



SEND spend Key Interventions 2020/2021

2020 - 2021 allocated SEND Budget £ 415,151

SEN Budget used for:	Strategy cost	Is this new or additional activity or action?	Brief description of the intervention	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for SEND support? What will it achieve if successful	How will this activity be monitored, when and by whom? How will success be evident?	Impact Measurement	Actual Impact Measurement
Staffing Director of Learning (SENCo/Head of Faculty) and 3 administrators, 1 senior, 1 administrator and 1 junior administrator	£91,560	Continued	To oversee whole school Inclusion– strategic overview	Student support is allocated upon need, identified using assessment data. Student’s ability to access curriculum is improved. The gap between SEND/non SEND is closing	Principal, via weekly line management. Student data, performance indicators.	Aim Leadership and management of all students on the SEND register to be rigorous. All school staff to have a clear understanding of the needs of students on the register. All staff to have an Inclusion Guide to refer too. All staff are held accountable to the needs of SEND students	
Buying in an Educational Psychologist from the local authority x 30 days for the academic year	£10,000	Continued	To support whole school with regards to identifying individual needs of students and groups of students	To work initially with key students to support the EHCP process. To work with groups of students in identified and targeted areas – self-esteem, confidence, mental health, exam anxiety. To work with parents/carers with regards to CAMHs referrals	Weekly in consultation with Director of Inclusion, 1:1 meetings to discuss priority work. Supervision being undertaken by the LA	Aim Students needs will be addressed in a more coherent way. The speed in which reports are gained is shortened. Identified needs such as exam anxiety, mental health etc will be addressed in a more cohesive way and in a timely manner	
Staffing to improve Literacy, Numeracy and Science - x 1 Deputy, x 1 L4 TA, x4 L3 TAs and 5 L2 TAs	£222,430	Continued	Small group Literacy, Numeracy and Science intervention groups – timetabled. In class support across the curriculum –	Progress 8 levels improve in line with national Gaps in learning reduce	DoL and Deputy SENDCo. Half termly TA data. Reading and spelling age data	Aim Reading and spelling ages to continue to increase so students RA is in line with their chronological age. Numeracy intervention is targeted to need; student’s gaps in learning are identified, targeted and supported in order to close the gap	
Appointment of a temporary L2 TA to cover maternity cover for 1 Year	£18,650		To support the teaching and learning of students across the curriculum	Progress 8 levels improve in line with national Gaps in learning reduce	DoL and Deputy SENDCo. Half termly TA data. Reading and spelling age data	Aim Reading and spelling ages to continue to increase so students RA is in line with their chronological age. Numeracy intervention is targeted to need; student’s gaps in learning are identified, targeted and supported in order to close the gap	
Staffing for EAL across the curriculum – EAL Coordinator – full time post	£40,940	Continued	To oversee the assessment and intervention of students new to the country	Students are identified upon entry. EAL students complete NVR assessment upon entry. Students are placed in classes according to their academic potential not language capability. Development of an EAL database. Staff have a clear understanding of student need. Students who may have a SEND are identified and monitored closely.	DOL -EAL Coordinator Weekly line management, student data, ability for students access their learning.	Aim All students entering the college have a full EAL assessment in order to ascertain their proficiency in English. Staff are informed of this. Students are placed in sets appropriate to their academic potential. They are immersed into the curriculum. Previous evidence available to support this is an effective strategy. The specific needs of students who are learning EAL and have a SEND are met.	
Level 3 TA – working across Literacy and EAL	£18,650	Continued	To support the teaching and learning of students new to the country. To support whole college staff in supporting EAL students	Students identified by the EAL coordinator. To work under the guidance and support of the EAL coordinator and class teachers Students who may have a SEND are identified and monitored closely.	Weekly support and guidance from the EAL co-ordinator	Aim Students to have the targeted support they require in order to access the curriculum and make good progress. Language skills are developed quickly as students are immersed into lessons that are appropriate to their level of academic ability	



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Level 3 TA – Inclusion full time post	£18,650	Continued	To support students who are placed in offsite provision – CHS, Vocational placements, manage moves etc.	To ensure students receive a broad and balanced curriculum. To liaise between providers and to ensure positive attendance	Weekly line management, student data, use of CLM	Aim Students will attend provision regularly, they will access a curriculum that is appropriate to need, they will achieve GCSE in at least English and Maths plus additional qualifications as appropriate	
Accessing the Curriculum lessons – ICT focus led by an ICT specialist with a L2 TA supporting	£4,500	NEW	To support the teaching and learning of students new to the country. To offer a targeted intervention to ensure new to country students get the basic language skills/requisition/key words and vocabulary to enable them to access a broad and balanced curriculum. A revolving door intervention	Students identified by the SENDCo and EAL coordinator. To work under the guidance and support of the EAL coordinator Students who may have a SEND are identified and monitored closely.	Weekly support and guidance from the EAL co-ordinator The specific needs of students who are learning EAL and have a SEND are met	Aim Students to have targeted support they require in order to access the curriculum and make good progress. Language skills are developed quickly. Gaps in learning are reduced. Students make better progress The specific needs of students who are learning EAL and have a SEND are met	
Staffing to improve Literacy – x 3 Level 3 TAs	As above	Continued	Small intervention group.	Student’s literacy levels improve. Ability to access the curriculum is greater	DoL and Deputy SENDCo. Half termly TA data. Reading and spelling age data	Aim Reading and spelling ages to continue to increase so student’s RA is in line with their chronological age.	
Staffing to support Quality First Teaching across the curriculum x 5 Level 2 TAs	As above	Continued	All year groups	Students able to access the curriculum. Greater ability to access the curriculum. Tasks differentiated to meet need.	DoL, HoF and Deputy SENDCo. Half termly TA data.	Aim Level 2 TAs are deployed to specific areas dependent on need by the DoL. Data and tracking of student progress shows that students are making expected progress against their starting point.	
Staffing for a part time SEND teacher to continue to develop the BRWP and to manage volunteer readers – 2 days per week	£16,460	Continued	Targeted paired reading support. All year groups Deployment of volunteer readers	Students reading and inference skills improve. Greater ability to access the curriculum	DoL and Deputy SENDCo. Half termly TA data. Reading and spelling age data, NC levels	Aim Reading and spelling ages to continue to increase so students RA is in line with their chronological age.	
Dyslexia screening	£2000	Continued	5 staff trained to screen students, then offer advice to class teachers accordingly. All year groups	Students reading and inference skills improve. Greater ability to access the curriculum	DoL and Deputy SENDCo. Half termly TA data. Reading and spelling age data, NC levels	Aim Higher numbers of students are being screened. Strategies are put in place to support according to needs. Resources such as pen grips, overlays, coloured exercise books/paper, egg timers are used across the college	



Additional staffing: to develop a pastoral model for SEND – mentoring, behaviour support, self esteem/anger management and BOOST group x 1 Level 3 TA	See PP spend	Continued	All year groups	Greater participation in lessons. Students accessing the curriculum. Attendance improved, exclusions reduced	DoL/SLT via half termly data analysis	Aim BOOST group, 1:1 mentoring, small group interventions on self-esteem and confidence and Anger Management focus on the ‘hidden curriculum’ in a nurturing environment. Student progress tracked and monitored pre and post intervention to monitor impact. Academic progress tracked and monitored via DoL’s data trawl half termly. Overall has a positive impact on student behaviour, reduced exclusions and increased attendance. Evidenced by exclusion and attendance data	
Anti-Bullying, Restorative Justice and behaviour mentoring – part time by Assistant HoY and SLT link	£9,000	Continued	To work alongside the DoL in developing a system to ensure issues are addressed quickly and effectively. All year groups	Bullying and racist incidents are reduced. Evidence via college records. Students feel safe in school – PASS survey	DoL/HOY via termly analysis	Aim Incidents of bullying and racist incidents are reduced. Issues relating to inappropriate behaviours are addressed quickly and effectively. FTE are reduced. Evidence via RASIE online and college data	
Pastoral Administrator – employed full time and permanent	As above	Continued	To work alongside the DoL in developing a data analysis process to enable HoY and Inclusion to implement action/intervention as a proactive measure rather than reactive	Reduction in low level behaviours	DoL, Principal	Aim Reduction in low level disruption and FTE, evidenced by RAISE online and college data/SEF	
Accelerated reader	£4743	Continued	3 staff trained to deliver targeted literacy intervention. Year 7 in the first instance	Students reading and inference skills improve. Greater ability to access the curriculum	Second in English, Deputy SENDCo, KS 3 coordinator (English) Librarian Half termly data. Reading and spelling age data, NC levels	Aim Reading and spelling ages to continue to increase so students RA is in line with their chronological age.	
Breakfast, break and lunch clubs Staffing costs	£10,000 0	Continued	All year groups	Students will be better placed to access curriculum – they will have toast, cereal, fruit and a warm drink which will improve concentration in lessons. Breakfast club is free and school pay for all food and drinks for students	HoY/HoF/DoL Core subject teacher assessments	Aim Larger numbers of students accessing the clubs. Evidenced by extra curricula registers. Breakfast Club Students are more focused in lessons if they have had breakfast. There is a more positive start to the day due to the capacity to talk to staff Break/lunch clubs A calm and safe environment for the more vulnerable students who do not wish to be in the main body of the school, outside or off site. Activities range from arts and crafts, pool/snooker and table tennis to quiet reading. Students are encouraged to use their social communication and team work skills.	



Homework Club running x 4 days per week over 2 venues. One club for Years 7 – 9 in CU10 and a in the LRC for Years 10 – 11 so they are able to use resources for revision	0	Continued	All year groups	Students make expected or better progress Gaps in learning reduce	SLT for extra curricula activities/ DoL	Aim Larger numbers of students accessing the club Monday to Thursday inclusive. Evidenced by extra curricula registers. More students completing their homework on time and in greater detail. Reduction in the number of C4 Homework detentions	
EAL Tutor Group	0	Continued	All year groups dependent on need	Students gain key language skills in order to be equipped to access a mainstream education	DoL, EAL co-ordinator	Aim Improvement in language skills of all students	
Targeted Attendance Mentoring for SEND students	0	NEW	Deputy SENDCo to meet on a 1:1 with identified SEND students who are at risk of becoming a persistent absentee - to review attendance, reasons for non attendance and implement an action plan	Students have a 20 minute session once a week/fortnight to discuss attendance and to address an issues that may arise	DoL and SLT link with responsibility for attendance	Aim Improve attendance, reduce gaps in learning, increase academic ability	
BRWP Tutor time intervention	£2000	NEW	All year groups dependant on need	Targeted 1:1 reading for the students who struggle with comprehension, reading and inference skills	DoL, Tutor and Deputy SENDCo. Half termly TA data. Reading and spelling age data, NC levels	Aim Reading and spelling ages to continue to increase so students RA is in line with their chronological age.	
Numeracy tutor time	0	Continued	Yr7 and Yr8	Students make expected or better progress in end of topic tests Gaps in basic numeracy are reduced	ZAH/ZSG end of topic tests, student's data	Aim Students numeracy levels increase, builds self-esteem and confidence. Gaps in learning are reduced. Students make better progress	
CPD - Continuous Professional Development. External and online courses for Teaching Staff and Support Staff Professional Journal Subscriptions Eg, NALDIC EAL Journal	£1000	NEW	CPD - Continuous Professional Development. external and online courses for Teaching Staff and Support Staff Professional Journal Subscriptions NALDIC EAL Journal	Staff remain updated and deliver evidence informed interventions to students. Staff develop a culture of best practice/pedagogy Staff development contributes to retainment of staff, so enhancing positive relationships with student	DOL/SLT Outcomes for students are enhanced academically and pastorally. Student voice Staff to deliver inhouse CPD following attendance at any training event Staff retention remains stable	Aim Staff develop, enhance and update skills and competence in order to meet student need. Student progress is enhanced. Staff retention remains stable Staff are inspired to conduct action research based projects on return to school or following online training. Staff are able to deliver inhouse CPD based on training attended.	