Faringdon Community College
SEND Report to Governors 2022-23

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1. SCHOOL PROFILE

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In May 2023, there were 1416 students on roll at FCC, including 286 students on the SEND Register. 22% of all students in Y7 to Y11 had SEND needs and of these, 28% were eligible for Pupil Premium funding. We have noticed a considerable increase in the number of students with a range of more complex needs over the past two years. In 2022-23, we had 35 students with Education, Health and Care Plans (EHCPs), up from 23 in the 2020-21 school year, an increase of over 50% in two years. 37% of students with EHCPs were also Pupil Premium.

The numbers of students identified with Cognition and Learning or Sensory and Physical needs is broadly similar across year groups, but there is an increasing trend in the numbers of students identified with Communication and Interaction and Social, Emotional and Mental Health needs in younger year groups.

Below is a breakdown of need by broad area of need, year group and SEN stage: SEN Support (K) and Education, Health and Care plan (EHCP). This is the broad area of need associated with the pupil's primary SEN need. It is common for pupils to have more than one need.

No. on SEND Register Totals			Communication & Interaction			Cognition & Learning			Social, Emotional & Mental Health			Sensory and / or Physical		
Year	All	K	E	All	K	E	All	K	E	All	K	E	All	K	E
7	64	54	10	13	10	3	30	29	1	20	14	6	1	1	0
8	60	53	7	23	21	2	24	20	4	12	12	0	1	0	1
9	52	45	7	11	7	4	27	26	1	13	11	2	1	1	0
10	47	42	5	8	5	3	29	29	2	7	7	0	1	1	0
11	52	46	6	10	8	2	27	27	0	13	10	3	2	1	1
12	7	6	1	1	0	1	4	4	0	2	2	0	0	0	0
13	4	3	1	4	3	1	0	0	0	0	0	0	0	0	0

2. IDENTIFYING PUPILS WITH SEND

Faringdon Community College uses Oxfordshire County Council's procedures for identifying students with SEND needs: *Oxfordshire Guidance for Special Educational Needs (SEN) Support,* September 2020.

When concerns are raised, descriptors from the OCC Guidance are completed by form tutors and subject teachers. We may also carry out further screening or assessment. If a SEND need is indicated, we discuss with parents and add the pupil to the SEN Register. Information about the pupil's strengths and learning needs is used to form a pupil profile. These are shared with subject teachers.

3. PROGRESS MADE BY PUPILS WITH SEND

In 2022/23, 16.5% of pupils at the end of key stage 4 in state-funded schools had a special educational need compared with 15.7% in 2021/22 and 14.2% in 2018/19. At Faringdon Community College, 19.3% of students in the Year 11 cohort were on the SEND Register. 43% of students with SEND (19 pupils) achieved Grade 4 or better in English and 31% FCC (14 pupils) achieved Grade 4 or better in Maths, with 27% (12 pupils) achieving Grade 4 or better in both English and Maths.

A comparison with national KS4 Headline Data shows that 18% of FCC students with SEND needs (8 pupils) achieved Grade 5 or better in English and Maths, compared with 16.8% nationally. The average Attainment 8 score for SEND students at FCC was 29.75% compared to 28.0 nationally and the average Progress 8 score was -0.8 compared to -0.62% nationally.

4. UPDATE ON SCHOOL'S IMPLEMENTATION OF THE SEND SYSTEM

Faringdon Community College recognises the importance of high quality, inclusive teaching. Teachers use inclusive quality first teaching strategies and routinely make accommodations in lessons to support curriculum access and participation of students with SEND needs.

If students fail to progress, we are able to undertake further screening and assessment so that more targeted support can be provided during lessons or for literacy and numeracy, via small group intervention. For students with the most significant needs, this can include 1:1 intervention or adjustments to the curriculum, such as replacing a modern foreign language with small group literacy support.   TA support in lessons is allocated when possible as specified in EHC plans, prioritising support in core subjects.

We have increased the range of interventions offered to take account of the changing profile of the school and enable us to meet the needs of EHCP students by providing the interventions specified in their plans. For students who are likely to struggle with transition to secondary school, we now offer a Transition Group as well as our long-standing Nurture Group. These run alongside transition support from the Communication and Interaction Service. For students with Communication and Interaction Difficulties, we run social skills interventions on a termly basis and this year, have added an intervention on understanding friendship. For students with Social, Emotional and Mental Health needs, we run interventions on emotional regulation and have also introduced a small-group ELSA intervention for students needing support to understand their emotions at a

fundamental level. We have also increased the amount of 1:1 support available with two full-time ELSAs and a full-time Autism Advocate TA.

In the Summer Term, we recruited an additional HLTA to work with the increased number of students who are struggling with Emotionally Based School Avoidance, providing a smaller environment within school where students are supported to complete work and gradually reintegrate into mainstream lessons.

5. SEND FUNDING

In Oxfordshire, all SEND funding is fully delegated to secondary schools. FCC Notional SEN funding for 2022-23 was £601,330 up from £559,604 in 2021-22 and £489, 543 in 2020-21, reflecting the changing profile of the school. The Headteacher is ultimately responsible for deciding how the Notional SEN funding is spent.

This was used primarily to fund the staffing of the SEN Department. In September 2022, this comprised 4 HLTAs (3.4 FTE), 6 Grade 6 TAs (4.8 FTE) and 15 Grade 4 TAs (13.6 FTE). FCC also bought in 12 days of Educational Psychology time at a cost of £6,600.

The Assistant Heads of KS3 and KS4 are responsible for deciding how Pupil Premium funding is spent to support students.

6. STAFF DEVELOPMENT

Meeting the needs of SEND students has been a focus of staff training in the 2022-23 school year. There has been awareness-level training on ASD as part of whole-school INSET and the CPD programme has included sessions on conducting SEND Reviews, ADHD, emotional regulation and Executive Functioning and supporting students with Hearing Impairment for relevant teachers / TAs. The SEND Team has attended Level 1 Team Teach training and individual teaching assistants have attended different courses related to the students they are working with. This has included Autism Education Trust Level 2 Training: Good Autism Practice; EBSA training; Lexonik Leap and CAMHs InReach training.

During the Summer Term, the role of Inclusion Manager was reviewed and re-graded to take account of the increased demands of the role. In common with other schools in Faringdon Learning Trust and across Oxfordshire, we have found it challenging to recruit additional Grade 4 Teaching Assistants to provide in-class support for the increased numbers of students with EHCPs and complex learning needs. We continue to see the impact of the Covid lock downs on pupils with SEND, with continuing high levels of social, emotional and mental health needs and emotionally based school avoidance leading to increased demand for applications for Education, Health and Care Plans.

The transition process for Year 6 students with EHCPs was particularly difficult in 2022-23 as Oxfordshire County Council did not complete the consultation process by the statutory deadline. The majority of consultations were received in the Summer Term, with the final student named to us two weeks before the Summer Holidays. Many EHCP students need extended transition processes so this made planning very challenging.

7. WORK WITH EXTERNAL AGENCIES

Faringdon Community College works closely with external agencies including the Educational Psychology Service, Special Educational Needs Support Services such as the Communication and Interaction Service (autism, speech and language needs), Hearing Support Service, Physical Disability Service and Child and Adolescent Mental Health Service.