

SEND Impact Statement

General points

Last year we provided the following interventions for our students

- In class Teaching Assistant support provided by our team of 16 TAs to cover all subjects in 384 hours of lessons (24 lessons each) per week across years 7-13
- “Bookworm” lunchtime club provided by support staff which provides vulnerable pupils with the opportunity to socialise, play games and catch up with homework
- Two specialist TAs in English and Maths,.
- Social skills programme (Pragmatics) run by TAs
- Before and after school catch up course and homework clubs take place in our school library and our TAs are available to support students.
- A counselling service provided by our own School Counsellor.
- Our TAs are all trained within the MITA initiative (Maximising the Impact of Teaching Assistants) and are allocated 1 hour during school time, and 1 hour after school per week for preparation, record keeping and liaison with teaching staff,.
- A Behaviour Intervention Programme is offered to identified students. This intervention programme is offered both for groups of students and on an individual basis and covers topics such as social skills, conflict resolution, respect, responsibility, emotions, feelings, achievement and success. The purpose of the programme is to enable the student to have a positive and successful school experience by enabling them to fully access school both academically and socially. Detailed records are kept of each student’s progress and they are closely monitored by the Behaviour Managers.
- The Transition Intervention Programme is offered to selected students who are identified as requiring additional help and support in coping with the transition to secondary school. Year 6 students due to attend St Thomas More are identified from information provided by primary schools and by our school staff attending primary school visits.

Alternative provision

- ASDAN is a pioneering curriculum development organisation and awarding body, offering programmes and qualifications that explicitly grow skills for learning, skills for employment and skills for life.

Year 11 complete AoPE Level 1/2 (currently 12 pupils completing the course) alongside a short vocational course of their choice

- 1 x Princes Trust groups for year 10 and 1 x year 9 students studying towards “Personal Development and Employability”

Our current SEND profile is as follows:

SEN Figures:

PUPILS ON SEN LIST ON STAGES				
YEAR	STAGE	WALSALL	W 'TON	TOTAL
8	K	12	30	42
9	K	9	13	22
10	K	3	13	16
11	K	3	6	9
12	K	8	4	12
13	K			
				101
TOTAL	K			
8	EHCP	0	0	0
9	EHCP	1	1	2
10	EHCP	0	0	0
11	EHCP	3	1	4
12	EHCP	2	0	2
13	EHCP	2	2	4
TOTAL				12
				113

GCSE (Y11 2017/18 14 SEND , 2 student on EHC)

Progress 8 Entries

- 14 entries. 0 excluded.

Subject Entries

- 8 pupils are entered for the maximum 10 slots
- 1 pupil(s) have nothing in their Maths basket
- 6 pupil(s) have one empty Ebacc slot
- 1 pupil(s) have one empty Other slot

Attainment 8 score

- These candidates achieved an average Attainment 8 score of 32.52
- The average total score for the English and Maths Baskets are 6.43 and 7 respectively
- The average total score for the Ebacc and Other Baskets are 8.57 and 10.52 respectively
- **Progress 8**
- The Progress 8 score for the selected pupils is -0.59. This is the average difference between the estimated and the actual scores.
- In English there was 100% (84.78%) entry in language and literature scoring 90 (91) points at an average of 3.21 (1.98) per entry.
- In Maths there was 92.86% (82.62%) entry scoring 98 (102) points with an average 3.5 (2.22) per student.
- In EBAC subjects there was 85.71% (69.57%) entry scoring 120 points at an average of 2.86 (1.73) per student.
- Other, non EBACC subjects there was 97.62% (76.81%) entry scoring 147.25 points at an average 3.51 (2.63) per student.
- The Attainment 8 score for 10 entries achieved a score of 32.52 (21.47) on an entry of 8/14 entries.
- The Progress 8 score is -0.59 (-1.09)
- On a smaller SEND cohort (14 2018 compare to 23 2017) these results represent an improvement across all measures (2017 score in brackets).
- It is particularly pleasing to note that the number of U grades fell from 12 (8 English & 4 Maths) to just 2 (Maths and RE)
- Individual SEND success stories:
- Student A (3 & 4 in English, 4 in Maths and 4-3 in Science giving him a Progress 8 score of +1.07
- Student B (2 x6 in English, 5 in Maths and 8-7 in Science giving him a Progress 8 score of -0.71
- Student C (2 x 5 in English, 3 in Maths and 3-3 in Science giving him a Progress 8 score of +1.17
- Student D (2x3 English, 4 in Maths and 3-3 in science with a Progress 8 score of =0.56
- Student E (2 X 5 in English, 4 in Maths and 5-4 in Science with a Progress 8 score of +0.23
- Student F 4 & 3 English, 4 Maths and 3-3 in Science with a Progress 8 score of +0.04
- These scores are testimony to the success of the support provided for these students. This should especially noted in the case of Student E who received massive support in the preparation and during his exams. His parents were most appreciative of the support provided by our school that they sent in an unprecedented letter of thanks and I quote:

“I am writing to say how truly grateful we are for all the help and support St Thomas More has given (my son) not just over the exam period over the last 5 years.

The SEN team have excelled and gone above and beyond and have always been happy to help no matter how big or small the problem has been.”

The parent name and thank individual members of staff and says:

“The time and effort that all these staff have put into helping and supporting (my son) is beyond amazing and we as parents cannot thank you all enough.”

He goes on to say:

“I have recommended on many occasions St Thomas More to friends with children with special needs due to your care and understanding.

I believe that schools should be judged by more on their ability to care, support and understand the children in their care and less on what exam results have been achieved.

We know that no matter what the grades achieved in August, (our son) and St Thomas More could not have tried any harder and have done all they can, and all involved should be proud and praised.”

Parent of Student E July 2018. (A full copy of this letter is available on request.)

- Special mention should also be made regarding the 5 years of work in preparing specialist material for Student C by one of our specialist TAs, as he is Visually Impaired. This work was carried out in close collaboration with the VI Service that Student C is currently in Year 12 studying A-levels.
- In addition, the attendance of SEND students improved last year compared to the previous year. Please see attached graphs which show the SEN attendance in comparison with non SEN for the past 2 years. It shows a 1.5% increase in SEN attendance while the rest of the school has a 0.5% decrease. This is particularly pleasing as it contradicts whole school trends for attendance and was a special focus for the department and featured in the performance management of our Learning Support Manager.