

SEND Funding Plan Review Academic Year 2015/16

Context of Academy

Our school is a non-selective secondary Academy located in Scunthorpe it is in the bottom 40% of the country in terms of indices of multiple deprivation. Rates of unemployment, levels of health & crime are all high compared to national data. The high volume of rented accommodation, split and blended families, leads to high levels of mobility. Families new to the area settle and then move on, when they can afford better housing or work availability dictates. As a result the local stability rate features minimal internal population 'churn' but it does mean that families move frequently between schools.

Melior Community Academy opened in January 2013 and is proud of its position in the community and its development of capable and achieving citizens. It provides education for students aged 11 to 16 and is smaller than most secondary schools nationally. Forty-eight per cent of the students, which is significantly higher than that seen nationally, are supported by the pupil premium, (additional government funding for children in local authority care, students known to be eligible for free school meals and students whose parents are serving in the armed forces).

The school has 709 students on roll. The school PAN is 190. Despite low numbers in our partner schools in years 5 and 6, recruitment is strong. The year groups are generally balanced in terms of gender. 27 students in total have English as an additional language which is well below the national average. The vast majority of students come from white British backgrounds. 24.5% of students are on the SEN register which is above average. 18 students have a statement of Special Educational Needs or an Educational Health Care Plan and 156 students are identified as K. 358 students in Years 7 to 11 qualify for Pupil Premium with 3 students Looked After. 8 students qualify for Forces pupil premium and 2 for Pupil Premium Plus. This represents 50.6% of the school population.

The prior attainment of learners on entry is significantly below national averages in terms of APS. The APS on entry for each year group is Y11 25.8, Y10 25.8, Y9 26.3, Y8 26.4, Y7 26.6, where we have data from Raiseonline these figures are significantly below national averages, in particular year 10 is -2.6 and Y9 -2.2.

Objectives of SEND Spending

To provide students with Statements and Educational Health Care Plans the support recommended within PART 3 (B). This support can vary from Teaching Assistant Support, specialist equipment, intervention programmes.

For students who are SEND but are not Statement or have an Educational Health and Care Plan the department aim to develop students' literacy and skills through provision of a range of personalised reading schemes delivered in small groups (maximum six students) including:-

Catch-up Literacy, Accelerated Reader, Hackney Literacy Programme, Attack, Dyslexia Intervention Sounds Training

To develop students' numeracy skills through:

- dyscalculia screening for identified students with related intervention;
- identified students to receive an additional one hour per week small group numeracy support and intervention- students are grouped to meet individual needs.

This support/intervention is funded via the students AWPU monies and sometimes if applicable from their Catch Up funding.

Amount of Statement/EHCP Funding Received 2015-16
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£27,000 lump sum funding for Statements and £15,000 top up funding

SEND Funding Plan 2015/16

<p>The funding will be used to provide staffing to enable small group support for both literacy and numeracy. To provide intervention for identified pupils and to ensure that students are tested, identified and tracked both for their ongoing needs and for application for exam access arrangements. To provide specialist resources required by the pupils to enable them to access the curriculum.</p>

Record of Intervention for all students with SEND			
Item / Project	Numbers	Objective	Outcome
Catch-up Literacy	11	To improve the reading age of our students entering the school with reading ages of 5-6 years (ie 5-6 years below their chronological age)	Pupils received a combination of these interventions according to their need. On average pupils reading comprehension age increased between 6 months and 4 years 2 months over the course of the academic year.
Accelerated Reader	29	To improve the reading age of students who entered the school with reading ages 7-9 years. (ie. 3-4 years below their chronological age).	
Hackney Literacy Programme		This programme is designed for students entering the school at KS2 Level 3 in English. It aims to raise their achievement to Level 4.	
Attack	22	Offered to pupils whose spelling age was significantly below their chronological age. It aims to increase the students spelling age.	Students in receipt of this intervention showed an increase in their spelling age by between 3 months and 2 years 9 months.
Beat Dyslexia	2 (at least 6!!)	This is a structured, multi-sensory programme designed to enable students with dyslexia to learn to cope with their diagnosis.	The results of this intervention cannot be measured in isolation. Pupils receiving this also had support in class to deal with their dyslexia and would have accessed other literacy interventions. All made several months progress in their reading comprehension.
Sounds Training	23	This programme aims to improve the reading and spelling ability of pupils whose reading is falling 1-2 years below their chronological age.	Students in Years 9-11 were selected for this intervention. On average their single word reading age increased between 6 months and 7 years 2 months.
NGRT digital tests	All years 7-10 + re-takes	To test the pupils up to twice a year for their reading comprehension ability.	All pupils across the school were screened last year in order to set a baseline reading level. Those students who fall below their chronological age in reading were targeted for intervention and will be

			re-screened until they attain a level of competency for secondary education.
Dyscalculia tests	Max 10 per year	Students who are highlighted to us due to severe or ongoing problems with the acquisition of basic mathematical skills and concepts may be screened for dyscalculia. This enables us to pinpoint the difficulty so that intervention can be effective.	A small number of pupils were screened for dyscalculia. Those found to have difficulties received relevant intervention from their maths teachers.
WRAT 4 Record papers	50 x2	Screening of pupils in Year 10 for access arrangements in relation to single word, comprehension and spelling ability.	Pupils in Year 10 who were potentially eligible for access arrangements were tested and appropriate applications were made to AQA. WRAT 4 was also used to measure the reading level of pupils before and after Sounds Training intervention.
DASH	25max	Screening of pupils for their speed and legibility of writing as evidence for additional time and/ or scribe for access arrangements.	A very small number of pupils require a scribe or additional time to be applied for, for their GCSE exams. Dash is used to screen these pupils for writing speed and legibility.
TOMAL2	25 max	Screening for students processing speed as evidence for additional time for access arrangements	Pupils who experience processing difficulties are assessed using TOMAL 2, again for access arrangements.
Dyslexia Screening Test	15+ per year	SENCO's own property used to test pupils for dyslexia	A number of pupils were referred and tested for dyslexia. Some were found to have a specific learning difficulty, others were found to just display difficulty with spelling or memory. Appropriate intervention was actioned for those in need.
Total			

Total SEN Funding Received	£42,000
Total SEN Funding Expenditure	£ _____

SEN Funding Remaining	£
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