



**Winton Academy September 2019  
SEND report**

**Results August 2019**

Winton	Non-SEND	SEND
5 A*-C Inc. E&M	80%	56%
Progress 8 Score	+0.67	+0.64

Although an attainment gap is evident, SEND students made significant, positive progress and are significantly above the national average.

**Reflection on 2018-2019**

CPD for classroom teachers on the identification of students' with SEND and how best to support them was the priority for Inclusion during the past year. This was implemented by continuous sharing of best practice and utilising the whole Academy embedding of Rosenshine's Principles. The 17 principles work in harmony with supporting additional needs and ensuring all students can access their lessons and make excellent progress every single lesson.

Continuous Teaching Assistant (TA) training occurred for TAs to become specialists in specific needs, for example ASC and Dyslexia. These specialist TAs mentor students and provide support for classroom teachers on how to support the varying needs we have in the Academy.

The monthly SEND newsletter (Soundboard), is a crucial tool in communicating to staff on specific student updates and where top teaching strategies are shared with all staff. This regular support consistently upskills staff with their SEND knowledge and empowers staff to feel confident in providing for our students with SEND. Feedback from staff is hugely positive on the SEND soundboard.

With the increased growing demand for support with pupils' mental health, the school has liaised with BCP's Educational Psychology service to pilot the BEAT (Beating Exam Anxiety Together) programme. The pilot was incredibly worthwhile; an ACC staff member was trained during the pilot to deliver the programme internally. Over 30 students so far have benefitted from the CBT and mindfulness workshops. In addition, the CBT internal programmes continue to be well attended based on a Head of Year referral system.

## **Reflection on 2018-2019 Continued**

Our appointed school Counsellor continues to be utilised to support the wide range of mental health needs the Academy sees, which allows the Academy, students and parents to access this alongside, or whilst waiting for, external health services.

Teaching staff have been reminded throughout the year on the importance of monitoring students throughout their lessons for Exam Access Arrangements (EAAs), specifically key stage 4 students.

Year 11 SEND students are supporting in the run up to the examination period through a variety of strategies including mentoring, study skills workshops and mindfulness prior to the exam.

The intervention and support that occurs in the Inclusion department works collaboratively with the processes and support that is provided by a variety of departments within the school to ensure that ALL students reach their potential, for example, by the pastoral team, English department for 'Sound training' and EAL support.

## **Moving forward 2019-2020**

In order to sustain our achievements for our SEND students and meet the growing demand for additional learning needs, as well as supporting the Social, Emotional, Mental Health (SEMH) of our students, the Academy has implemented a structural change within the SEND team. The Academy no longer employs TAs to support students 1:1 in the classroom. Classroom teachers need to fulfil the Code of Practice's objective of Quality First Teaching (QFT). Staff will be consistently trained and upskilled through the monthly SEND newsletter, best practice briefings, twilight CPD sessions and learning walk feedback. Communication is key between all stakeholders in the Academy to ensure relevant staff are aware of individual's needs and situations.

Learning Coaches have been appointed, with each Learning Coach leading on a specific additional need. They will be observing both students and staff to ensure QFT is being offered. Furthermore, the Coaches will be planning and leading interventions, both 1:1 and small group with their caseload. Such interventions will be based on the strengths and areas of development seen via observations, data analysis and professional reports.

All ITT and NQT teachers are required to attend CPD sessions which will enable them to identify differing needs and support students effectively, therefore building their confidence.

The vital SEMH work carried out in the ACC will continue and the Academy are now piloting and being trained in a programme with the University of Southampton titled BRAIVe. This is a computer-based anxiety support programme aimed at KS3 students. We aim to undertake further work with specific students who become anxious around school, exams, or experience low self-esteem.

We will continue to utilise the support and advice of our link local authority Educational Psychologist, CAMHS support workers, Paediatricians, Occupational Therapists and the Hearing/Vision Support Services.