

SEND Report and Development Plan
Academic Year 2024-2025

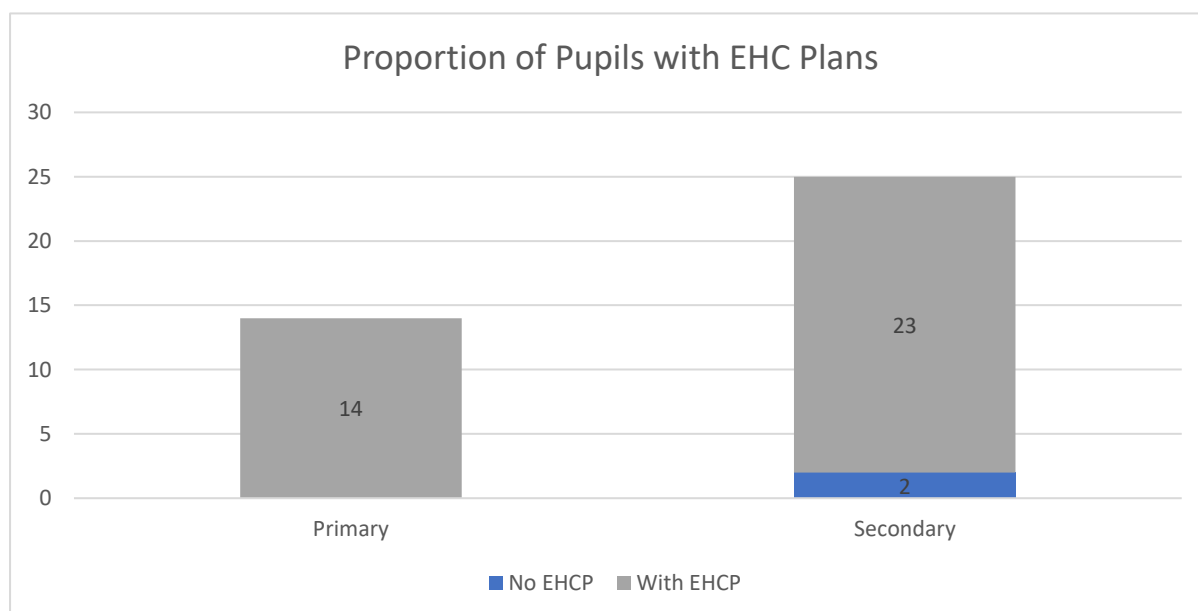


July 2025

Overview

Pupils on roll* 24-25	39	%
Pupils in primary unit	14	36%
Pupils in secondary unit	25	64%
Primary pupils with EHC plans	14	100%
Secondary pupils with EHC plans	23	92%

*Accurate for end of academic year



Whole School attendance: 87%

Nurture

Average Attendance – 91.8%

End of year progress

Maths

Average number of steps made by children in primary unit*	3.5
Average number of steps made by children in primary unit with EHC plans	3.5
Average Expected Attainment**	5
Difference	1.5

*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 start data 4.2.

Average number of steps made by children in primary unit*	3.5
Average number of steps made by children in primary unit with EHC plans	3.5
Average Expected Attainment**	5
Difference	1.5

**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 decline since last year, as a small group of learners in our school are not expected to meet age-related progress targets due to the complexity of their special educational needs. For these pupils, the pace and scale of progress measured against the standard curriculum is not appropriate. To ensure their learning remains meaningful and achievable, we plan to transition them onto a semi-formal curriculum within Key Stage 1 with a view to achieving lower Entry Level functional skills qualifications. This approach will allow them to work towards smaller, personalised steps of progress that reflect their individual starting points and developmental pathways. While they will no longer be expected to make the same number of larger steps as their peers, this tailored provision will enable us to better capture, celebrate, and support the genuine progress they make.

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 +3.1% on last year resulting in learners' engagement and success improving in both core subjects.

Suspensions

There were 16.5 days lost to suspensions this year; this is down 26.6% on last 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 declined overall from last year; however, this is due to learners attempting more Functional Skills and GCSEs and moving away from primary maths. It was noted that children achieved more equally across English and maths. 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.

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. A dedicated Functional Skills Teacher has been appointed to deliver bespoke lessons working through from Entry Level 3 to Level 1.

Secondary

Average Attendance – 82.3%

End of year Progress

Maths

Average number of steps made by pupils in secondary unit*	3.5
Average number of steps made by pupils in secondary unit with EHC plans	3.5
Average Expected Attainment**	5
Difference	-1.5

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

English

Average number of steps made by children in secondary unit*	3.5
Average number of steps made by children in secondary unit with EHC plans	3.5
Average Expected Attainment**	5
Difference	-1.5

*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 Functional Skills	68	8	60
Exams taken Functional Skills	62	8	54
Exams passed Functional Skills	37	3	34
Exams Planned GCSE	60	0	60
Exams Sat GCSE	60	0	60
GCSE exams passed	47	0	47
GCSE exams passed at grade 4 or above	9	0	9
Pass % of exams taken Functional Skills	77%	6%	71%
Pass % of exams taken GCSE	19%	0%	19%

2024-2025 Leavers

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

100% of Year 11 and 12 learners leaving GUST in 2025 have an EHC plan.

Results

69% of year 11 and 12 learners who sat either a Functional Skills or GCSE exam in Maths, English received a pass grade.

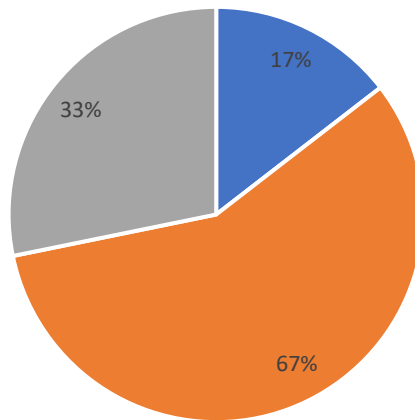
100% of students achieved a Level 1 ABC qualification in Motor Mechanics.

Of all students preparing to leave this year, 70% have achieved a core or vocational Level 1 qualifications or above.

Destinations

Of the 12 learners leaving, we know that 83% have made plans for future destinations with 67% of this year's leavers applying for further full-time education; and 17% of this year's leavers are returning to GUST for year 12. 17% and no confirmed destination; however, support has been offered from school.

Destinations



■ No Destination ■ FE Colleges ■ Year 12 ■

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 has improved but is still below the National Average 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 90% of Year 11 learners achieving one or more credits.

Attendance

Overall attendance has decreased 1.1% on last year; this is due to EBSA related incidents with three persistent non-attenders affecting overall attendance.

44% of learners had 90%+ attendance, +6% increase on last year, 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 84 days lost to suspensions this year which is a 13.4% reduction on last 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. All Year 11 SEND learners have sat and passed exams in Maths and English this year.

Year 11/12

All learners leaving GUST in 202-2025 have EHC plans. Of the 12 learners, all sat Level 1 or above exams in maths and English.

Of the pupils we have contact with, all but 2 have made realistic plans for their future.

Of 12 learners overall, 3 are frequent non-attenders due to EBSA and behavioural issues.

SEND Development Plan

Point	Action	By	When
Attendance remains below National Average. Data is largely impacted by persistent non-attenders. Attendance for majority of learners 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 employment than last year.	More support for pupils in their final year to prepare for transitions from school.	SLT & Teaching Staff NCC Careers advisor Career Wave	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