NEW COLLEGE LEICESTER

SEND spend Key Interventions 2018/2019

2018 - 2019 allocated SEN Budget £399,213

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 SEN 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 apprentice	£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 SEN/non SEN 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	
Appointment of a Deputy SENCo	£45,000	**NEW**	To focus on middle and higher SEN and parental engagement	To work with teachers and faculties to ensure middle and high ability students have stretch and challenge relevant to their need. To liaise with parents to ensure home school liaison. To work with ECO in developing parental engagement	Fortnightly Inclusion leadership meetings, 1:1 discussion, student data	**Aim** Middle and high ability students will achieve to their potential. Parental engagement across the college will improve – partnership working	
Buying in an Educational Psychologist from the local authority x 30 days this academic year	£9,000	**NEW**	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 x3 L2 TAs	£200,430	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 SENCo. 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 need not language capability. Development of an EAL database. Staff have a clear understanding on student need	Weekly line management, student data, ability for students access their learning	**Aim** All students entering the college have a full EAL screening in order to ascertain proficiency.]. Staff are informed of this. Students are placed in sets appropriate to their academic attainment. They are immersed into the curriculum	
Level 3 TA – working across Literacy and EAL	£18,650	Continued	To support the teaching and learning of students	Students identified by the EAL co-ordinator. To work under the	Weekly support and guidance from the EAL co-ordinator	**Aim** Students to have the targeted support they require in order to access the	

			new to the country. To support whole college staff in supporting EAL students	guidance and support of the EAL coordinator and class teachers		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	
Level 3 TA – Inclusion full time post	£18,650	**NEW**	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	£4,500	Continued	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 EAL co-ordinator. To work under the guidance and support of the EAL coordinator	Weekly support and guidance from the EAL co-ordinator	**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	
Continuation in the use of Doodle	£1,500	Continued	All Year 7 students during English lessons	Student's literacy levels improve. Ability to access the curriculum is greater. Students love of reading is increased	Deputy SENCo and Second in English. Assessments are incorporated within the programmes	**Aim** Student's literacy levels will increase and their ability to access the wider curriculum will improve. Evidenced by teacher assessments	
Staffing to improve Literacy – x 3 Level 3 TAs	**As above**	Continued	Small intervention group. Students withdrawn from French. Personalised learning, ASDAN Bronze – timetabled. Years 9	Student's literacy levels improve. Ability to access the curriculum is greater	DoL and Deputy SENCo. 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.	
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 SENCo. 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 SENCo. 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	£1000	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 SENCo. 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 SEN – mentoring, behaviour support, self esteem/anger management and BOOST group x 1 Level 3 TA	£18,640	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 behavior mentoring – part time	£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	£4000	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 SENCo, 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/SENCo 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 now 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/SENCO	**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	SENCo, EAL Coordinator	**Aim** Improvement in language skills of all students	
Literacy Tutor Group	£2000	Continued but with a changed focus	Year 7 predominantly but with 4 year 8 students being in the tutor time to mentor the Year 7's but also to ensure they continue to achieve in school (nurture)	Targeted tutor group for the most vulnerable students looking at personal organisation, preparation for the day. A nurturing environment to ensure students feel safe and secure	DoL, Tutor and Deputy SENCo. Half termly TA data. Reading and spelling age data, NC levels	**Aim** Students to be fully prepared for their day in school. To ensure they are ready to learn. To support them pastorally to build self-esteem and confidence	
Numeracy tutor time	0	**NEW**	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, students data	**Aim** Students numeracy levels increase, builds self-esteem and confidence. Gaps in learning are reduced. Students make better progress	

TOTAL £491,330