



SEND Annual Report – July 2023.

In line with the 2015 SEND Code of Practice, One In A Million Free School offers a range of support to address four main areas of need:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Physical and Sensory

**Is the school's SEND Policy up to date?
Is the school's Annual SEND Offer up to date?
Are both published on the school's website?**

Both the OIAMFS Annual SEND Report and SEND Policy have been updated.
Both documents are displayed on the school's website.

**What is the SEND profile for the last 12 months?
How has it changed from the previous year?**

The school's Annual SEND Offer communicates three range provisions:
Range 1-2
Range 3 (Students requiring additional interventions and being assessed for Education Health Care Assessments)
Range 4 (Students with an Education Health Care Plan)

2021/22

Range	Male	Female	Total
1&2	37	16	53
3	12	3	15
4	5	3	8

2022/23

Range	Male	Female	Total
1&2	64	15	79
3	12	1	13
4	3	5	7

The table below indicates the primary need of SEND learners across each school year cohort.

Year group	Learning and Cognition	Communication and Interaction	Social and Emotional Health	Physical and Sensory Needs
7	16	6	4	0
8	13	3	2	0
9	11	0	3	1
10	13	4	4	0
11	14	2	1	2

What is the attendance % of SEND students?

- The attendance rate for SEND students was 82.6% This compares with an attendance rate of 88.6 %for their non-SEND peers. However the SEND attendance data is negatively impacted by the failure to attend school by one specific student.

How can this be improved?

- A range of strategies which promote the school attendance of SEND students continues to be implemented to ensure that the attendance of SEND students is at least in line with that of their non-SEND peers within school. Strategies include, attendance rewards, competitions, reward stamps, phone calls/letters home, meetings with parents/carers, attendance support plans, and home visits.
- For academic year 2023/24 the school's Attendance Policy has been reviewed and includes a more robust procedure for identifying and supporting attendance of students who may become persistently absent. Capacity has been added to the Pastoral Team through the employment of two Education Welfare Officers who work with students and families who require support to attend school.
- The school will also be using the DfE's Attendance Toolkit to further promote attendance.

**How does the school consult parents/carers of students with SEND, and how does OIAMFS involve them in their child's education?
What role do the form tutors have in supporting this?**

OIAMFS strongly believes that the best outcomes for all students occur when parents/carers work in partnership with school. As such, the school aims to establish and maintain positive communication channels with parent/carers, working with them to ensure their child participates fully in their education.

This is achieved via:

- Regular phone calls from the school SEND team - SENCO communicates with parents to ensure that they are updated on any progress, concerns and feedback.
- Parent's Evening – Parents/carers have an opportunity to discuss their child's performance with their child's form tutor, subject teachers, Head of Year and SENCO
- Coffee mornings - Parents are invited into school to discuss the ongoing performance of their child, or any concerns they may have, in an informal environment with members of the SEND team
- Student Planner– Effective and consistent use of the Student Planner facilitates dialogue between Parent/carers and members of the SEND team
- Participation in Reviews (including Annual Reviews) – Parents/carers are invited to attend review meetings for their child
- Form tutors will contribute to student reviews for SEND students within their individual form group.
- Additional meetings may be requested by parent/carers or scheduled by the school at any time throughout the school year to review the support provided by external agencies or professionals. - Parents/carers are encourage to contact the school at any time they wish to discuss their child's progress and/or well-being.

What reasonable adjustments are made to adapt the school curriculum and learning environment for SEND students?

In making reasonable adjustment for SEND students a range of opportunities are available, these include:

- In-class support from teaching assistants (primarily for EHCP students currently)
- Individual Learning Plans for ECHP and broad Range 3 students identify learning goals SEND and specific strategies to support students
- SEND meetings where staff discuss with the SENCO effective strategies and share best practice
- Teaching and Learning activities are suitably differentiated to allow all students to access the curriculum
- Whole school staff training on how to support SEND students in class and apply ILP strategies in lessons
- Specialized equipment which includes technology including use of Chromebook, handwriting pens, coloured overlays and coloured exercise books

Specific targeted Interventions from SEND team to address the needs of students have included:

- One-to-one reading for students with learning and cognition needs,

- Speech and language group sessions for students with ASD and other communication and interactions needs
- Specific one-to-one support in hub for additional Math and English for all students with ECHP's
- Additional accreditation including AQA Entry Level Maths and English for all students with ECHP's and some broad range 3 Key Stage 4
- Social skills sessions in lunch time in the hub
- Homework club for students held three times a week in the hub

How does the school assess and review SEND student progress towards their outcomes? Do all students know the targets they are working towards?

All students with SEND are identified on the school's Special Educational Needs Register.

- SENCO monitors the progress using a range of assessment tools including school data progress, reading assessments, class observations, round robins from staff and student feedback.
- ILP's are reviewed each term by the SEND team to ensure that targets are being monitored and reviewed in preparation for annual reviews and following the graduated approach.
- Each of these young people possess a 'Student Passport' which provides information relating to the student's specific needs, as well as recommendations on how best to provide an inclusive and effective learning experience.
- OIAMFS students who have more complex needs and have been issued an Education Health Care Plan (EHCP) will, along with their parent/carers, participate in Annual Review Meetings to discuss the outcomes on each child's EHCP and review the progress that student has made towards their targets, plan next steps and evaluate the provision school has provided.
- EHCP students also have an Individual Learning Plan (ILP) which establishes short and medium term targets which are reviewed each half term of the school year. As part of such reviews, the opportunity exists for parent/carers to meet with their child's teacher to discuss their progress towards targets. Teaching staff contribute to the completion of ILPs when appropriate. Staff use these documents to inform their lesson planning.
- Students know their learner type. Marking and feedback ensures students know what they are doing well and how to improve further.
- All students know their learner type and what learning and progress looks like for them. The progress and attainment of SEND students is monitored using the school's assessment and reporting systems. Monitoring takes place termly.

What can the school do to improve its practice this year to meet the needs of SEND/EHCP students, and where does this appear on the SDP?

Within the OIAM School Development Plan, a range of issues pertaining to SEND have been identified and progress towards meeting each outcome is ongoing. Particular areas for development are identified on the SDP and include:

- SEND Strategy and development plan to be reviewed and enhanced
- SEND provision mapping of all appropriate students to include type of need and intervention
- Regular monitoring and review of SEND register conducted on termly basis
- Review costings and add capacity to SEND team
- Recruitment of full SEND team and ensure the appropriate staffing for level of SEND need in

school, including the recruitment of an Assistant Principal – SENCo and Inclusion.

- Staff, student and parent/carer feedback for SEND provision in school
- Appropriate assessment for students to be undertaken for all students with SEND
- Monitoring of the use of SEND resources to ensure the provision is appropriate and effective