SEND Report and Development Plan

Academic Year 2025-2026

July 2026

Special Educational Needs and Disabilities (SEND) Report and Development Plan

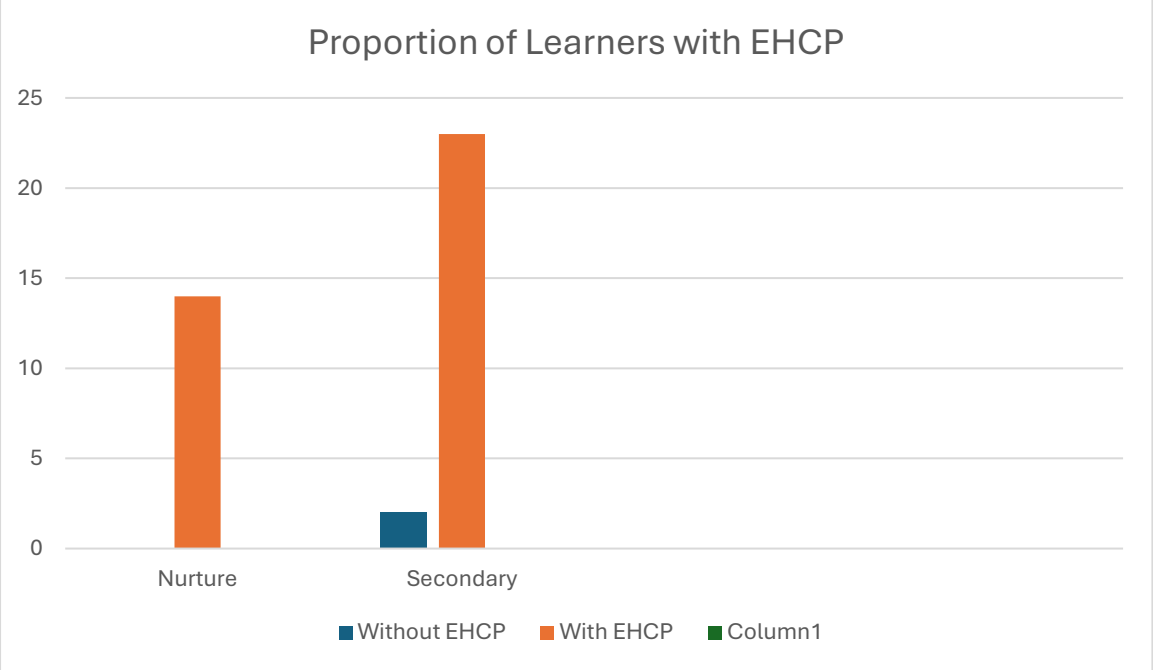
Academic Year 2025–2026

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1. School Context and Overview

The school continues to provide specialist provision for pupils with a wide range of complex needs. At the end of the academic year, **38 pupils** were on roll, comprising **14 primary pupils (37%)** and **24 secondary pupils (63%)**. All primary pupils and **95% of secondary pupils** hold an Education, Health and Care Plan (EHCP).

Whole-school attendance for the year stands at **82%**, with significantly higher attendance in the Nurture provision (**93.5%**).



2. Primary Phase Outcomes

2.1 Attendance

Attendance in the primary phase remains stronger than in secondary, supported by effective engagement strategies and daily intervention work.

2.2 Academic Progress

Average progress in both English and maths for primary pupils was **3.5 steps**, compared with an expected **5 steps**. This represents a **1.5-step gap** between actual and expected attainment.

The school notes that a small cohort of learners are not expected to meet age-related expectations due to the complexity of their needs. For these pupils, the standard curriculum model is not appropriate. The school will therefore transition these learners to a **semi-formal curriculum** within Key Stage 1, enabling progress to be measured through smaller, personalised steps.

2.3 Nurture Provision

Attainment within the Nurture Unit has improved compared with last year with 5 steps being achieved on average for each learner. Daily intervention, bespoke learning plans, and targeted wellbeing support have contributed to improved social skills, emotional regulation, and academic engagement. The introduction of **ASDAN Science history, and Geography** for Year 10 learners has broadened access to accredited learning.

3. Secondary Phase Outcomes

3.1 Attendance

Secondary attendance is **70.3%**, significantly below expectations. Persistent non-attendance, including EBSA cases and one learner in secure care, has had a measurable impact on whole-school attendance and attainment.

3.2 Academic Progress

Average progress in English and maths mirrors primary outcomes, with pupils achieving **3.5 steps** against an expected **5 steps**, resulting in a **–1.5 step difference**.

3.3 Curriculum and Intervention

Daily delivery of Functional Skills and GCSE maths has contributed to a slight improvement in maths outcomes. English attainment has improved more significantly, supported by increased reading and writing interventions, Lexia, and the appointment of a dedicated English teacher.

4. Whole-School Attendance and Behaviour

4.1 Attendance

Attendance has improved by **+3.1%** compared with last year. However, overall attendance remains below national averages. Only **39%** of learners achieved 90%+

attendance, a **5% decrease** from the previous year. EBSA remains a significant barrier for a small number of pupils.

Strategies implemented include:

- Close collaboration with local authority EWOs
- Welfare checks and reduced timetables
- Virtual learning options
- Designated key staff
- Multi-agency meetings and mental health reviews
- Off-site wellbeing activities
- Attendance rewards and incentives

4.2 Suspensions

Suspensions have reduced overall, with **76.5 days lost**, representing an **8.9% reduction** from last year. A three-step behaviour approach and restorative practices have contributed to fewer suspensions, though days lost remain high.

5. Examination Outcomes

5.1 Functional Skills

- **60** Functional Skills exams planned
- **52** Exams completed
- **36** passed (69% pass rate)
- Pupils without EHCPs achieved a 100% pass rate; pupils with EHCPs achieved **68%**.

5.2 GCSE

- **50** GCSE exams planned
- **40** GCSE exams completed
    - English Language: Four Grade 1 / Three Grade 2 / One Grade 3
    - Maths: Three Grade U / One Grade 1 / Two Grade 2 / One Grade 3

5.3 ASDAN

- **10%** achieved 3+ credits in science, history and geography
- **40%** achieved 2 credits in science, history and geography
- **20%** achieved 1 credit in science, history and geography

5.3 Leavers' Qualifications

Among Year 11 and 12 leavers:

- **43%** achieved a pass in Maths (Level 1+)
- **80%** achieved a pass in English (Level 1+)
- **50%** achieved Level 1 ABC Motor Mechanics
- **50%** achieved Level 1 Pearson Construction
- **53%** achieved at least one core or vocational Level 1 qualification or above

6. Destinations

Of the **10 learners** leaving this year:

- **30%** applied for further education
- **20%** gained employment
- **10%** applied for apprenticeships
- **30%** returned for Year 12
- One learner remains without a confirmed destination and continues to receive support from school



7. Overall Evaluation

The school continues to demonstrate strong commitment to SEND provision, with notable strengths in:

- Nurture-based intervention
- Emotional wellbeing support
- Increased access to accredited qualifications
- Improved English outcomes
- Reduced suspensions
- Improved whole-school attendance

However, key challenges remain:

- Attendance below national averages
- Persistent EBSA cases
- Lower-than-expected academic progress

- High number of days lost to suspensions
- Lower transition-to-employment rates compared with last year

SEND Development Plan 2026–2027

Priority 1: Improve Attendance and Reduce Persistent Non-Attendance

Rationale: Attendance remains below national expectations and significantly impacts attainment.

Actions:

- Implement shorter-interval attendance incentives (building on successful end-of-year rewards).
- The school now has three staff members training to become Thrive Practitioners to be able to better support learners with SEMH, improve attendance, and reduce suspensions.
- Strengthen EBSA support pathways, including personalised timetables and therapeutic interventions.
- Increase parental engagement through structured attendance meetings and early-help referrals.
- Expand virtual learning options for medically or emotionally vulnerable pupils.
  Lead: SLT

  Success Indicators:

- Reduction in persistent non-attendance
- Increase in pupils achieving 90%+ attendance
- Improved attendance in core subjects

Priority 2: Strengthen Academic Progress in Maths and English

Rationale: Progress remains below expected levels across both phases.

Actions:

- Continue targeted intervention across maths and English.
- Embed daily Functional Skills and GCSE teaching in secondary.
- Further develop the semi-formal curriculum for pupils with complex needs.
- Increase use of diagnostic assessment to personalise learning pathways.

Lead: Teaching & Support Staff

Success Indicators:

- Narrowing of the attainment gap
- Increased number of pupils achieving expected steps of progress
- Improved Functional Skills pass rates

Priority 3: Enhance Transition Support for Year 11 and 12 Learners

Rationale: Fewer pupils transitioned to employment compared with last year.

Actions:

- Strengthen careers guidance through NCC Careers Advisor and Career Wave.
- Increase employer engagement and vocational taster opportunities.
- Provide structured transition planning meetings for all leavers.

Lead: SLT, Teaching Staff, Careers Advisors

Success Indicators:

- Increased proportion of pupils transitioning to employment or apprenticeships
- All leavers having a confirmed destination

Priority 4: Reduce Days Lost to Suspensions

Rationale: Although suspensions have reduced, days lost remain high.

Actions:

- Continue implementing the three-step behaviour model.
- The school now has three staff members training to become Thrive Practitioners to be able to better support learners with SEMH, improve attendance, and reduce suspensions.
- Expand restorative practice training for staff.
- Increase proactive behaviour interventions and mentoring.

Lead: SLT & Teaching Staff

Success Indicators:

- Reduction in total suspension days

- Improved behaviour data and fewer repeat suspensions

Conclusion

The school has made meaningful progress across several key areas, particularly in learner wellbeing, English attainment and accredited outcomes. However, GCSE outcomes remain below the levels expected. This reflects a range of contributing factors, including the significant barriers experienced by learners with Emotionally Based School Avoidance (EBSA), staffing changes during the academic year, and increased anxiety and uncertainty experienced by some learners in relation to formal examinations.

Moving forward, the school will maintain a strong focus on improving attendance, adapting the curriculum to meet individual SEND needs, strengthening behaviour and emotional support, and developing effective transition planning. These priorities will ensure that learners receive high-quality, personalised provision that addresses barriers to learning while maintaining appropriate academic expectations.

The overall aim is to secure continued improvement in both academic achievement and wider personal development, ensuring that learners are appropriately prepared for their next stage of education, employment and adulthood.