
| Point | Attendance remains a concern. Data is largely impacted by persistent non-attenders. Attendance for other pupils is improving. | Interventions in Maths have been successful in narrowing the attainment gap between Maths and English. Interventions should continue to support academic achievement. | A lower percentage of pupils applied for and transitioned to further full-time education than last year.  |  |  |

**SEND Development Plan**