

SEND Report and Development Plan
Academic Year 2023-2024

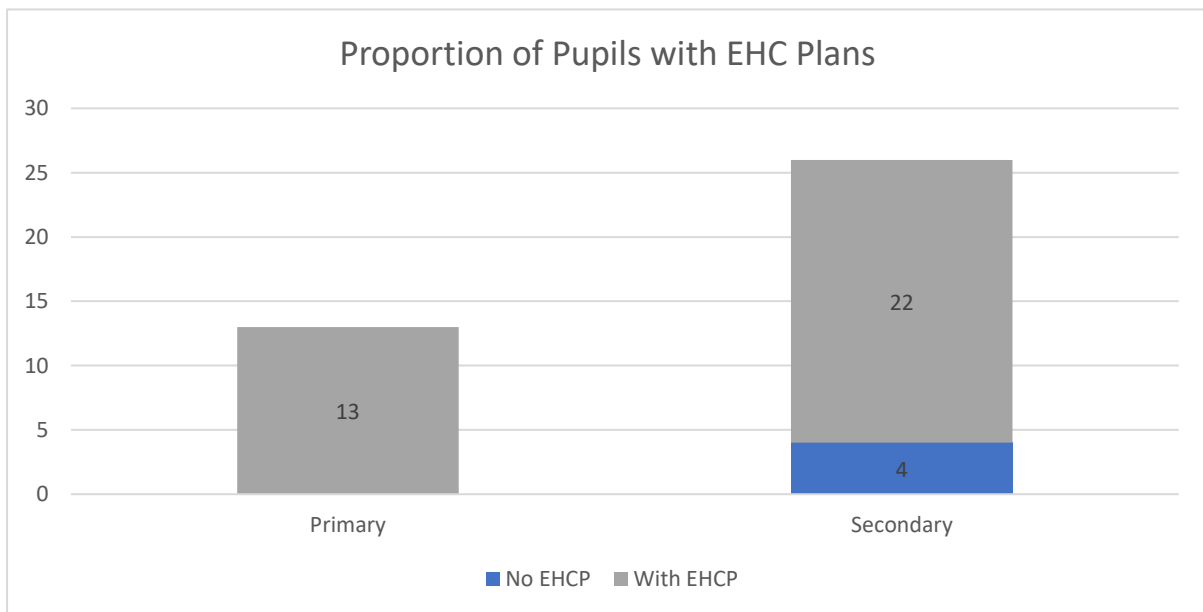


July 2024

Overview

Pupils on roll* 23-24	39	%
Pupils in primary unit	13	32%
Pupils in secondary unit	26	68%
Primary pupils with EHC plans	13	100%
Secondary pupils with EHC plans	22	85%

*Accurate for end of academic year



Nurture

Average Attendance – 88.7%

End of year progress

Maths

Average number of steps made by children in primary unit*	4.8
Average number of steps made by children in primary unit with EHC plans	4.8
Average Expected Attainment**	5
Difference	-0.2

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

English

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

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

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, for any Year 10 learners within the Nurture Unit, of the ASDAN in Science and Geography has allowed learners to achieve a qualification in additional core and humanities, along with achieving a qualification in Functional Skills.

Attendance

Research suggests that attendance is an important factor in achievement. Attendance has improved +4.5% on last year resulting in learners' engagement and success improving in both core subjects.

Suspensions

There were 22.5 days lost to suspensions this year; strategies have been implemented to support learners and staff to reduce the number of days lost. A three-step approach has seen a reduction in the number of learners suspended; however, the days lost has increased. All suspensions are in line with the school's behaviour policy and discussed by SLT before a decision is made.

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 – 76.6%

End of year Progress

Maths

Average number of steps made by pupils in secondary unit*	3
Average number of steps made by pupils in secondary unit with EHC plans	3
Average Expected Attainment**	5
Difference	-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*	3.2
Average number of steps made by children in secondary unit with EHC plans	3.2
Average Expected Attainment**	5
Difference	-1.8

*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	68	8	60
Exams taken	62	8	54
Exams passed Functional Skills	37	3	34
GCSE exams passed	TBC	TBC	TBC
GCSE exams passed at grade 4 or above	TBC	TBC	TBC
Pass % of exams taken Functional Skills	77%	6%	71%
Pass % of exams taken GCSE	TBC	TBC	TBC

2023-2024 Leavers

6 learners transitioned from GUST at the end of this academic year.

83% of Year 11 and 12 learners leaving GUST in 2024 have an EHC plan.

Results

78% of year 11 and 12 learners who took Level 1 exams in Maths, English and ICT received pass grades.

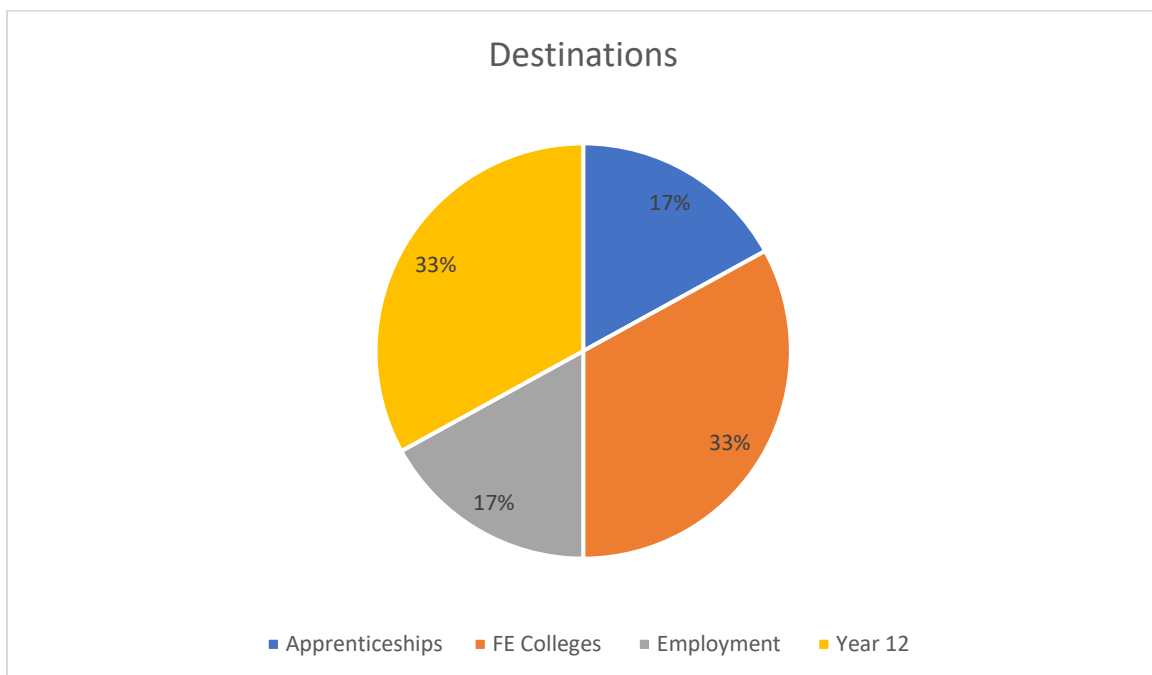
100% of students achieved a Level 1 ABC qualification in Motor Mechanics.

Of all students preparing to leave this year, 50% have achieved a core or vocational Level 1 qualifications or above.

- GCSE grades TBC

Destinations

Of the 6 learners leaving, we know that 100% have made plans for future destinations with 33% of this year's leavers applying for further full-time education; 33% of this year's leavers are returning to GUST for year 12; 17% applying for an apprenticeship; 17% entering employment.



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 shown an improvement on last year with 83% of Year 11 learners achieving one or more credits.

Attendance

Overall attendance has increased +11.2% on last year; however, overall attendance remains a concern. 38% of learners had 90%+ attendance demonstrating that running core, vocational, and humanities has encouraged learners into classes more. There are three frequent non-attenders which has had an impact on the overall attendance percentage and the attainment data. All frequent non-attenders have an EHC plan which remains a concern. Strategies used to improve attendance working closely with the local authority EWO's; welfare checks; offering a reduced timetable; virtual learning; designated key staff; close working relationships with multi agency meetings; mental health reviews and off-site wellbeing trips. The rewards system and other incentives have been put in place to encourage better attendance.

Suspensions

There were 97 days lost to suspensions this year. Strategies have been implemented to support learners and staff to reduce the number of days lost. A three-step approach has seen a reduction in the number of learners suspended; however, the days lost has increased. All suspensions are in line with the school's behaviour policy and discussed by SLT before a decision is made.

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 Functional Skills and GCSE Maths daily, 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 improved against 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 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

5 of the 6 learners leaving GUST in 2023-2024 have EHC plans. Of the 6 learners, 3 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.

SEND Development Plan

Point	Action	By	When
Attendance remains a concern. Data is largely impacted by persistent non-attenders. Attendance for other pupils is improving.	Shorter intervals for attendance incentives as end of year reward has been a successful motivator for some pupils.	SLT	End of year
Interventions in Maths have been successful in narrowing the attainment gap between Maths and English. Interventions should continue to support academic achievement.	Continued intervention work for all pupils across both Maths and English.	Teaching and support staff.	End of year
A lower percentage of pupils applied for and transitioned to further full-time education than last year.	More support for pupils in their final year to prepare for transitions from school.	SLT & Teaching Staff	End of year
High number of days lost to suspensions.	Three step method used to reduce suspension along with a restorative approach to support learners to understand their actions and the consequences.	SLT & Teaching staff	End of Year