



SEND
GOVERNORS REPORT

MISS L DOUGLASS
FEBRUARY 2021

2020/21 SEND REPORT FOR GOVERNORS

Date of Report

15/02/2021

Miss L Douglass

SCHOOL CONTEXT & INTRODUCTION

The Deanes is a small 11-16 secondary school in Thundersley. SEND students are admitted to school in line with the schools admission procedure. If your child has specific needs we suggest you make an appointment with our SENCo prior to application.

Our school ethos is based on 6 Promises:

#Promise 1-iMatter as an individual

#Promise 2 –iMatter as a Learner

#Promise 3-iMatter as a student

#Promise 4-iMatter as a future citizen

#Promise 5-iMatter as a parent

#Promise 6- iMatter as an employee

The Deanes takes a whole school, inclusive approach to students with SEND, and recognises that our promises are the same for all students, whatever their abilities. The Deanes recognises that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them, as defined in the 2014 Code of Practice, if they:

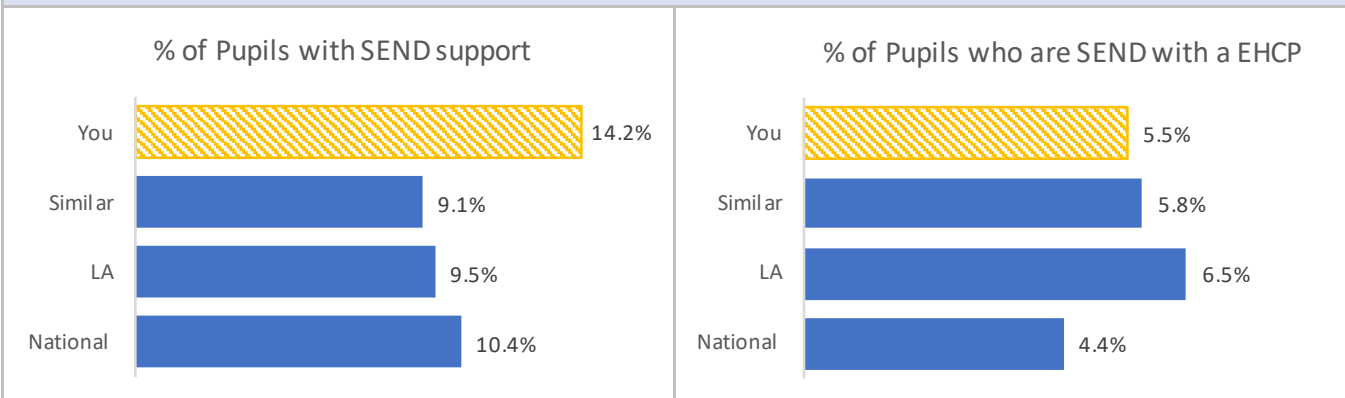
- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

The school makes provision in accordance with the SEND Code of Practice (2014), the Special Educational Needs and Disability Act (2001), Index for Inclusion (updated 2001), the Discrimination and Disability Act (Dec. 2006) and the Equality Act (2010). Our SEND policy and our practice aim to reflect these principles.

2020/21 KEY INFORMATION

SEND Coordinator (SENDCo) in school	Miss L Douglass		
SENDCo Contact Details	Email:	ldouglass@thedeanes.essex.sch.uk	
	Telephone:	01268773545	
When was the SEND Report last reviewed?	01/09/2020		
Is the SEND Report on the school website?	Yes		
Where to access the Local Authority's Local SEND Offer	http://www.essexlocaloffer.org.uk/		
Where to access the school SEND Policy	http://www.thedeanes.academy/assets/Uploads/Special-Educational-Needs-and-Disabilities4.pdf		
Where to access the school Accessibility Plan	http://www.thedeanes.academy/assets/Uploads/Accessibility.pdf		

2020/21 SEND PUPIL BENCHMARKING DATA



2020/21 AREAS OF NEED BREAKDOWN

	Communication & Interaction	Cognition & Learning	Social, Emotional & Mental Health	Sensory &/or Physical Needs
Is this category of SEND provided for?	Yes	Yes	Yes	Yes
Number of pupils	54	82	69	7
% of all SEND pupils	52%	79%	66%	7%
% of the Total School	10%	16%	13%	1%

Areas of need as identified in the SEND code of practice report

[view report here](#)

2020/21 SEND REGISTER									
									NAT = NATIONAL %
BY SEND CATEGORY	ALL PUPILS	ALL SEND PUPILS		SEND SUPPORT PUPILS		SEND EHCP PUPILS		PUPILS WITH NO SEND	
	TOTAL	TOTAL	AS A % OF ALL PUPILS	TOTAL	AS A % OF ALL PUPILS	TOTAL	AS A % OF ALL PUPILS	TOTAL	AS A % OF ALL PUPILS
KS3	333	77	23.1%	58	17.4%	19	5.7%	236	70.9%
KS4	195	27	13.8%	17	8.7%	10	5.1%	150	76.9%




AREAS OF NEED	COMMUNICATION & INTERACTION		COGNITION & LEARNING		SOCIAL, EMOTIONAL & MENTAL HEALTH		SENSORY &/OR PHYSICAL NEEDS	
	NUMBER	%	NUMBER	% OF SEND PUPILS	NUMBER	% OF SEND PUPILS	NUMBER	% OF SEND PUPILS
KS3	39	50.6%	55	71.4%	56	72.7%	6	7.8%
KS4	15	55.6%	33	122.2%	13	48.1%	1	3.7%
BY GENDER	SEND SUPPORT PUPILS				SEND EHCP PUPILS			
	BOYS		GIRLS		BOYS		GIRLS	
	NUMBER	% OF SEND PUPILS	NUMBER	% OF SEND PUPILS	NUMBER	% OF SEND PUPILS	NUMBER	% OF SEND PUPILS
KS3	39	50.6%	19	24.7%	16	20.8%	3	3.9%
KS4	8	29.6%	9	33.3%	4	14.8%	6	22.2%

OTHER CHARACTERISTICS (AS A % OF TOTAL PUPILS IN THAT KEY STAGE)	SEND & PUPIL PREMIUM PUPILS		SEND PUPILS WHO ARE A CLA		SEND PUPILS WHO HAVE EAL	
	NUMBER	% OF SEND PUPILS	NUMBER	% OF SEND PUPILS	NUMBER	% OF SEND PUPILS
KS3	34	44%	3	4%	1	1%
KS4	13	48%	2	7%	1	4%

LEAVERS & STARTERS			
Number of pupils with any SEND needs who are due to leave school this year		Number of pupils with any SEND needs who are due to start school this year	8

2020/21 PUPIL ATTENDANCE

NAT = NATIONAL %

Current attendance % for all SEND pupils		83%
Current attendance % for pupils with no SEND		85%
Current attendance % for all pupils		85%

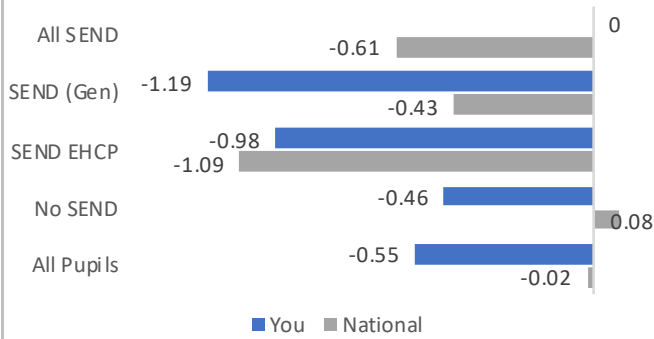
Number of fixed term exclusions of SEND pupils		Number of permanent exclusions of SEND pupils	0
Have there been any parental complaints relating to SEND pupils (Y/N)	Yes	Number FTE staff employed to support pupils with SEND	6

SUMMARY OF ANY CPD ACTIVITIES THAT HAVE TAKEN PLACE SINCE THE LAST REPORT

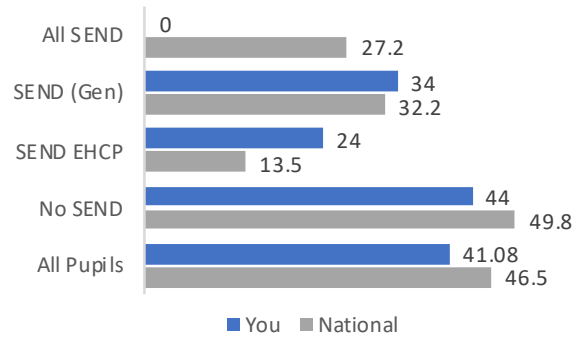
SENCo completed the NASENCO Award
 Individual Training:
 Anxiety Awareness
 ASD Awareness Training
 Dyslexia Friendly Classrooms
 Generic Training to All Teaching Staff:
 Information Sharing based around Individual Student Needs.
 Weekly Briefing to all staff referencing target needs of students (e.g.: ASD, Dyslexia, Anxiety)
 High Quality Teaching For SEND-All staff CPD
 Lesson Monitoring and Feedback to Teachers
 NQT Induction Training

KS4 OUTCOMES TRENDS, FORECASTS & TARGETS

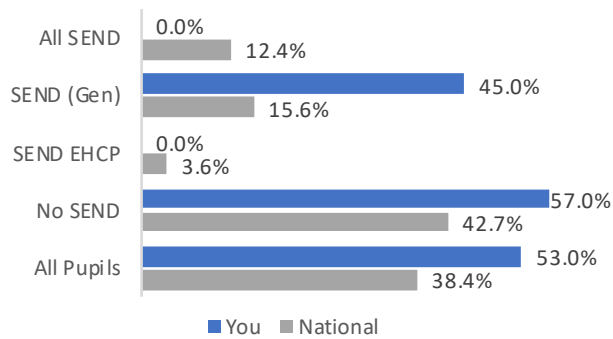
Progress 8 Score



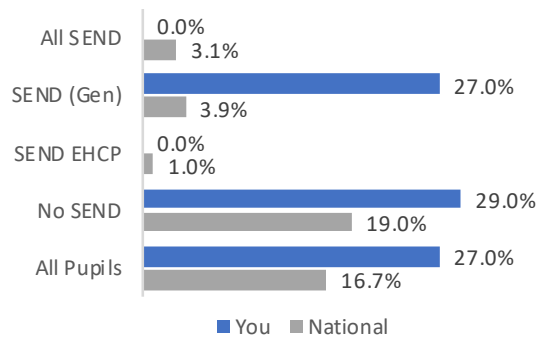
Attainment 8 Score



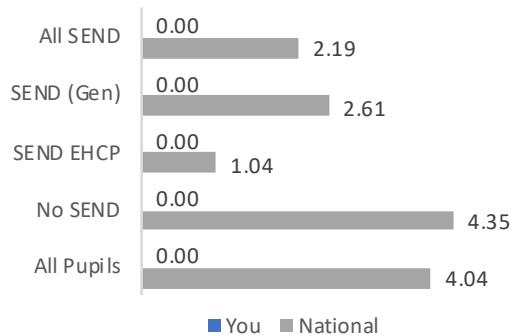
% Entering Ebacc



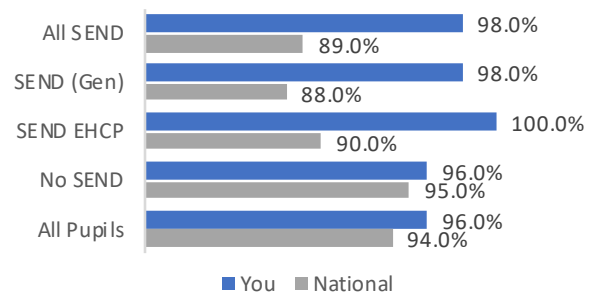
Grade 5+ in English & maths



EBacc average point score



Staying in education or entering employment



SUPPORTING NOTES FOR GOVERNORS ON THE OUTCOMES OF PUPILS WITH SEND

KS4 Current data:

*P8 predictions identify a gap of 0.8 between Non-SEN (-0.09) and SEN (K) (-0.89).

*A8 predictions identify a slight increase in the gap between Non-SEN and SEN (K), with 44.21 for Non SEN and 29.0 for SEN (K).

KS4 Exam Analysis Info 2020

*Gap between progress of Non-SEN and SEN (K) students was 0.73, with SEN (K) students scoring -1.19 for P8 (-1.67: 2019) and Non-SEN students scoring -0.46 for P8 (-0.58: 2019).

*A8 for Non-SEN 44.88 compared with 34 for SEND (K).

*A8 gap between NON-SEN and SEN (K) has reduced to 10.88, although still significant (2019: 23.16)

*SENCO identified 10 SEN students who accessed additional support for revision techniques and study skills delivered by an LSA. Although P8 scores and English grades demonstrate limited impact, student did report increase in confidence in the techniques and exam preparation.

*KS3 data highlights similar pattern with significant gaps between Non-SEN and SEN in English and Maths.

*Recent KS3 data identifies significant number of SEN students are below expected levels in English and Maths

*KS3 data in science identifies a reduction in the gap between Non-SEN and SEN students.

*Literacy levels are a whole school focus-Year 7 data identifies 25% of cohort to have reading age of below 9 years, and 8% having a reading age of below 7 years.

THE DEANES SCHOOL PROMISE #1



WE WILL REMAIN A SMALL SECONDARY SCHOOL SO THAT EACH AND EVERY ONE OF OUR STUDENTS CAN FEEL HAPPY, RESPECTED AND KNOWN AS AN INDIVIDUAL WITHIN OUR SAFE AND ACCEPTING COMMUNITY

hi!
COOL BYE
hello
thank you!

imatter AS AN INDIVIDUAL AT THE DEANES

THE DEANES SCHOOL PROMISE #4




EXTENSIVE OPPORTUNITIES FOR PERSONAL DEVELOPMENT WILL EQUIP OUR STUDENTS WITH THE SKILLS, ATTRIBUTES AND VALUES NEEDED FOR FUTURE LIFE




imatter AS A FUTURE CITIZEN AT THE DEANES

THE DEANES SCHOOL PROMISE #2




WE WILL CONTINUE TO CREATE A POSITIVE AND RESPECTFUL ENVIRONMENT FOR ALL MEMBERS OF THE DEANES SCHOOL, WITH CONSISTENTLY HIGH EXPECTATIONS AND STANDARDS




imatter AS A LEARNER AT THE DEANES

THE DEANES SCHOOL PROMISE #5




PARENTS AND CARERS WILL REMAIN CENTRAL TO OUR SCHOOL COMMUNITY. WE WANT THE FAMILIES OF OUR STUDENTS TO BE FULLY ENGAGED WITH ALL ASPECTS OF SCHOOL LIFE TO ENSURE THE MOST REWARDING LEARNING EXPERIENCE FOR THEIR CHILD




imatter AS A PARENT AT THE DEANES

THE DEANES SCHOOL PROMISE #3




OUR CURRICULUM WILL CATER FOR INDIVIDUAL STRENGTHS AND NEEDS, ENABLING EVERY STUDENT TO MAKE OUTSTANDING PROGRESS AND ACHIEVE THEIR GOALS




imatter AS A STUDENT AT THE DEANES

THE DEANES SCHOOL PROMISE #6



ALL STAFF WILL HAVE ACCESS TO HIGH QUALITY TRAINING TO HELP THEM DEVELOP AS PROFESSIONALS, AND ENSURE THE HIGHEST POSSIBLE OUTCOMES FOR STUDENTS, AS WELL AS OPPORTUNITIES TO PURSUE THEIR OWN PASSIONS



imatter AS AN EMPLOYEE AT THE DEANES