

Inclusion & Specialist Provision for Autism at Bulwell Academy

Academy context:

The proportion of students with special educational needs/disabilities supported through SEN support is above average at 19%, as is the proportion those with a statement or education, health and care plan. Those identified as SEN support has radically reduced over the last four years due to better identification and more targeted support and intervention to close gaps.

We currently have 9 students on the LAC register, one student is dual registered and another one is waiting to be transferred to another authority, 2 students are Nottinghamshire County LA and the other 7 students are Nottingham City LA.

Students are identified at SS/AE initially based on information from the feeder primary school SENCO or secondary school if the student is transferring into the Academy. If a student is consistently underachieving in English and Maths below NC level 2 or concerns regarding level of ability, cognition and communication skills are investigated and if appropriate students are added or removed from the SEN/D register.

Nurture students are also identified in this way or if they have a significant SEND/medical diagnosis, serious social and emotional difficulties (high anxiety) or are working in English and Maths at P levels up to level 2.

Students are allocated to literacy and numeracy interventions using baseline data, students will be allocated into three cohorts, this is how we identify the supported needed, a graduated responses is evident through this system:

- Red Critical** - in need of urgent multiple interventions
RA and spelling age below 6 years old - NCL 2 and or a combined NC writing level below Level 2 and low attainment rating
- Red** - in need of multiple interventions
RA and spelling age below 7.06 years old - NCL 2 and or a combined NC writing level below Level 2 and low attainment rating
below Level 3 in maths with considerable gaps in numeracy PIVATs
- Amber** - in need of selected interventions
RA and spelling age below 10 years old and Pivat score below NCL 4 and NC writing below Level 4
- Green** - able to access mainstream learning and participate in BC reading activities

EAL students identified receive four interventions per week. Interventions target academic and descriptive language. Across the Academy there are currently 9 students receiving regular intervention, all of which are meeting their individual expectations using EAL STEPS levels

SEN CATEGORIES

Graduated SEN Response

	Number of SEN cohort				
	Year 7	Year 8	Year 9	Year 10	Year 11
AAE – Additional Academy Entitlement	1		1	10	18
SS – SEN Support	22	20	41	25	32
EHCP – Education, Health & Care Plans/Statements		2	1	2	1

	Number of SEN
C&L	69
C&L+	31
CSI	28
CSI +	15
EMSH	9
EMSH+	8
P&S	7
P&S+	3
Total SEN	170

The academy has a specially resourced provision for students with autism, currently hosting 5 students.

A regularly reviewed special educational needs and disabilities policy, known as the Inclusion Policy is available on the website along with provision outline at universal, wave 1, 2 and 3 which is carefully linked to the Local Offer set out by the Local Authority (The Children and Families Act 2014).

The academy this academic year has taken 10 students from other secondary schools in the city in order for their needs to be met, additionally two student has also been placed from the County who had city addresses when placements broke down and their needs couldn't be met.

The academy has taken the equivalent of 1% total whole school cohort as MM/FAP cases supported through A block

Inclusion Transition is broader than just year 6/7, this also includes all key stages and managed moves from other secondary schools. A dedicated transition coordinator is in post for all year 6 students transferring to the academy.

Nurture Provision (all students have a running case study which is updated twice a year, termly with English & mathematics progress data)

	Year 7		Year 8		Year 9		Year 10		Year 11	
N° of students (in brackets no of Special provision students)	0		0		1		1		1	
N° AAE	0		0		0		1		0	
N° SS	11		8		10		8		9	
N° EHCP/ST	0		2		1		2		1	
N° HLN	1		1		1		2		1	
Average starting grade versus current grade English	2B	3B	2A	3A	2A	EL2	2A	EL2	2A	F
Average starting grade versus current grade Maths	2B	3C	2A	3A	2A	EL1	2A	EL2	2B	G

Agency	2013-14	2014-15 (up to May 2015)
ASD Team		16 students
COMPASS/ Lifeline	21 students	8 students
CAMHS	34 students	18 students
Ed Psych	25 students	17 students
YOT Intervention		5 students
BST	12 students	3 students

Quality of Leadership in and management of the school

- Key leaders and managers, including those responsible for governance, consistently communicate high expectations and ambition.

The special educational needs coordinator has provided skilled leadership to the academy; care and support for students with disabilities and special educational needs is a strength of the academy (Ofsted October 2014).

The leadership of special educational needs is strong. Practice to improve the outcomes for disabled students and those with special educational needs is well regarded locally (Ofsted March 2015).

- Teaching is good and/or improving strongly as a result of accurate monitoring, effective performance management and professional development, which are closely matched to the needs of the school and staff. AND Self-evaluation is thorough and accurate, and the school's actions are carefully planned, concerted and effective.

Teaching assistants are used to good effect, they are monitored rigorously through our quality assurance and self-evaluation cycle and are provided with personalised CPD programmes and have additional or refresher training to meet the needs of new admissions throughout the year. Their appraisal cycle allows for sharing of best practice as well as personalised opportunities linked to their responsibilities.

'Meeting the needs – high priority student focus' whole school quality assurance cycle lead by the Inclusion Team allows for an overarching scrutiny of how students are having their needs meet, how they are learning, strategies deployed by staff and how best practice can be shared.

Self-evaluation overview

- Governors, or those in a similar position, systematically challenge senior leaders. As a result, the quality of teaching and pupils' achievement have improved, or previous good performance in these areas has been consolidated.

The Governor responsible for special educational needs and disabilities regular attends the parent inclusion action group termly and will attend end of celebration event or themed days for the Nurture group students. Additionally to this they meet with the special educational needs coordinator to participate in Inclusion Learning Walks, discuss the students' progress, achievement and intervention, along with staffing and new students.

The school works closely with the Local Authority to ensure that the offer support and challenge to enable us to provide quality education. They have placed 10 students with us this year from other academies in the city.

- The learning of groups of pupils, particularly those who are disabled, those who have special educational needs, disadvantaged pupils and the most able, is generally good.

Disabled students and those who have special educational needs are making better progress than previously (Ofsted November 2013).

External moderation takes by supported by the Nethergate Special School, between senior leaders, focus has been on reading and writing.

The Inclusion Quality Mark process provides a complete audit of what is happening in a school in a form which is understandable to a broad audience.

"You have completed a very comprehensive introduction to your academy and academy sponsor giving us some excellent insight to your school. Element 2 criteria has been well covered and you are on track with the content and quantity"

Joe McGann Managing Director IQM – 14th May 2015.

The Academy has since 2011/2012 regularly reviewed the Autism Education Trust Standards in relation to the provision in place to meet the needs of the students. The progress made in attaining the standards is summarised in the table below:

	Not yet developed	Developing	Established	Enhanced	Total "E's"
2011-2012	2	34	2	0	2
2012-2013	0	10	18	0	18
2013-2014	0	15	19	1	20
2014-2015	0	11	25	2	27

■ The school's curriculum encourages a thirst for knowledge and understanding and a love of learning. It covers a range of subjects and provides opportunities for academic, technical and sporting excellence. It contributes well to pupils' academic achievement, their physical well-being and their spiritual, moral, social and cultural development. It promotes good behaviour and a good understanding of safety matters.

The quality of personalised care and guidance given to students with disabilities and special educational needs is a strength of the academy. The provision in the specialist unit for students with autism provides a highly effective environment so that students can thrive. Nurture groups, designed to support the most vulnerable students in the academy, are successful because they all make progress (Ofsted October 2014).

The Nurture groups have a highly personalised curriculum allowing for additional literacy and numeracy interventions for individuals or small groups, alongside the development of personal and social skills with opportunities to develop communication within PSHE or PSD Entry Level (these are plotted on provision maps). Further to this they have a KS 3 & 4 tutor system which allows for specially tailored units to be delivered developing students awareness of the world they live in, British values and cultures and healthy living to name a few.

To further develop our students understanding tutor groups are divided up vertically with a group at key stage 3 and key stage 4, this allows the students to integrate with the years above and below them and sometimes drawing from a greater body of knowledge. A two year tutor program has been established in the form of a 'Mission series'.

In key stage 3 basic units have been planned to firstly establish their understanding around such topics as healthy eating, getting active, communication and social interaction these mission based tutor time then move on to develop a greater knowledge and understanding.

The key stage 4 program contains the same units however, during these sessions the student apply the knowledge that they gained at KS3 and used it in a more practical way helping for example designing a health breakfast cereal, or new poster for change for life around the importance of maintaining a healthy lifestyle.

In addition to the mission tutor session, which run twice a week a weekly tutor program has been design to broaden students understanding with a slot give to watching work news with vital discussions developed around world issues.

Additionally to these activities they also have themed days such as Remembrance and WOW days with a big write where subject specialists teach a 30min lesson on a topic, for example Dinosaurs

allowing for students to then use the knowledge and understanding from the subject lessons to focus on a writing skill.

Interventions have also been provided, examples are Egg & Nest and Pump It Up supporting numeracy and literacy as well as Skills Force and Endeavour to support personal and social development respectively.

Curriculum model for the Nurture Group

Lesson	7i	8i	9i
1	English	English	English
2	English	English	English
3	Maths	Maths	Maths
4	Maths	Maths	Maths
5	EEE	EEE	Science
6	EEE	EEE	Reading Int
7	Geog	Hums	Hums
8	Reading Int	Reading Int	PSD
9	Maths Int	Maths Int	PSD
10	Tech	Tech	PE
11	Tech	Tech	PE
12	ECR	ECR	ICT
13	Science	Science	Art
14	RE	RE	Art
15	ICT	ICT	Hosp
16	PE	PE	Hosp
17	PE	PE	Golden Time
18	Golden Time	Golden Time	ASDAN
19	Creative Writing	Creative Writing	ASDAN
20	PSHE	PSHE	Maths Int

Lesson	10i	Staff	11i	Staff	12i
1	English	MS	English	MS	Enterprise
2	English	MS	English	MS	Enterprise
3	Maths	MS	Maths	MS	Enterprise
4	Maths	MS	Maths	MS	Enterprise
5	Science	JBA	Science	JBA	English
6	Reading Ir	DMA	Reading Ir	DMA	English
7	Hums	SPS	Hums	SPS	Maths
8	PSD	KGR	PSD	KGR	Maths
9	PSD	KGR	PSD	KGR	1:1 study/I
10	PE	MS	PE	JBA	PE
11	PE	MS	PE	JBA	Hosp
12	ICT	SPO	ICT	SPO	Hosp
13	Art	CCH	Art	CCH	ICT
14	Art	CCH	Art	CCH	ICT
15	Hosp	CWA	Hosp	CWA	PSD
16	Hosp	CWA	Hosp	CWA	PSD
17	Golden Time		Golden Time		GOLDEN T
18	ASDAN	CCH	ASDAN	CCH	1:1 study/I
19	ASDAN	CCH	ASDAN	CCH	Personal S
20	Maths Int	DED	Maths Int	DED	Extended

Pupil Voice (Collected alongside the observation schedule, three opportunities per year)

	Term 2 2014/15	Term 4 2014/15
Do you enjoy your lessons?	100% Agree	100% Agree
Do you think you are making progress? Explain how you know	100% Agree	80% Strongly agree 20% Agree
Does your work get marked regularly?	80% Strongly agree 20% Agree	80% Strongly agree 20% Agree
Does your teacher give you feedback on how to improve?	80% Strongly agree 20% Agree	70% Strongly agree 30% Agree
Do you regularly get homework?	80% Strongly agree 20% Agree	70% Strongly agree 30% Agree
Does your teacher use the PROUD poster and stickers?	80% Strongly agree 20% Agree	70% Strongly agree 30% Agree
Do you know what the keywords are for the lesson/topic?	100% Agree	100% Agree
Is there anything else that would help you learn?	Year 10: Can I attend the hwk club? Year 10: Could we have more theme days to work with other students in different nurture groups?	Year 10: Could I have more hwk? Year 7: Could we do show and tell like at primary school in golden time?
Do you feel safe within the IGroup classroom?	85% Strongly agree	95% Strongly agree

- The school works well with parents, including those who might find working with the school difficult, to achieve positive benefits for pupils.

The inclusion action parent group meet termly to inform the practice of the Inclusion Team and act as a support network for each other. Topics covered this academic year include online homework and creative holiday homework booklet, celebration events and Post 16 curriculum developments.

Inclusion Parent Action Group

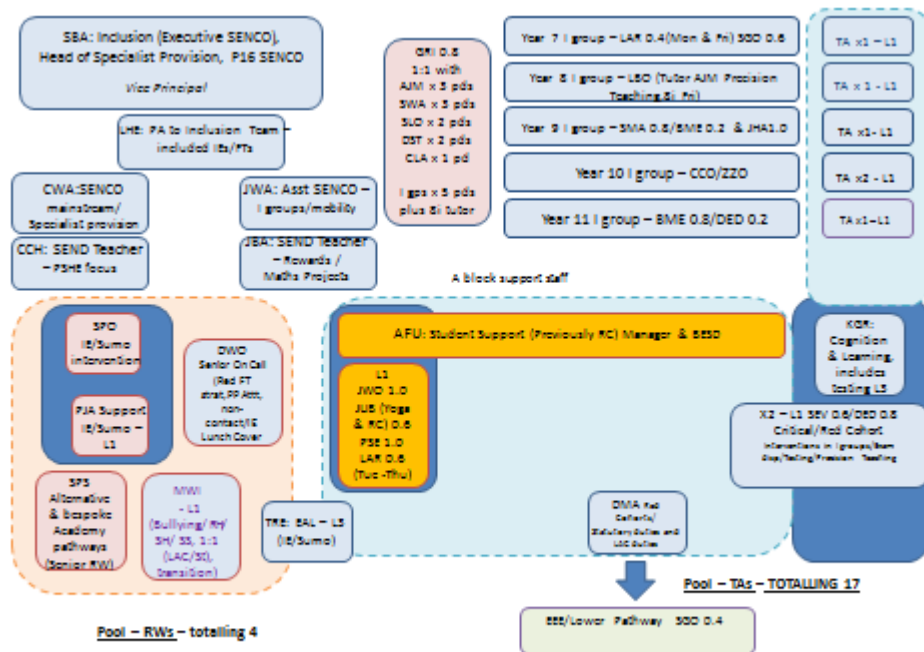
Date	15/07/14	23/09/14	13/01/15	03/03/15	19/05/15	14/07/15
Theme	Transition	Inclusion Post 16 Nurture provision	Anti bullying /sibling support	ASD support group and tour of provision	Review of on line homework strategy	Review of inclusion provision 2014/15
Attendance	6	10	8	6	8	

Parental Questionnaire

	Term 2 2014/15	Term 4 2014/15: Red Nose Day theme follow up
	20 Returns from a mail sent to all Nurture group students	12 Parents came to the event and 10 completed the questionnaire
My child learns about British Value	100% Strongly agree	100% Strongly agree
My child enjoys their learning within the nurture group	80% Strongly agree 20% Agree	100% Strongly agree
I have enjoyed coming into the academy to see the students work	N/A	100% Strongly agree
My child is making progress in the nurture group	60% Strongly agree 40% Agree	80% Strongly agree 20% Agree
This academy ensure my child is well looked after	100% Strongly agree	100% Strongly agree
There is a good standard of behaviour	80% Strongly agree 20% Agree	100% Strongly agree
The academy keeps me well informed	100% Strongly agree	100% Strongly agree
My child has engaged in the homework on line	N/A	80% agree 20% would like to know more and a parental access
We have engaged in the talk topics as family and it is making discussing school more easily at home	N/A (Started at end of Term 3)	100% Strongly agree

■ Governors ensure the efficient management of financial resources. This leads to the effective deployment of staff and resources.

The Governor responsible for special educational needs and disabilities regular meets with the special educational needs coordinator and will review students' progress, achievement and intervention, along with staffing and new students. The structure of the team is shared towards the end of the academic year, along with any financial provision mapping documentation highlighting how additional funding is allocated through staff deployment.



2014-15 Team Structure

Jan 2015

The behaviour and safety of pupils at the school

- Pupils’ attitudes to all aspects of learning are consistently positive, including when being taught as a whole class or working on their own or in small groups. These positive attitudes have a good impact on the progress the pupils make.

Progress of students receiving interventions either on a 1:1 or in small groups demonstrate considerable gains, on average 85% of red cohort students made 8 months progress in reading and spelling, the other students went on to receive more tailored interventions to ensure gaps were closing.

- Pupils’ attitudes to learning are positive across subjects, years, classes and with different staff.




Students with special educational needs feel safe coming to school and enjoy learning, this is captured on our love of learning display.

Quotes from the love of learning display in A Block

- “I like learning in an I group” – Kian Scott 8I
- “I like Maths because it is fun” – Skye Burton 9I
- “I like to learn new and interesting things” – Jordan Gilmore 11I
- “I find the lessons interesting. I like English.” – Dylan Whitlam 8I
- “I like the support I get when I get stuck” – Ellie Ryan 11I
- “I like reading because I am good at it.” – Marcus Bradshaw 9I
- “I can experience new things and learn a lot more than I already do.” – Peter Mahata 7I

- Pupils are properly prepared for each lesson, bring the right equipment and are ready and eager to learn AND Pupils take pride in their work, their appearance and their school.

Teachers/teaching assistants refer to the PROUD initiative with students, a peer and self-review sticker is used termly to ensure ownership of their work.

Student assessing my work. <hr/>	Are all dates and titles underlined with a ruler? Underlined		Is all writing in pen? 	
	Yes	No	Yes	No
Are mistakes crossed out by drawing a line through with a ruler? 	Are all diagrams drawn in pencil? 		Target?	
	Yes	No	Yes	No

■ Pupils have a good awareness of different forms of bullying. There are few instances of bullying and these are dealt with effectively by the school.

During the 2013/14 academic year there were 11 cases of bullying when the victim had a SEND classification. This has reduced to 1 during the 2014/15 academic year.

Bullying/Race : Hate/Homophobic incidents recorded on SIMS

	2011 -2012						2012 - 2013						2013 - 2014						2014 - 2015					
	7	8	9	10	11	T	7	8	9	10	11	T	7	8	9	10	11	T	7	8	9	10	11	T
Bullying	16	32	20	13	0	81	20	38	12	9	5	84	8	6	6	11	3	34	3	0	3	1	0	7
Homophobic	0	0	2	0	0	2	11	1	2	1	0	15	1	3	0	1	4	9	7	4	3	0	4	18
Race / Hate *	3	11	4	6	3	24	18	6	1	7	2	24	4	1	1	4	3	13	3	1	2	3	4	10

*Transgender, faith / belief, disability, gender, ageist

Student and staff awareness of different types of bullying has increased through PSHE and tutor periods alongside the raising of expectations around conduct and clearer reporting procedures. The Academy deals with incidents promptly undertaking a full investigation.

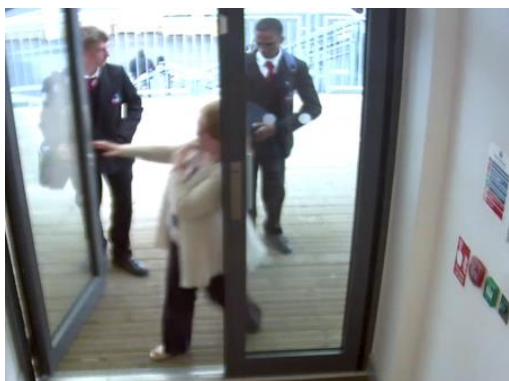
'Incidents of prejudice-based bullying, including homophobic and a race-hare bullying, have reduced significantly compared to previous years. These incidents are now rare'. (Ofsted March 2015)

Nurture group student take part in anti-bullying awareness week each year and have a weekly assembly programme, for example assemblies on different forms of bullying and celebrating diversity are scheduled throughout the year.

■ Pupils' good conduct and behaviour reflect the school's efforts to promote high standards. There are marked improvements in behaviour over time for individuals or groups with particular behavioural needs.

Special educational needs is no longer disproportionately represented on the internal and external exclusions, this is mainly due to better identification of special educational needs.

Caught on camera highlights that I group student like to be "caught" in action doing something good as well as collecting positive postcards..



■ Pupils are safe and feel safe in school and at alternative provision placements; they understand how to keep themselves safe in different situations.

'Students feel safe in the academy'. (Ofsted March 2015)

'The alternative provision survey visit, reported the quality and detail of documentation was exemplary and the approaches adopted by the Academy were flexible and innovative around student placements'. (Ofsted March 2013)

We have 21 offsite alternative provision placements in 2014-15 offering students bespoke curriculums which endeavour to support their emotional and social needs, enabling access to further study or employment. All students receive six career mentoring sessions with Futures to enable students to progress further into education, training or employment.

- If it wasn't for my placement I think I would have been permanently excluded. I now feel I can achieve and be successful.
- My alternative provision placement has given me confidence in my own ability, I don't need to misbehave to avoid doing the work.

All year groups and cohorts voice is regularly sourced as part of our internal and external quality assurance. The most recent external report comments... 'Staff and students spoken with were unreservedly positive about their experiences at the academy' (Behaviour Review, April 2015).

Students termly take part in pupil voice activities and the Inclusion Council are actively involved with the KS3 & 4 tutors to capture thoughts and opinions about the academy.

Student Council

- "I really enjoyed helping to design our new sensory garden, especially the caterpillar planter" – Kian year 8
- "Trying out sign language for deaf awareness week was cool" – Ellie year 11
- "Learning about The Total Solar Eclipse was cool" – Tamara year 9

- “It was good to see one of our ideas in action – we now have a quiet book corner to relax in” – Ben Oliver

Quality of teaching in the school

■ Teaching over time in most subjects, including English and mathematics, is consistently good. As a result, most pupils and groups of pupils on roll in the school, including disabled pupils, those who have special educational needs, disadvantaged pupils and the most able, make good progress and achieve well over time.

The teaching of disabled students and those with special educational needs is improving and, as a result, these students are making better progress than before (Ofsted November 2013).

Quality of Teacher over time from the Quality Assurance Cycle – Inclusion Team									
	2011-12	2012-13	2013-14	2014-15					
				Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Outstanding				18%	14%	13%		15%	
Good	√	√	√	72%	86%	87%		85%	
RI				9%	0%	0%		0%	

■ Teachers have high expectations. They plan and teach lessons that deepen pupils’ knowledge and understanding and enable them to develop a range of skills across the curriculum.

Teacher, teaching assistants and academic coaches have a deep knowledge and understanding of individual needs, making learning effective. Students say they receive a high level of support, care and guidance from staff. The leaders of special educational needs have provided good training and guidance for staff to help them plan appropriate learning activities (Ofsted March 2015).

Information on the Inclusion register and bulletin is used by teachers when planning for students with additional needs, including medical.

New staff induction training includes how to use the inclusive planning grid and seating plan to meet the needs of students on the Inclusion register.

High priority students requiring extra support when planning lessons and need specific seating are reviewed with class teachers early in September as part of personalised teaching CPD session. ‘Meeting the needs – high priority student focus’ whole school quality assurance cycle lead by the Inclusion Team allows for an overarching scrutiny of how students are having their needs meet, how they are learning, strategies deployed by staff and how best practice can be shared.

Learning walks have taken place to ensure that the needs of high priority students are being consistently met across the Academy; these have included Pupil Voice, scrutiny of seating plans and the use of Inclusive Planning Grids.

■ Teachers and other adults create a positive climate for learning in their lessons and pupils are interested and engaged.

The Nurture groups teaching staff (including the specialist provision/Ablock support staff) have a weekly Kagan structure to engage students in lessons and actively promote positive social and communication skills.

■ Teachers assess pupils’ learning and progress regularly and accurately at all key stages. They ensure that pupils know how well they have done and what they need to do to improve.

The Nurture group teaching staff (including the specialist provision/A block support staff) use the whole school making stamp alongside a verbal feedback stamp to ensure student respond positive to their marked work, giving a response that is able to capture a development and also respond to literacy strategy, promoting key word spellings and reading sessions.

Termly marking scrutiny ensures a consistent approach to marking across all subjects within the I groups. Marking samples demonstrated a clear consistent approach in line with the policies. A good range of student responses questions are captured in the feedback and the verbal feedback stamp is used appropriately. Work is levelled well for the students' needs to allow stretch and challenge linking to the chilli strategy.

- Effective teaching strategies, including setting appropriate homework and well-targeted support and intervention, are matched closely to most pupils' needs, including those most and least able, so that pupils learn well in lessons.

Early identification of students with additional learning needs, and carefully targeted intervention, mean that they make rapid learning gains (Ofsted October 2014).

The Nurture group teaching staff (including the specialist provision/A block support staff) use the inclusion virtual learning environment for setting homework, this promoted during golden time and at the homework club where students can do the set pieces with support and the creative homework booklet which follows on from a WOW or theme day which spans a holiday to enable us to engage parents in the process.

The Chilli strategy has encouraged students to stretch and challenge themselves within lesson activities and over a theme. This strategy has been shared as part of Teach Meet CPD in February 2015.

Achievement of pupils at the school

- Progress across year groups in a wide range of subjects, including English and mathematics, is consistently strong and evidence in pupils' work indicates that they achieve well.

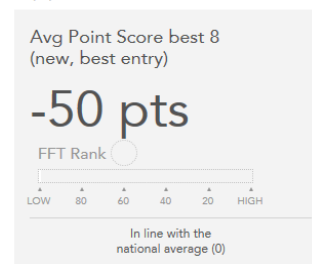
Historical performance of SEN Students

KS4 Attainment 2014 graph for Avg Pt Score best 8 using FFT and national avg result line

KS4 Attainment 2014
49 pupils

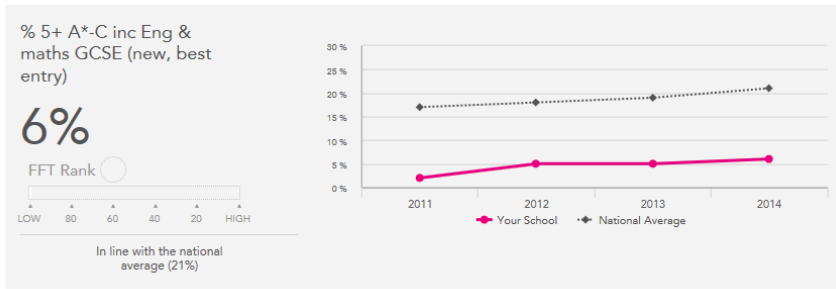


KS4 Achievement 2014
48 pupils

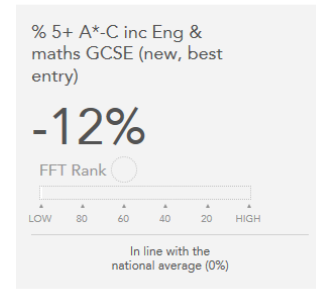


5a*-C inc Eng/maths GCSE using FFT and national avg result line

KS4 Attainment 2014
49 pupils

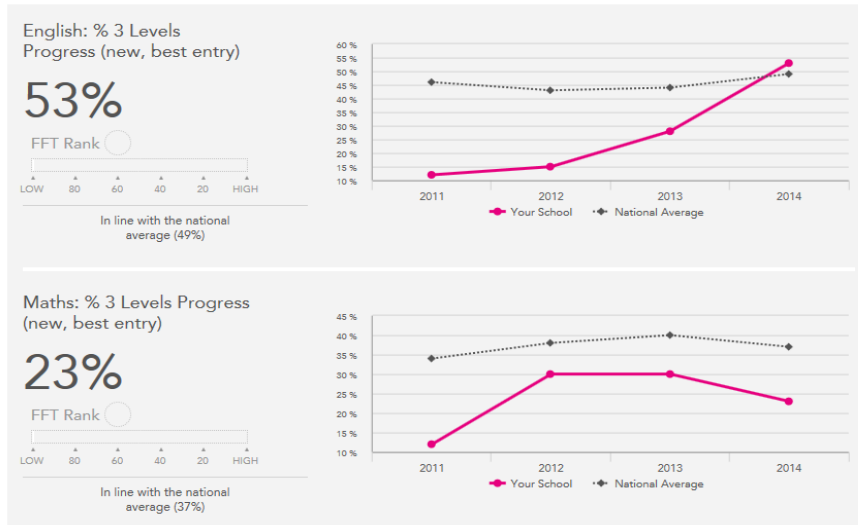


KS4 Achievement 2014
48 pupils

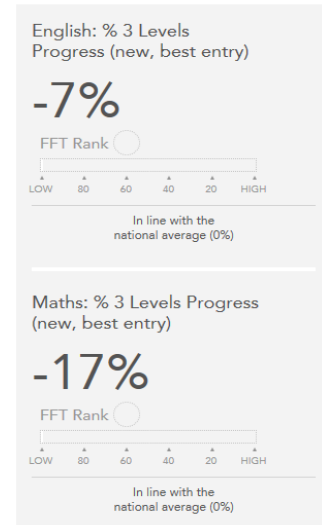


3LOP graphs using FFT for Eng and mathematics

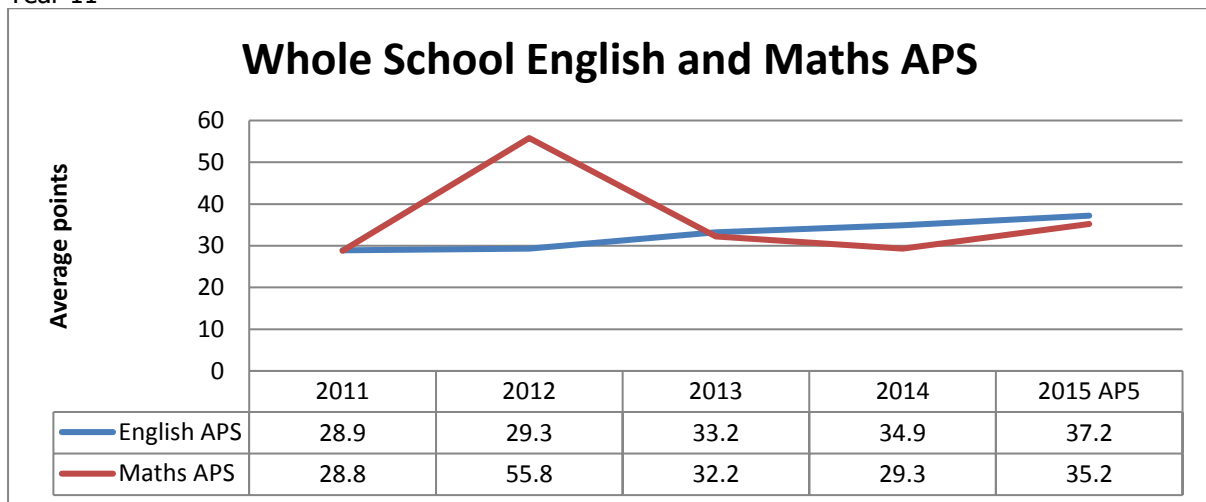
KS4 Attainment 2014
49 pupils



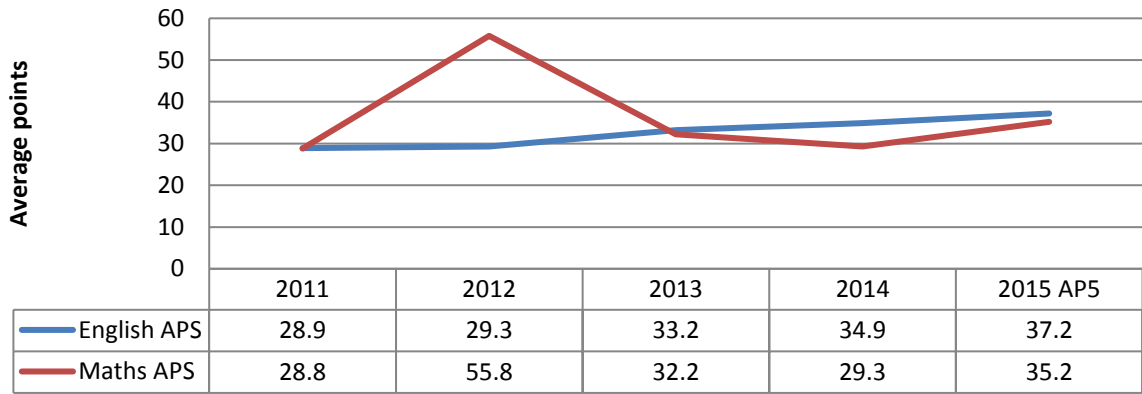
KS4 Achievement 2014
48 pupils



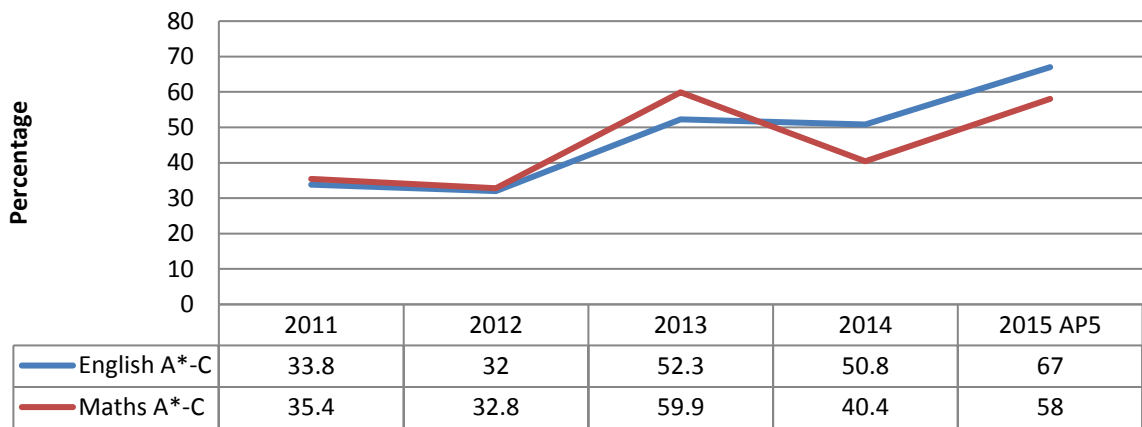
Year 11



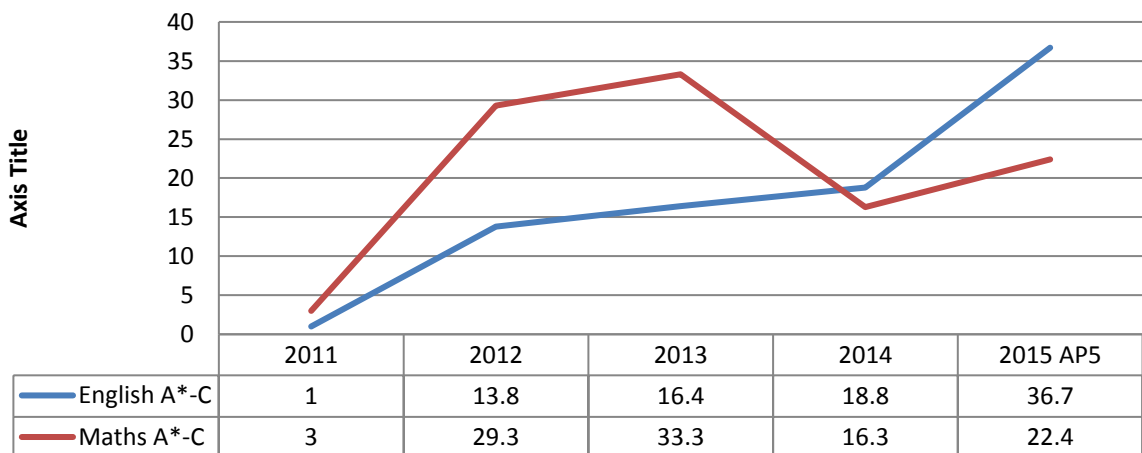
Whole School English and Maths APS



Whole School English and Maths 5A*-C



SEND English and Maths 5A*-C



■ From each different starting point, the proportions of pupils making expected progress and the proportions exceeding expected progress in English and in mathematics are close to or above national figures. For disadvantaged pupils, the proportions are similar to, or improving in relation to, those for **other pupils nationally** and in the school.

Disabled students and those with special educational needs are making better progress than in the past. The achievement of students supported through school action is improving. The progress made by students supported through school action plus or with a statement of special educational needs has risen significantly; the achievement of this group of students is now in line with national averages. The improvement is mainly due to better results in English, and because of the focused support these students receive. The academy's specialist resourced unit for students with autism make good progress from various starting points (Ofsted November 2013).

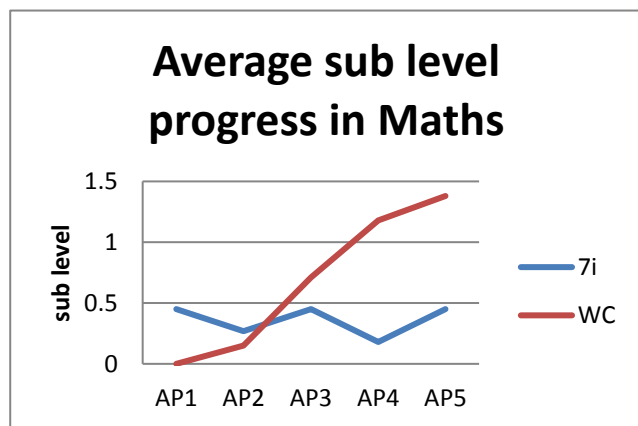
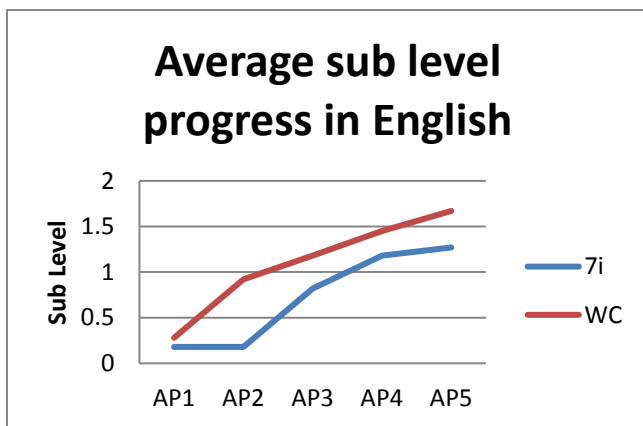
Special panels meet to review the progress of specific groups, such as those eligible for pupil premium funding, to monitor progress from entry to the academy. This is providing a sharper focus on the barriers to learning to close gaps in achievement between groups of students (Ofsted June 2014).

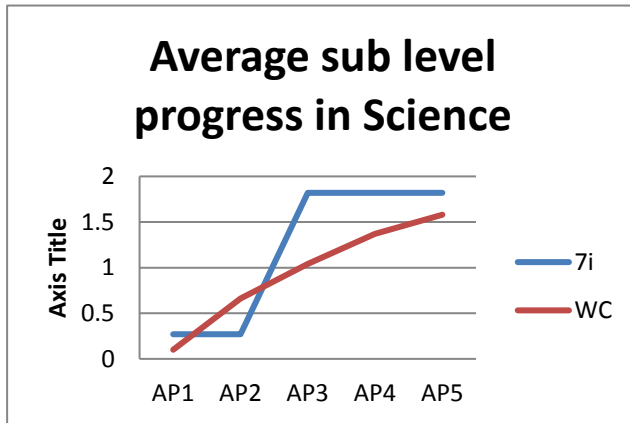
The overall progress of students with special educational needs and disabilities make faster progress than their peers in both English and mathematics; in 2014, 75% of students with disabilities and special educational needs made expected progress in English, and 60% in mathematics. This represents a considerable improvement compared to last year (Ofsted October 2014).

Nurture groups, designed to support the most vulnerable students in the academy, are successful because they all make progress (Ofsted October 2014).

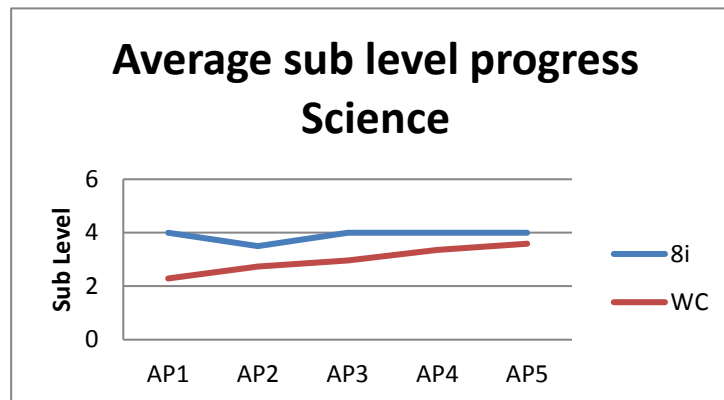
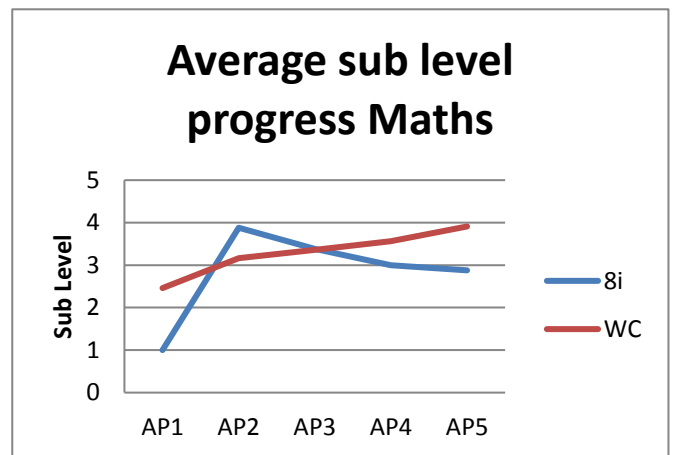
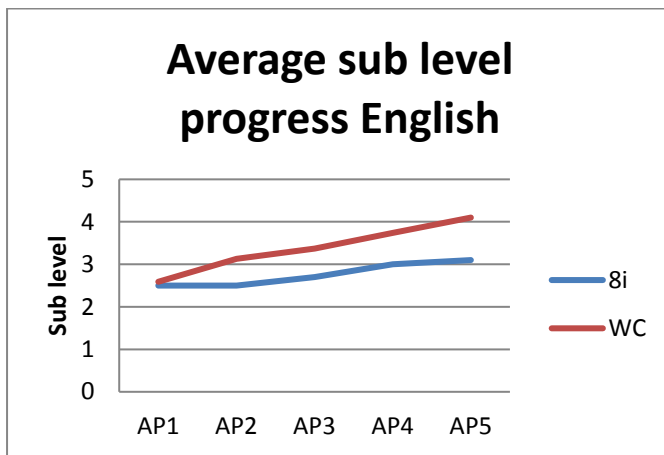
Students with disabilities and special educational needs continue to make good progress because of the high level of support and care they receive (Ofsted March 2015).

7i vs Whole School Cohort





8i vs Whole School Cohort



Literacy

Interventions

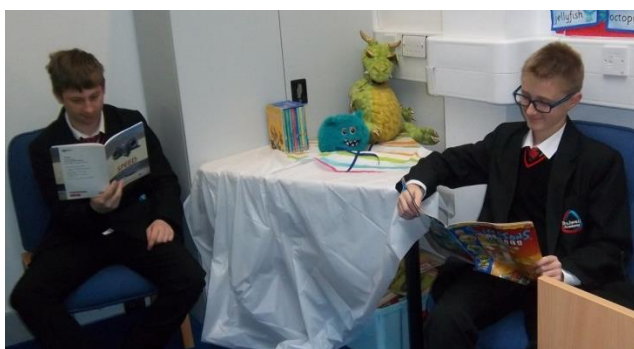
Year Group	Units of Sound	Reading – avg month gains	Spelling– avg month gains	LOP avg gains
7i	100% (3 students Improved)	11	4	1
8i	100% (2 students Improved)	23	6	3
9i	100% (3 students Improved)	23	6	2
10i	100% (1 student Improved)	22	18	2

11i		13	3	Actual EL3- predicted GCSE F
Tailored support In addition to	5 students	6	3	2
Tailored maths	13 students across all ear groups			4

I groups have on average consistently improved reading levels (85% showed progress – average +11 months) with students highlighted as not making progress receiving additional intervention.

- Pupils read widely and often.

Nurture group students all have a reading session on their timetables as part of their curriculum. A number of students choose to read during Golden Time and following a request from the Inclusion Student Council a reading corner has been developed in A block for use at breaks and lunch.



- Pupils acquire knowledge and develop understanding quickly and securely in a wide range of subjects. They develop and apply a wide range of skills, in reading, writing, communication and mathematics. This ensures that they are well prepared for the next stage in their education, training or employment.

Nurture group students have a carefully planned curriculum which allows for reading, writing communication and numeracy interventions, developing student skills measured on small step grids ensuring gaps in learning are closed (PIVAT levels).

A tailored careers advice and guidance programme is supported by the careers team in school and compliments the Entry Level personal and social development course in KS4.

Destination data:

	2014	2015
Nurture/SS Students	All 11 "special" placed NCN – EL Skills x 1 Bluecoats Lifeskills x 2 Basford Hall Construction x 3 Basford Hall Animal Care x 1 Clarendon Health & Social L3 x 1 Confetti East Midlands Care Training	All 12 "special" placed NCN x 1 Post 16 Provision at BA 'Lifeskills' x 10 College x1 (2 options)
AP Students	Central College x 4	

	NCN x 1 Derbyshire College x 1 Basford Hall x 2	
--	---	--