



# **SEND at Edgbarrow School**

## **Subject: Progress**

### **Intent**

It is our intent that pupils with special educational needs/disabilities (SEND) follow the same curriculum, learn alongside their peers and achieve similar outcomes. Our curriculum design includes revisiting and building on existing knowledge. We ensure the level of challenge is appropriate for all, with scaffold and support available for students who need it.

In addition, they may benefit from additional opportunities in the lessons and in the co-curricular activities that are arranged especially for them.

### **Implementation**

As a result of extensive in-house training we are confident that all teachers are effective teachers of pupils with SEND and that pupils should be withdrawn from mainstream lessons only when there is a clear rationale for doing so and all relevant stakeholders have been fully consulted.

Consequently, within our department, pupils with SEND may receive:

- Quality First teaching with support from additional adults in the classroom where needed
- Adapted activities and resources differentiated to meet the needs of the individual
- Personalised feedback which takes additional needs into account
- 1:1 or small group teaching and short-term interventions
- Additional interventions where a need is identified e.g. in Literacy, Numeracy, ASD and social, emotional and mental health
- Additional enrichment opportunities
- Extra support during transition periods

We monitor the Quality First teaching received by our SEND students through Learning Dives and our subject review cycle.

### **Impact**

Impact is demonstrated across our subject area in the following ways:

- The Progress department interventions allow SEND students to develop knowledge that is retained in their long-term memory, with an emphasis on English and Maths.
- The students develop skills to enable them to become more adept communicators so that they are able to socialise within the wider world of work and the wider community.
- Our students are ready for the next phase of their education and are prepared for the transition.
- Co-curricular activities led by qualified staff, such as homework club and Progress PE club, allow our students to consolidate relevant skills which support their learning across the curriculum and promote confidence and mental and physical wellbeing.



- Enrichment activities such as theatre trips, college visits and social skills trips create opportunities to develop independence and improved mental health and well-being.

### Outcome and results

#### Progress 8 data

	<b>Year 11 (2019-2020)</b>	<b>Year 11 (2020-2021)</b>	<b>Year 11 Predicted (2021 – 2022)</b>
<b>All</b>	0.70	0.67	0.52
<b>EHCP</b>	0.86	0.34	0.37
<b>SEN K</b>	0.28	-0.13	0.57

#### Destinations

- **2020-2021 Year 11 Cohort:**
- 3 EHCP students joined our sixth form with the other three EHCP students joined local colleges to follow appropriate courses.
- K students: 5 remained in our sixth form and 6 followed apprenticeships/appropriate courses at local colleges.