

Strategies for Supporting Pupils with Additional Learning Needs Academic Year 2016 /17



- Extra funding is provided to schools to support children with additional learning needs. The funding is currently allocated from Darlington Borough Council based on a deprivation indicator. Funding is currently not allocated on the actual identified needs of the pupils.
- For the academic year 2016/17, Longfield School will receive £112,626. In addition the school contributes £23,525 of its own resources towards this area. This funding is used in a similar way to the Pupil Premium in that it has been used to implement whole school strategies for supporting pupils with additional learning needs as well as funding specific initiatives.

Additional Learning Need Interventions

- Pupils may be identified as having a special educational or additional learning need before they come to Longfield. However, they could be identified through a lack of, or decrease in, rate of progress due to the rigorous monitoring systems and excellent pastoral systems in place within school
- The aim of the Support for Learning Faculty is to remove the barriers for pupils so that they can access the curriculum and embrace school life as fully as possible to achieve maximum success in terms of both academically and personally
- Every 'need' is different and support and intervention is tailored to meet individual requirements

Wave One: In-class support (Class Teacher)

In-class support is available to all pupils regardless of SEN status:

- ✓ Quality first teaching with appropriately differentiated curriculum planning, activities, delivery and outcome
- ✓ Use of visual aids and modelling
- ✓ Use of writing frames for extended writing
- ✓ Access to ICT resources to record work
- ✓ Access to faculty Action for Progress sessions
- ✓ Lists of keywords and terminology, given where appropriate, with meanings
- ✓ Clearly labelled rooms with engaging displays and ICT for learning
- ✓ A clear whole school behaviour policy with consistent rules, expectations and sanctions
- ✓ An engaging rewards system
- ✓ Access to the School counsellor and dedicated pastoral care team
- ✓ Access to specialised areas of the school such as Behaviour for Learning, The Link and The Orb depending on the pupil's need

Wave Two: Targeted support

It would be expected that for pupils with an additional learning need all of the usual, wave 1 support strategies would be accessed alongside one or more target support strategies outlined below (as appropriate):

- ✓ In class support from a Higher Level Teaching Assistant or Qualified Intervention Teacher where appropriate
- ✓ A personalised timetable
- ✓ A programme of work related learning or alternative provision at Key Stage 4
- ✓ A designated SEN homework area with Teacher and Higher Level Teaching Assistant support
- ✓ Chunked lesson instructions and specifically designed resources
- ✓ A designated 'Safe area' for non-structured times, with games facilities
- ✓ Exam access arrangements following individual assessment of need
- ✓ Counsellor appointment programme for an agreed time period
- ✓ Adult support for movement between lessons and for fire evacuation
- ✓ Access to ICT resources for recording work

Wave Three: Specialist support

Specialist support provision may be given by trained staff in school or may involve referrals to and advice/assessments from specialist staff from outside agencies:

- ✓ Fresh Start Phonics Literacy and Reading program
- ✓ Alternative accreditation courses
- ✓ A daily discussion of the pupil's schedule
- ✓ 1:1 programme of work with ASD Lead
- ✓ 1:1 programme of support to develop social skills
- ✓ Access to pupil's own laptop at all times in school
- ✓ Time out arrangements
- ✓ Assessment and advice from Educational Psychologist Service
- ✓ Assessment and advice from the Social Communication Outreach Service
- ✓ Assessment and advice from Speech and Language Therapy service
- ✓ Assessment and advice from Occupational Therapy Service
- ✓ Advice and regular meeting with Low Incidence Needs service to ensure that the latest and most appropriate provision for hearing or visually impaired pupils is available

Pupil Outcomes for Pupils with Additional Learning Needs

Achieving High Standards
by Demanding Excellence

ATTAINMENT	Cohort	2015		Cohort	2016	
		SEN			SEN	
		SEN	Non-SEN		SEN	Non-SEN
% 5+ A*-C EM	60 (56)	13(23)	67 (63)	66(56)	19(23)	76(63)
% 5+ A*-C	64 (63)	22(31)	70 (72)	71(63)	34(31)	78(72)
% Basics	70 (58)	26(25)	76 (65)	73(58)	25(25)	83(65)
% EBAC	15 (24)	4(6)	17 (27)	28(24)	6(6)	33(27)
% A*-C Eng	86 (67)	52(36)	91 (75)	81(67)	38(36)	90(75)
% A*-C Ma	72 (67)	30(37)	79 (74)	79(67)	47(37)	86(74)
% A*-C Sci	69 (69)	61(44)	70 (77)	78(69)	80(44)	76(77)
Attainment 8	4.49	3.17	4.93	4.79	3.38	5.1
PROGRESS	Cohort	SEN		Cohort	SEN	
		SEN			SEN	
		SEN	Non-SEN		SEN	Non-SEN
EP Eng	89 (69)	70(54)	92 (74)	84(69)	74(54)	86(74)
>EP Eng	47(30)	17	52	43(30)	19	41
EP Ma	66 (66)	29(42)	72 (72)	74(66)	53(42)	74(72)
>EP Ma	17(30)	8	18	32(30)	16	33
EP Sci	56	58	55	68	74	69
>EP Sci	21	39	20	31	54	28
Progress 8	-0.26	-0.6	-0.21	-0.29	-0.44	-0.11

NOTE: the figures in brackets are the 2015 National Averages. Cells coloured green show measures that are above their respective National Average

Longfield Academy of Sport - SEN Funding 16-17

Allocation		£112,626	
Schools Contribution		£23,525	
Total Income		£136,151	
Expenditure			
Contribution towards SENCO		£11,609	
Intervention Teachers		£122,042	
SEN Curriculum Budgets		£2,500	
Total Expenditure		£136,151	