



# Warblington School

## SEND INFORMATION REPORT

*November 2024*

### **SEND Information Report**

Our SEND information report aims to:

- set out how Warblington will support and make provision for pupils with Special Educational Needs and Disabilities (SEND); and
- explain the roles and responsibilities of everyone involved in providing for pupils with SEND.



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# Key Information

School:	Warblington School
SENCO:	Lou Elvy – SENDCO@warblingtonschool.co.uk
Date of report:	5 <sup>th</sup> November 2024
SEN Governor:	Colin Swettenham

If you would like any more information about our school, please do not hesitate to contact us:

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<https://warblingtonschool.co.uk/contact-us/>

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## Legislation and Guidance

This information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities; and
- The Special Educational Needs and Disability Regulations 2014, which sets out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

## Definitions

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- a significantly greater difficulty in learning than the majority of others of the same age, or
- a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

SEND K - The code "K" is used to denote SEN support. It indicates that a child has a learning difficulty or disability which calls for special education provision to be made for them. If a child is on the SEN register, they are assigned the code "K"4.



# Roles and Responsibilities

## Governors

The Governors will:

- Help to raise awareness of SEND at governing board meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.
- Work with the Headteacher and Senior Leadership Team to determine the strategic development of the SEND policy and provision within the school.

## Head Teacher

The Head Teacher will:

- Work with the Senior Leadership Team and Governors to determine the strategic development of the SEND policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEND.

## Senior Leadership Team

The Senior Leadership Team will:

- Have day-to-day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support students with SEND.
- Provide professional guidance to colleagues and work with staff, parents / carers and other agencies to ensure students with SEND receive appropriate support and high-quality teaching.
- Advise on appropriate support for students with SEND.
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively.

## Teachers / Instructors

Teachers / Instructors are responsible for:

- The progress and development of every student in their class.
- Working closely with each other, Learning Support Assistants (LSAs) and external agencies to effectively meet the needs of all students with SEND.
- Assessing the impact of support and interventions and how they can be linked to daily classroom teaching.
- Working with the Senior Leadership Team to review students' progress and development and decide on any changes to provision.
- Following guidance set out in students' EHCP's to ensure their needs are appropriately met.

## Learning Support Assistants / Specialist Support Staff

Support staff are responsible for:

- Working closely with each other and teachers to effectively meet the needs of all students with SEND.



## Consulting and Involving Students and Families

The school consults with families on an annual basis via an online questionnaire, informal and formal meetings. We encourage partnership working with all our families and encourage an open door policy in relation to information sharing, queries and complaints. We have a clear policy and procedure for dealing with complaints but would always try to solve any issues informally. Families are encouraged to contact the school before a concern becomes a significant worry. Families regularly use home-school books, email, telephone and drop-ins to communicate with us and vice versa. The Complaints Procedure can be found on the school website or via the school office.

Methods of promoting partnership working include;

- Communication with other agencies to support parents / families
- Guidance for additional support from external agencies
- Regular parent's evenings / consultations
- Transition / Careers / Moving On events
- Identified meetings with Educational Psychologist
- Annual EHCP Reviews
- Termly and annual written reports
- Weekly newsletters
- Informal and formal meetings as required
- Day-to-day contact via home-school books, telephone, email, meetings ☒ Events and Performances

Student voice is very strong at Warblington. We take students' views very seriously and involve them in shaping their education in many ways including:

- Student Council
- Anti-bullying / cyber bullying groups
- Student views for annual reviews of EHCPs
- Open door policy to the Headteacher and Senior Leadership Team
- Students involved in interviews of new teaching staff / Senior Leadership positions
- Participation in all Local Authority and NHS and #BeeWell surveys



## Evaluating and Reviewing Provision

We evaluate provision and its impact on our students in several ways including:

- Leadership scrutiny, including that of our Governing Body
- Lesson observations and learning walks
- Reviews of student outcome data and case studies (quantitative and qualitative)
- Regular moderation of student outcomes and progress between teachers and the Senior Leadership Team
- Student satisfaction rates
- The views of families
- The views of stakeholders
- Behaviour and safety monitoring
- Equality and inclusive practice
- Annual EHCP Reviews
- Informal and formal meetings as required
- Day-to-day contact via Arbor, telephone, email, meetings
- Student preparedness for the next stage of their education, employment, training or adulthood

Regular evaluation and review of our provision enables us to:

- Recognise achievements and identify strengths within our school
- Identify areas for development



# School Context

Total NOR (Sept 24)	Total % on school census coded K and E for current year	Total % on school census coded K and E for previous year	Total number of learners with SEND in the school	Total number of learners with SEND in the school on the SEND register without an EHCP	Total number of learners with SEND in the school on the SEND register with an EHCP	Total number of requests for Statutory Assessment	Total number of requests for Statutory Assessment agreed
769	22.5%	17.8%	173	136	37	15	9

SEN BREAKDOWN			
	School Cohort	NCER National	Gap
SEN Support	18.6%	13.6%	+5.0%
Education, Health and Care Plan	3.7%	4.8%	-1.1%
No recorded SEN	77.7%	81.5%	-3.8%

### Taken from Perspective Lite (Summer Term Data)

Warblington population has a greater than national number of students with a SEND need (SEND K) but a less than national percentage of students who have an EHCP.

Data taken from the IDSR (November 2024) – This published data will be slightly behind the actual data in school as referenced throughout the report.

## School characteristics

	2022		2023		2024	
School number on roll	Well below average	587	Well below average	669	Well below average	723
Sixth form number on roll	NA	NA	NA	NA	NA	NA
School % FSM6	Close to average	29	Close to average	29	Above average	31
School % SEND support	Well above average	18	Well above average	18	Above average	17
Sixth form % SEND support	NA	NA	NA	NA	NA	NA
School % EHC plan	Close to average	2	Above average	2.8	Above average	3.6
Sixth form % EHC plan	NA	NA	NA	NA	NA	NA
School % EAL	Below average	4	Below average	5	Below average	6
Sixth form % EAL	NA	NA	NA	NA	NA	NA
School % stability	Well below average	87	Well below average	86	Below average	87
Pupil base deprivation	Close to average		Close to average		Close to average	
School location deprivation	Below average		Below average		Below average	



# SEN characteristics 2024

Type of resourced provision: No resourced provision

Capacity:

Type of SEN provision:

Number of pupils with SEN who are also FSM6 and/or CLA: 66

SEN primary need	SEN support (126)					Total
	Y7	Y8	Y9	Y10	Y11	
Specific Learning Difficulty	10	6	9	6	7	38
Moderate Learning Difficulty	4	11	1	9	3	28
Social, Emotional and Mental Health	4	7	4	6	6	27
Speech, Language and Communication Needs	3	6	5	5	1	20
Physical Disability	1	1	0	0	0	2
Autistic Spectrum Disorder	1	3	2	0	1	7
School Support NSA	2	0	0	0	0	2
Other Difficulty/Disability	2	0	0	0	0	2
<b>Year group totals</b>	<b>27</b>	<b>34</b>	<b>21</b>	<b>26</b>	<b>18</b>	<b>126</b>

SEN primary need	EHC plan (26)					Total
	Y7	Y8	Y9	Y10	Y11	
Specific Learning Difficulty	1	0	0	0	0	1
Moderate Learning Difficulty	0	3	0	1	1	5
Profound & Multiple Learning Difficulty	0	1	0	0	0	1
Social, Emotional and Mental Health	2	1	0	0	1	4
Speech, Language and Communication Needs	2	1	3	3	1	10
Hearing Impairment	0	1	0	0	0	1
Physical Disability	0	0	1	0	0	1
Autistic Spectrum Disorder	1	0	0	1	0	2
Other Difficulty/Disability	0	0	1	0	0	1
<b>Year group totals</b>	<b>6</b>	<b>7</b>	<b>5</b>	<b>5</b>	<b>3</b>	<b>26</b>

## SEND Profile (for last 12 months)

Primary area of need	Communication and interaction	Cognition and learning	Social, Emotional and Mental Health needs	Sensory and/or physical needs
<b>Total % across the school</b>	5%	10%	5%	0.7%
<b>Total number of learners with the primary area of need</b>	34	75	36	5
<i>*subsequent rows for individual school breakdown i.e. key stages, phases, classes, subject</i>				





## Key Points

	Yes/no	Narrative
<b>SEND information report is available on the school website and is dated within the last year.</b>	Yes	Delayed due to new website construction. <a href="https://warblingtonschool.co.uk/send/">https://warblingtonschool.co.uk/send/</a>
<b>SEND or Inclusion policy is up to date and available for review</b>	Yes	Reviewed annually with Governors at the same time as this report
<b>Policy for Supporting pupils with medical needs is up to date and available for review</b>	Yes	
<b>The SENCo holds the mandatory qualification</b>	No	Training due to start in the 2024/25 cohort.
<b>SEN governors training has been completed within the last year</b>	Yes	
<b>Notional SEN budget</b>	£406,764	
<b>Overall SEND budget (notional and element funding)</b>	£567,767	Top Up Funding for 23/24 - £161,003
<b>Dates of any support focused on SEND</b>	23.09.2024 16.10.2024 22/11/2024	HIAS Support – Sarah Kiel HIAS Support – Sarah Kiel/Diana Lowth HIAS Support – Diana Lowth



## Provision, Access and Support

<b>How does the school identify learners with SEND?</b>	Use of the graduated approach to SEND identifies students that potentially have additional needs and highlights the area of need
<b>What happens when a learner has been identified?</b>	Learners are identified through the Graduated Approach and their needs are assessed through the Student Needs Pathways.
<b>What provision is in place to support teachers to provide for a learner with SEND?</b>	Great teaching Toolkit Ordinarily Available Inclusive Practice Checklist Support through the SEND Team via triage response Student Profile to identify strategies and best teaching practices
<b>How are parents and carers informed of identification?</b>	Parents will be contacted if a learning need is identified. Parents can meet with SEND team to discuss strategies and map pathways of support.
<b>How are parents and carers informed of progress a learner is making?</b>	Assessment progress is dealt with via school data drops. Parents have opportunities to meet with teachers via the calendared parents' evenings. Tutors / Heads of House can be contacted (in that order) should there be any concerns. If a matter cannot be resolved by the, then the SENDCo can be contacted.
<b>How effective is classroom teaching in supporting needs of learners?</b>	Through ongoing observations and reviews and improved communication of the learners' needs are met.
<b>What interventions are in place to support learners?</b>	Interventions include, but are not restricted to: - Classroom support strategies Small group provision Additional support staff Key adult interventions SEMH support Therapeutic interventions Reading Interventions
<b>How is access to interventions planned?</b>	Interventions are planned through strategic planning sessions across the whole school. Interventions for students with EHCPs are mapped to ensure that their needs are met, further SEND interventions are timetables on an individual basis to meet need.



## Intersectionality Data

Data type	Learners without SEND	Learners with SEND
<b>Attendance</b>	91.6%	SEND K 84.7% EHCP 75.8%
<b>Persistent Absence</b>	28% (Autumn Term 1 2024)	40% (Autumn Term 1 2024)
<b>Suspensions</b>	26 (51%)	25 (49%)
<b>Exclusions</b>		
<b>FSM</b>	27.5%	45.7%
<b>Ev6</b>	27.3%	45.7%
<b>EAL</b>	6.9%	3.5%
<b>Service Children</b>	4.5%	3.6%



## Achievement and Attainment Data

2023 Outcomes	Learners without SEND	Learners with SEND		Attainment gap	
		SEN K	EHCP	SEN K	EHCP
4+ Basics	63%	11%	0%	52%	63%
5 + Basic	43%	6%	0%	37%	43%
Attainment 8	4.3	2.3	1.7	2.0	2.6
Progress 8	-0.61	-1.39	-1.15	0.78	0.54
Ebacc 5+ %	11%	0%	0%	11%	11%

2024 Outcomes	Learners without SEND	Learners with SEND		Attainment gap	
		SEN K	EHCP	SEN K	EHCP
4+ Basics	66% ↑3%	35% ↑24%	0%	31% ↓21%	66% ↑3%
5 + Basic	45% ↑2%	12% ↑6%	0%	33% ↓21%	45% ↑2%
Attainment 8	4.3	2.9 ↑0.6	1.7	1.4 ↓0.6	2.3 ↓0.3
Progress 8	-0.32 ↑0.29	-0.64 ↑0.75	-1.10 ↑0.05	0.32 ↓21%	0.78 ↑0.24
Ebacc 5+ %					



# SEND Funding

	Notional funding	Element funding	Total income for HNF and EHCPs
Previous year	£408,333	£126,350	£534,683
Current year	£406,764	£161,003	£567,767

Please enter schools 7 digit number (850XXXX) :		8504318	
2024/25 Notional SEN Budget			
Warblington School			
November 2024	Phase:	Secondary	
The notional SEN budget is a proportion of a schools delegated budget that is 'nationally' set aside for meeting the needs of pupils with SEN.			
SEN Notional Headings	No. of Pupils / Amount Used for Calculation	Unit Value	Amount (£)
<b>1 Basic Entitlement</b>			
KS3 Basic Entitlement	496.00	£56.29	27,356
KS4 Basic Entitlement	245.00	£53.17	13,026
<b>Total Basic Entitlement</b>			<b>40,382</b>
<b>2 Deprivation</b>			
Free School Meals	£106,920.00	4%	4,277
Free School Meals Ever 6	£271,488.00	4%	10,860
IDACI	£141,205.00	4%	5,648
<b>Total Deprivation</b>	<b>£519,613.00</b>		<b>20,785</b>
<b>3 Prior Attainment (100% of budget share allocation)</b>			
			<b>345,597</b>
<b>Total 2024/25 Notional SEN Budget</b>			<b>406,764</b>

Budget category	Headline details	Total Expenditure	
<b>Staff costs</b>	SLT Lead (0.2 AHT): SENDCO: (SENDCO) Assistant SENDCO (0.4): Assistant SENDCO (Support): Lead Practitioner (Inclusive Practice): HLTAs: TAs: <b>TOTAL STAFF</b>	£21,904 £68,675 £26,779 £46,513 £69,409 £173,823 £286,079 <b>£696,182</b>	
<b>Professional services</b>	Tutoring Dare to Dream <b>TOTAL</b>	£ 5,000 £ 8,000 <b>£13,000</b>	
<b>resources</b>	Lexia NGRT CRICK Workbooks –CPG Resources for SEN <b>TOTAL</b>	£ 8,542 £ 7,773 £ 4,590 £ 300 £ 4,300 <b>£25,505</b>	
<b>Staff development</b>		£ 2,000	
<b>Misc.</b>			
		Total:	<b>£733,687</b>



## SEND Improvement Priorities

Objective	Key actions	Success criteria	Link to SIP
<ul style="list-style-type: none"> <li>To support the growing numbers of students with SEND, including EHCP's, with an increasingly complex need.</li> <li>Create a SEMH intervention which can be clearly articulated and shared across stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>Regular update of Student Profiles to ensure that OAIP strategies are suggested to enable equity of learning.</li> <li>Targeted and individual Teams forms created for each EHCP Student</li> <li>Communicating SEMH intervention plan with key stakeholders – pupils, staff, parents, leaders.</li> <li>Timetable and start targeted SEMH intervention, using Motional to inform assessments and monitor impact.</li> </ul>	<ul style="list-style-type: none"> <li>Higher levels of engagement in lessons. (improvement within attainment / attendance)</li> <li>Annual Reviews to reflect positive progress within outcomes and provisions.               <ul style="list-style-type: none"> <li>Narrow the attainment gap between SEND/Non-SEND (EHCP) students across the school.</li> <li>All SEND/EHCP students to feel they are consistently supported within their classroom-based experiences to achieve their full potential and for outcomes to narrow the gap between SEND/Non-SEND students. (Student Voice, Observations)</li> <li>All SEND students will feel higher levels of engagement within the school community. (improved attendance and engagement with school based activities.)</li> </ul> </li> </ul>	<p><b>B: Developing our Inclusive Practise – Every Student, Every Lesson</b></p> <p><b>B: Developing our Inclusive Practise – Every Student, Every Lesson</b></p>

## Staff Development

Staff	Overview of training	Expected impact	Cost
Louise Elvy Josh Turner	Commencing NPQ SENCO Training	Qualified SENCO understanding	
Cara Gregory (Maternity)	NASENCo qualification	Able to coach and support incoming SENCO	
Danni Crockford	Downs Syndrome Training Nurture Specialist	Specialist support for student Gateway intervention	
Vicky Clarke Lucy Baldwin	ELSA	Improve emotional literacy of students and to support EHCP outcomes	
All staff	MITAS	Maximise impact of TA/LSA's to improve teaching and learning outcomes	
Adelade Hawkins	BSL	To develop alternative pathway	
James Harris	Trauma and Mental Health Informed Practitioner	Targeted interventions	
Anne Engal	Drawing and Talking Intervention	Targeted Therapeutic Interventions	
Vicky Clarke	TALA	Targeted Interventions	



## External Agencies

Agency	Purpose	Impact	Cost
Hampshire County Council	SLA – professional expertise to support EHCP outcomes	Meet students outside of school expertise	
MHST	Support mental ill health	Support programme	
CAMHs	Diagnosis of student need	Students/families have guidance and support	
Psicon	Diagnosis of student need	Students/families have guidance and support	