

ANNUAL SEN REPORT 2020

Evaluating the Effectiveness of Jesmond Park Academy's Provision for Pupils with SEND

The Annual SEN Report should be read in consultation with the SEN Information Report, the SEND Policy and the Accessibility Plan.

The SEND team continue to consider carefully the needs of the SEND students at the school; we monitor carefully the changing needs of students from year to year [e.g. increase in students in SEMH & ASD] to ensure that provision available matches the needs. Please refer to the 'SEN Information Report' to see a detailed list of current interventions for each of the four areas of SEND.

Context:

- In 2019-20 there were 1869 students on roll and 204 on the SEN register.
- This represents 11% of our students being on the SEN register compared to a national figure of 12% for Secondary Schools.
- The breakdown of those students in terms of their Broad Area of Need was as follows.

Area of Need	Number of students
Communication & Interaction	37
Sensory and/or Physical Needs	33
Cognition and learning	104
Social, Emotional & Mental Health	30

- Jesmond Park Academy had 23 EHCPs in 2019-20. The breakdown in terms of the four areas of SEND were as follows:

Area of Need	Number of students
Communication & Interaction	4
Sensory and/or Physical Needs	15

Cognition and learning	1
Social, Emotional & Mental Health	3

- Jesmond Park Academy has a Hearing Impairment ARC which is ran by the Local Authority.

Data:

Progress 8 data is the measure that is taken in to greatest consideration for pupils with SEN but Progress 8 scores have not been published this year due to COVID and therefore cannot be compared to Newcastle and National figures.

That said, although not published, the 2019-20 SEND pupil progress data (Progress 8) for Y11 leavers was -0.25 SEN Support, or -0.31 when looking at 'all SEN' (i.e. SEN Support and EHCP combined). These results appear to be below national benchmarks, however, sometimes small cohort numbers, a single student can impact the overall results significantly.

Impact of COVID on SEND (first lockdown):

Both pastoral and SEND staff contacted students over the lockdown period by telephone or email. Learning Support Assistants (LSAs) also worked with teachers to troubleshoot any difficulties with learning remotely. Students who particularly struggled attended the in school provision.

The usual transition process for new SEND students coming to Jesmond Park Academy switched to a virtual experience, and this was an opportunity for us to develop this area on the school website (see Transition, Resources, Learning Support).

Transition meetings went ahead online with parents and students as well as letters to Year 6 SEND parents directing them to our SEND online information (as much as we could think of. The Primary Schools used these resources and worked with students who were attending school to help prepare them for Transition.

Students with high anxiety or needs were given the opportunity of an onsite visit in the last week of the summer holidays. This gave them the chance to see the classrooms, dining area and student support base and meet the SENDCO and ask any questions they had.

Link to Local Offer

<https://www.newcastlesupportdirectory.org.uk/kb5/newcastle/fsd/localoffer.page?localofferchannel>