

Parent/carers of students with SEND

Welcome

Nikki Brennan: Assistant headteacher
Ben Middleton: SENDCo

Agenda:



1. Introduction presentation: the current situation
2. The role of the parent/carer group
3. Development aims for the year 2023-24
4. The APDR cycle (new this year)
5. Questions and future meetings
6. Close 5.30pm



The team and our students

Ben Middleton: SENDCo

Elaine McIntosh: Deputy SENDCo

Caroline Goodrum: Admin support full time

HLTA: Jo Walker, Sara Wowczynna

TA: 7 full time equivalent

SLT support: Nikki Brennan

EHCP: 46 (Wave 4)

SEND support: 75 (Wave 3, 3+)

The role of the parent/carer support group: the school's view



- Support parent/carer engagement
- Improve communication with parents/carers
- Ensure our systems, practices and constraints are well understood
- To develop a forum for us to work more effectively as a team

The role of the parent/carer support group: your view



- Forum for questions
- Consider parent/carer views on SEND
- Share concerns/expertise
- Hear explanations of processes and decisions made for students with SEND
- Explain how Redborne meets the needs of our students with SEND

22-23	% attendance	22-23	% attendance
National average students with EHCP	83	Redborne students with EHCP	77
National average SEND support students	85.8	Redborne average SEND support students	79.0

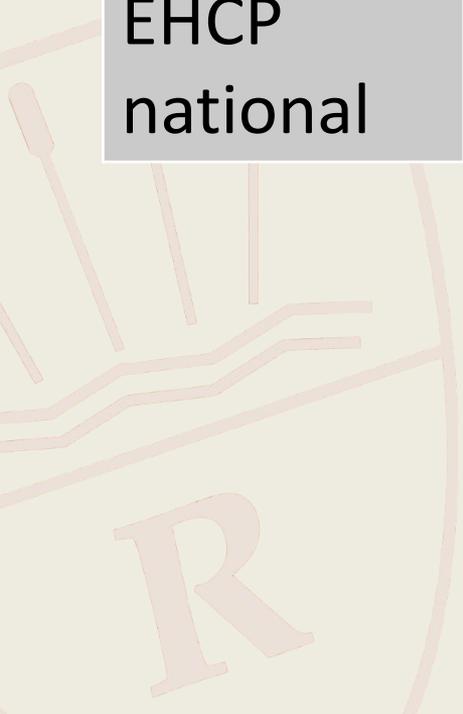
Increasing attendance by 3% gives, on average, an extra 1.5 grades across all of the student's subjects.
 About 6 days extra....

22-23	Absence	22-23	Absence
National average students with EHCP	33 days	Redborne students with EHCP	45 days
			12 days 60 hours
National average SEND support students	27 days 135 hours	Redborne SEND support students	41 days 205 hours
			14 days 70 hours



SEND outcomes 2022-23 EHCP

2019	≥ 5 Eng/maths	2022-23	≥ 5 Eng/maths
EHCP national	5.5%	EHCP Redborne	17%



SEND outcomes-everyone has a part to play



2021-22	≥ 5 Eng/maths	2022-23	≥ 5 Eng/maths
National SEND support	22.5%	Redborne SEND support	30.4%
National non-SEND support	55.8%	Redborne non-SEND support	53.4%

Redborne SEND support figures beat last year's national figure against a year of grade inflation

Students who got grade 5 or more in
both English and maths 2022-23



All SEND Redborne 26%

Expect national figure to be about 14 %



PP outcomes ≥ 5 Eng/math



	2021-22	2022-23
ALL PP Redborne	18.5%	36.0%

This PP measure beat last year's, even against the inflated grades of 2021-22

We ask staff to focus upon



Helping students to know they matter

Improving attendance

Outcomes (grades)

They do this by focusing on...



Relationships

High quality teaching

Targeted academic support
(SL/HOF/tutor)

Additional support offered to students on the SEND register



- Interventions for ASD/ADHD/managing emotions/ELSA
- Study skills for the English language paper before mock and real exam
- Curriculum support lessons - years 10 & 11
- Learning support lessons - year 9
- Key worker
- Smaller group maths and science lessons
- TA support - this is predominantly in core lessons and/or based on hierarchy of need

Additional support offered to students on the SEND register (continued)



- Break and lunch club
- Art intervention
- Learning support football club
- Regulation in learning support base
- Reading programme (needs based)
- SEND study club after school
- One to one support (PP only)
- Alternate/appropriate provision



Costed provision and monitoring

- Cost the provision provided for each student with an EHCP
- Compare with the funding we receive
- Allows us to ensure value for money
- Monitor our costs
- Approach the LA when more funding is required to support needs



SEND on the school website

Your one stop shop to SEND provision at school

Feedback welcome

[The SEND website](#)



The graduated approach: APDR cycle

Students who continue to face challenges in their learning, despite receiving high-quality teaching, are likely to need additional strategies, or different provision, in order to meet their needs. The SEND Code of Practice states that, for these learners, teachers are required to remove barriers to learning and put effective special educational provision in place through SEN support.

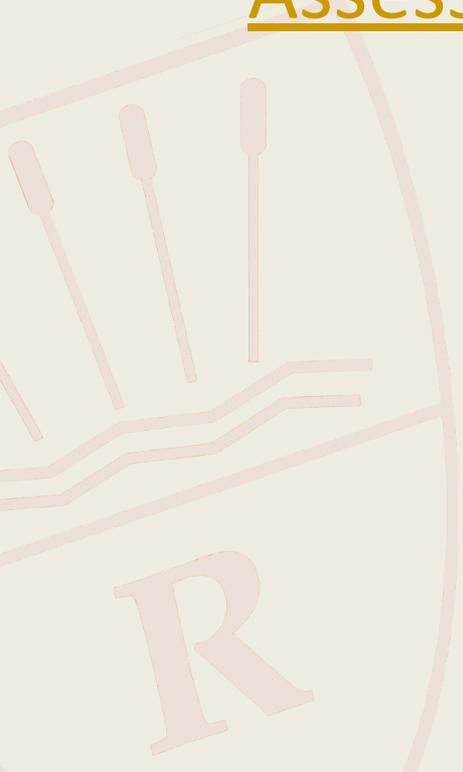
This SEN support takes the form of a four-part APDR cycle (assess, plan, do, review).

Through this cycle, actions are reviewed and refined as understanding of a student's needs and the support required to help them secure good outcomes increases. **This is known as the graduated approach.**

The graduated approach: APDR cycle



Assess, Plan, Do, Review: APDR





Parent/carer feedback-we welcome...



Questions



Concerns



Suggestions



Positive feedback