



SEND
Information Report
2015/16



Annual Report on the Implementation of the Special Educational Needs (SEN) and Disability Equality Policy (January 2015)

Key Staff:

- Special Educational Needs Co-Ordinator (SENCo) - Miss L. Sacre
- Special Educational Needs (SEN) Governor – Mrs T. Bell
- Assistant Headteacher: Teaching and Learning - Mr R. Greenhalf
- Assistant Headteacher: Guidance and Pastoral – Mrs K. Hall
- SEN Admin Assistant – Mrs S. Jenkins

Policies:

All policies include explicit references to disability equality and SEN. The SEN policy was updated in January 2015 and has been reviewed by staff and Governors. The SEN Policy is available on the school website.

Number of Pupils with SEN:

Hobart High School's SEND List contains names of students with formally *identified* or *diagnosed* special educational needs/disabilities (SEND). Students are listed under their identified *Primary Need*. Further information with regard to Hobart's SEND List, Intervention List and the identification of students with SEND is outlined in the school's SEND Policy.

SEND List 2015-16: SEN and Statement/EHCP by Year

	Number in Year group	Identified / Diagnosed SEN	% of Year Group	Students with Statement / EHCP	% of Year Group	No of EHCP applications – outcome pending
Year 7	157	21	13.4	6	3.8	N/A
Year 8	140	24	17.1	8	5.7	2
Year 9	134	23	17.2	6	4.5	N/A
Year 10	152	23	15.1	3	2	N/A
Year 11	154	22	14.3	2	1.3	N/A

Students are organised into four categories of SEND:

	Communication and Interaction
	Cognition and Learning
	Emotional, Social and Behavioural Development
	Sensory and/or Physical Needs

Further information with regard to SEND categories is outlined in the Appendix to the school's SEND Policy.

SEND List 2015-16: SEN by Category

	Number in Year group	Primary SEN: C&I	% of Year Group	Primar y SEN: C&L	% of Year Group	Primar y SEN: ESBD	% of Year Group	Primar y SEN: P&S	% of Year Group
Year 7	157	6	3.8%	10	6.4%	3	1.9%	2	1.3%
Year 8	140	4	2.9%	9	6.4%	7	5%	4	2.9%
Year 9	134	9	6.7%	11	8.2%	2	1.5%	1	0.7%
Year 10	152	4	2.6%	14	9.2%	2	1.3%	3	2%
Year 11	154	5	3.2%	14	9.1%	1	0.6%	2	1.3%

Progress of Pupils with SEN:

Hobart High School provides access to a broad range of intervention programmes which cater for the all pupils demonstrating below average attainment. The school operates a graduated model of intervention at Key Stage Three and packages of support are individual and personalised. All interventions at Hobart are time-limited and all interventions are delivered by appropriately trained and qualified staff. In addition to tailored intervention, Hobart also provides access to in-class support – as appropriate.

For further information regarding the full range of intervention programmes available at Hobart High School, in addition to additional pastoral support available, please see Hobart' High School Provision and Access Map.

GCSE Outcomes for SEN Pupils 2015:

Performance Measure		National Average (2015)*	Hobart
5 GCSEs Grades A* - C (including English and Maths)	Students with Statement of SEN	9%	18%
	SEN without Statement	23%	39%
5 GCSE Grades A* - C	Students with Statement of SEN	12%	27%
	SEN without Statement	31%	50%
5 GCSE Grades A* - G	Students with Statement of SEN	42%	91%
	SEN without Statement	86%	94%
Expected Progress: English	Students with Statement of SEN	29%	73%
	SEN without Statement	54%	67%
Expected Progress: Maths	Students with Statement of SEN	21%	55%
	SEN without Statement	42%	50%

Attendance and punctuality is monitored daily by Form Tutors and the school's Pastoral Team. Hobart's Attendance Policy was updated in 2015. The policy outlines a formal and structured process for addressing concerns.

Transition Arrangements:

To ensure smooth transition for pupils with SEN, additional transfer arrangements are implemented during the summer terms. Students with SEN have the opportunity for additional visits to Hobart. Year 6 Annual Review meetings for students with Education, Health and Social Care Plans (EHCPs) are attended by Hobart's SENCo. Where there are specific discussions regarding the consideration of specialist provision, Hobart's SENCo may also attend Annual Review meetings during Year 5.

Parents of prospective students are always welcome to visit Hobart and to meet with the school's SENCo in order to discuss provision. Appointments can be made by contacting Mrs S. Jenkins in the SEN Office.

Deployment of Staff and Resources:

The SEN Budget for 2015/16 has purchased the following:

- Access to programmes of intervention as outlined in the school's Provision and Access Map, including contracting of Specialist Speech and Language Therapy services and Advisory Support Teacher services.
- Staffing and resourcing of Integrated Curriculum.
- Purchase of 10 additional Netbooks in use at KS4.
- Site Licence for 'Read Write Gold' Computer Programme.
- Coloured overlays and Reading Rulers for each member of the school's teaching staff.
- Resources necessary for Motor Skills United and Social Skills interventions.
- Range of specialist reading material for teaching and support staff – available from the school's library.

Staff Training and Development:

- Mentoring training for all Teaching Assistants by an ASD Specialist – Alpha Inclusion;
- Whole Staff Awareness Training – Supporting Students with Autistic Spectrum Disorders. Provided by Alpha Inclusion.
- Spelling Strategies INSET delivered by SENCo.
- Ongoing training and observation of Sound Discovery trained Teaching Assistants by Specialist Teacher.
- Three Teaching Assistants undertaking a BTEC in Supporting Students with a Visual Impairment.
- Two Teaching Assistants obtaining Level 3 qualifications in Supporting Learners with ASD.
- Short Stay School provision of support and training with regard to Social Skills Group Intervention.
- Specialist support for Teaching Assistants delivering literacy interventions – including observations and feedback.
- Updated Access Arrangement online training for all Teaching Assistants and Teaching Staff.

External Agencies:

During the academic year 2015-16, external agency support has been provided by:

- ASD Team for Norfolk;
- Children's Education and Support Services (CEST) – providing access to Educational Psychologist and Advisory Support Teacher services.
- Child and Adolescent Mental Health Service (CAMHS)
- Early Intervention Team for Norfolk;
- Paediatric Occupational and Physiotherapy Services;
- Short Stay School for Norfolk – Outreach ASD and Behavioural Support Services;
- School 2 School Support;
- Speech and Language Therapy Services (SALT);
- East Coast Speech and Language Therapy Practice.
- Alpha Inclusion.

To discuss any aspect of this report or Hobart's SEN Provision, please do not hesitate to contact the school's SENCo, Miss L. Sacre.

Hobart High School's Family Support Worker is Sarah Osman. Mrs Osman works Wednesday to Friday and can also be contacted at the school.