

SEND Report and Development Plan

Academic Year 2021-2022

Secondary

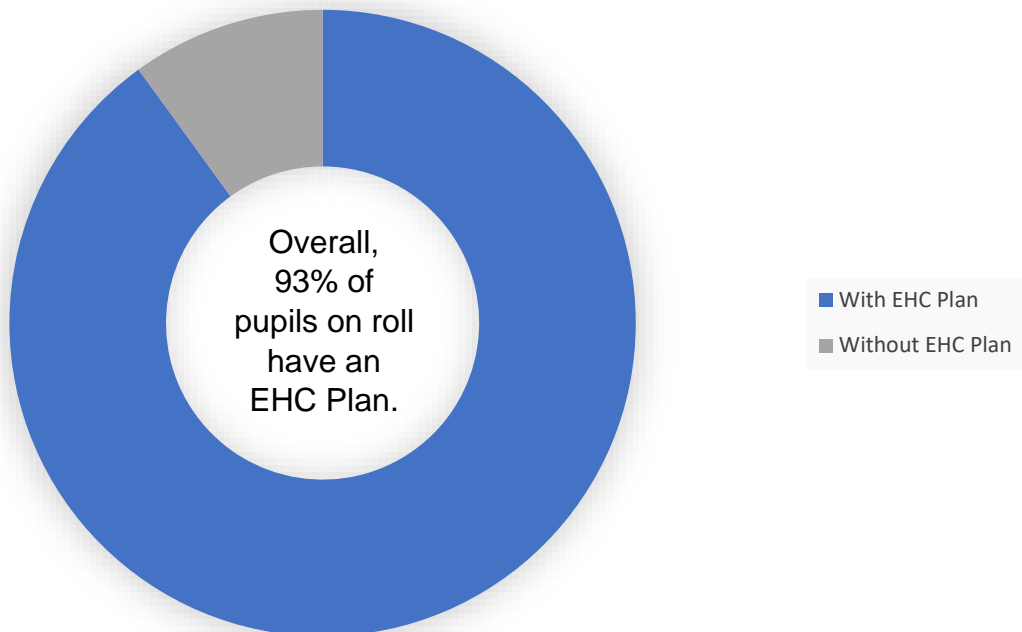
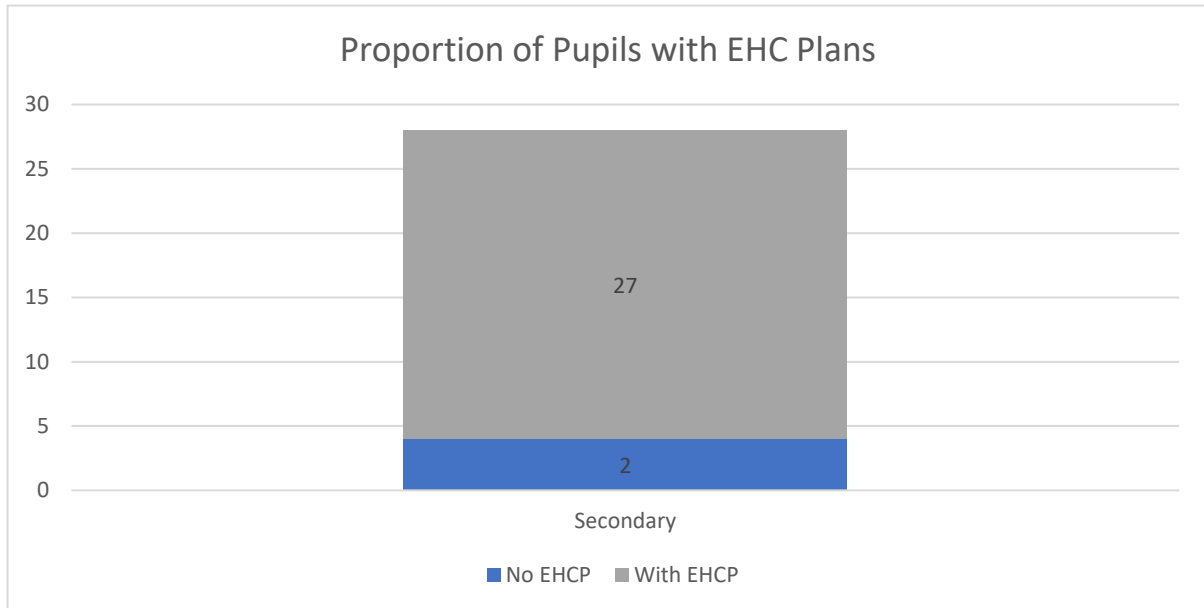


July 2022

Overview

Pupils on roll* 20-21	40	%
Pupils in secondary unit	29	73%
Secondary pupils with EHC plans	27	93%

*Accurate for end of academic year



Summary

Overall

This year's data and progress has been impacted by the ongoing Coronavirus pandemic. Due to the pandemic, we have seen a higher rate of absence throughout the school.

Attainment across the primary phase has improved on last year despite attendance being lower. This is likely due to a combination of better engagement when children do attend (rather than virtual learning) and effective intervention work.

Pupils' social skills and general well-being had been impacted by the ongoing pandemic and restrictions resulting. As such, much of the end of the previous academic year was planned social activities and work around mental health and wellbeing. This has continued this year as children continue to settle into a new routine and adhering to changing National guidance.

Attendance

Research suggests that attendance is an important factor in achievement. Attendance has been impacted by the ongoing Coronavirus pandemic and this has meant many children have missed significant periods of time due to self-isolating and local lockdowns. As a result, attainment has been negatively impacted.

Maths

Attainment in maths has improved overall from last year. Last year, more emphasis was placed on maths intervention due to a discrepancy between maths and English data and it was noted that children achieved more equally across both subjects. This year more emphasis has been placed on reading intervention because of concerns around reading following school closure last year. As such, there is a discrepancy between maths and English data this year.

English

Outcomes for English are in line with average expected attainment. Intervention work has focussed on reading and writing following concerns last year that children were not progressing as they otherwise would be due to disruption caused by the ongoing pandemic.

Secondary

Average Attendance – 56.6%

End of year Progress

Maths

Average number of steps made by pupils in secondary unit*	2.5
Average number of steps made by pupils in secondary unit with EHC plans	2.6
Average Expected Attainment**	5
Difference	-2.5

*Figures showing data collected from students who attend school. Including non-attender data 2.0 and 1.8 respectively.

English

Average number of steps made by children in secondary unit*	2.7
Average number of steps made by children in secondary unit with EHC plans	2.9
Average Expected Attainment**	5
Difference	-2.3

*Figures showing data collected from students who attend school. Including non-attender data 2.2 and 2.4 respectively.

**Expected attainment calculated as such; 1 Entry Level or Level is typically covered over 6 half terms. 1 step of progress per half term equates to Mastery of given Qualification. 5 Steps of progress equates to a Secure knowledge of current Qualification.

Live Exam Statistics*

	Overall	Without EHC Plans	With EHC Plans
Exams planned	59	9	50
Exams taken	47	9	38
Exams passed	37	5	32
Pass% of exams taken	79%	56%	84%

*Includes GCSEs and Level 1 & 2 Functional Skills

2021- 2022 Leavers

9 students transitioned from GUST at the end of this academic year. 89% of Year 11 and 12 pupils leaving GUST in 2022 have an EHC plans.

Results

94% of year 11 and 12 students who attended their exams received a pass grade in English, Maths, and ICT.

100% of year 11 and 12 students who took a Level 1 exam in Maths and English received pass grades.

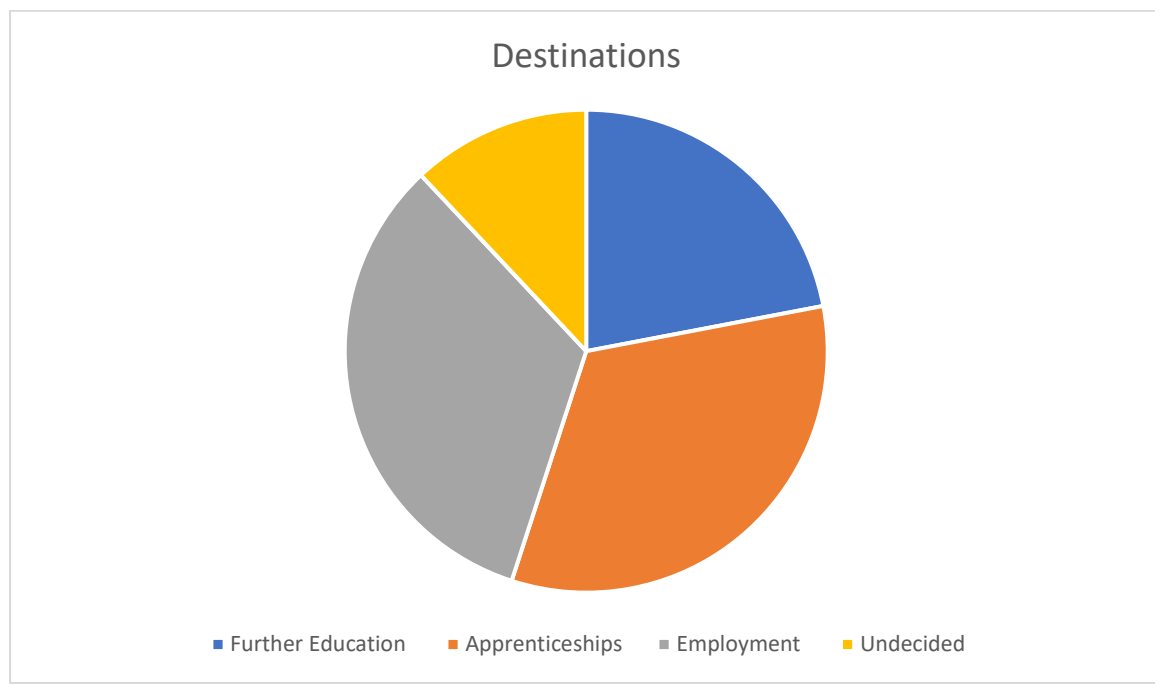
Of all students preparing to leave this year, 56% have achieved Level 1 qualifications or above in Maths and English.

Of all students preparing to leave this year, 56% left with a formal qualification in Maths and English.

All students who sat a GCSE were awarded a grade.

Destinations

Of the 9 pupils leaving, we know that 88% have made plans for future destinations with 22% of this year's leavers applying for further full-time education and 33% applying for traineeship or apprenticeship, 33% applying for paid employment and 12% undecided or unobtained.



Summary

Overall

Attainment in Maths and English is below expected levels overall however students with EHC plans largely attain at least in line with peers. Exam statistics show more students with SEND are sitting exams and a high percentage of exams are awarded pass grades. Attendance remains a concern and is likely a factor in the lower-than-expected levels of attainment. This has been further impacted by the ongoing Coronavirus Pandemic. When attending, most pupils, including those with SEND, are regularly engaging with academic and vocational opportunities.

This year, Maths and English have both been taught daily and this may have contributed to a rise in attainment in both subjects.

Attendance

Attendance of pupils remains a concern however it is noted that the Coronavirus pandemic has played a large role in this as many pupils' attendance had begun to improve. Some pupils remain frequent non-attenders this has impacted the overall attendance percentage and the attainment data. Many frequent non-attenders have EHC plans which remains a concern.

Maths

Last year, the discrepancy between Maths and English attainment was addressed. This year the discrepancy remains slight. Attainment in maths has improved slightly and it is felt this may be due to offering Maths daily rather than biweekly. With further effort to implement intervention work next year it is possible that the gap between actual and expected attainment could be closed further.

English

Attainment in English has improved on last year's data and shows that many pupils have achieved higher in English than in Maths this year. This could be a result of further opportunities for pupils to engage with English as classes are now offered daily with the employment of a dedicated English Teacher.

Exams

Pupils with EHC plans achieve largely in line with peers in exam performance. A high proportion of SEND learners have sat and passed exams in Maths and English this year.

Year 11/12

8 of 9 pupils leaving GUST in 2020-2021 have EHC plans. Of 9 pupils, 4 sat Level 1 exams in maths and English and were awarded pass grades. Of the pupils we have contact with, all of them have made realistic future plans.

Of 9 pupils overall, 3 are frequent non-attenders; therefore, have not sat exams or provided information on their future destination.

SEND Development Plan

Point	Action	By	When
Attendance remains a concern. Data is largely impacted by persistent non-attenders. Attendance for other pupils is improving.	Shorter intervals for attendance incentives as end of year reward has been a successful motivator for some pupils.	SLT	End of year
Interventions in Maths have been successful in narrowing the attainment gap between Maths and English. Interventions should continue to support academic achievement.	Continued intervention work for all pupils across both Maths and English.	Teaching and support staff.	End of year
A lower percentage of pupils applied for and transitioned to further full-time education.	More support for pupils in their final year to prepare for transitions from school. Building links with FE colleges and plan educational trips to show learners what colleges have to offer.	SLT & Teaching Staff	End of year