

SEN strategy statement: Longfield Academy of Sport

1. Summary information					
School	Longfield Academy of Sport				
Academic Year	2017	Total SEN budget	£139,821	Date of most recent SEN Review	Oct 2017
Total number of pupils	945	Number of SEN pupils	138	Date for next internal review of this strategy	April 2018

2. Current attainment		
	SEN pupils	Non-SEN
Number of pupils in the 2017 cohort	31 (1 with a statement)	145
Provisional Progress 8 Score	-1.27	-0.59
Attainment 8 Score	21	42.6
% English and Maths (grade 4 or above)	27	60
% Achieved English Baccalaureate (grade 4 or above in English and Maths & grade C or better in unreformed subjects)	3	30

3. Barriers to future attainment (for pupils eligible for SEN Pupils)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Accessibility of the curriculum for a small proportion of pupils
B.	Late identification of pupils with SEN
C.	Reluctance to be involved in whole school activities
D.	Quality of support available for parents/carers of pupils SEN
E.	Accessing support from outside agencies where appropriate

4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	To provide a differentiated curriculum appropriate to the individual's needs	The curriculum is differentiated where appropriate to support the needs of pupils with SEN to provide them with the opportunity to make progress in line with peers. Regular data collection of all pupils alerts Faculty Leaders of target pupils, both SEN and Non SEN.
B.	To ensure the identification of all pupils requiring SEN provision as early as possible	Pupils are identified as having SEN as early as possible by acting on information from teaching staff and parents/carers. Early identification can help to ensure that appropriate support is in place for the pupil to eliminate barriers to learning wherever possible to enable them to make progress towards their targets.
C.	To ensure that SEN pupils take as full a part as possible in all school activities	Pupils with SEN have access to a range of intervention groups and strategies. Pupils with SEN are able to access all extra-curricular activities.
D.	To ensure that parents of SEN pupils are kept fully informed of their son / daughter's progress and attainment	Parental engagement is effective and aims to support the parent as well as the pupil. Parents have a minimum of three opportunities per year to meet to discuss their child's progress, needs and provisions.. Form tutors are beginning to take a more active role in holding structured conversations with parents, providing them with an additional point of contact

E.	To ensure that all SEN pupils are involved, where practicable, in decisions affecting their future SEN provision.	Pupils are involved in their own review meetings. They take an active part in discussing and identifying strategies and provisions that they feel help them in school to access the curriculum most effectively and this information is shared directly with teaching staff on a pupil profile sticker in their exercise books.
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5. Planned expenditure					
Academic year		2017			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To provide a differentiated curriculum appropriate to the individual's needs	Differentiated curriculum in place and appropriate to the individual's needs Personalised timetables developed for specific pupils when required.	SEN Code of Practice Intervention teacher lists to include SEN pupils who are not progressing sufficiently HLTA staff working with pupils in 1:1 sessions and small group sessions in place of some timetabled lessons	Termly review of SEN pupils progress and review as necessary of individual pupils who are offered small group and 1:1 session work. Faculty leaders to ensure that the differentiated curriculum is appropriate and that quality first teaching is provided	Miss J Morton - SENCo	Termly

<p>To ensure the identification of all pupils requiring SEN provision as early as possible</p>	<p>Regular and rigorous assessment and analysis of data by faculty Leaders and teaching staff to identify progress concerns.</p> <p>Excellent pastoral links and staff/pupil relationships helps to identify changes and concerns</p>	<p>SEN Code of Practice</p> <p>Additional needs register (available to all staff).</p> <p>Referrals to external agencies for assessment</p>	<p>Termly review by SENCo</p> <p>Continuous update of the Additional needs register as appropriate when referrals are made or when information is received.</p> <p>School round robins sent as appropriate to request or give information from the Sen team to the whole staff team.</p>	<p>Miss J Morton - SENCo</p>	<p>Termly</p>
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To ensure that SEN pupils take as full a part as possible in all school activities	Pupils access a range of intervention groups and extra curricular activities as desired	SEN Code of Practice Club/ trip lists	Termly review by form tutor.	Miss J Morton - SENCo	Termly
To ensure that parents of SEN pupils are kept fully informed of their son / daughter's progress and attainment	A review of child's progress is undertaken on a termly basis. Any amendments to support and outcomes will be made in consultation with parents and the pupil.	SEN Code of Practice	Faculty Leaders set group lists for intervention groups termly or half-termly as a result of analysis of data. Faculty leaders are aware that some pupils with SEN may need to be included in these groups regardless of the data and will liase with the SENCO as appropriate.	Miss J Morton - SENCo	Termly
To ensure that all SEN pupils are involved, where practicable, in decisions affecting their future SEN	As above	SEN Code of Practice	Pupils are present at their pupil centred reviews or meetings. On occasions where it is felt that this would not be appropriate another meeting is held for the pupil.	Miss J Morton - SENCo	Termly

<p>Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service CAMHS, Family Support Workers, Social Communication Outreach Team. Darlington Network for SENCOs</p>	<p>Pupils may be referred to external agencies for assessments and analysis to help to provide diagnosis, advice and strategies to help school to support the child.</p> <p>Pupils may be referred to external agencies for support and intervention.</p>	<p>SEN Code of Practice</p>	<p>Termly review by SENCo</p>	<p>Miss J Morton - SENCo</p>	<p>Termly</p>
Total budgeted cost					<p>£139,821</p>

The schools SEN policy is available under the policies section of the website.