

## SEND Funding Plan Academic Year 2016/17

### 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. Over fifty 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 639 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. 28 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. 23.9% of students are on the SEN register which is above average. 12 students have a statement of Special Educational Needs or an Educational Health Care Plan and 141 students are identified as K. 331 students in Years 7 to 11 qualify for Pupil Premium with 4 students Looked After. 10 students qualify for Forces pupil premium and 3 for Pupil Premium Plus. This represents 51.7% of the school population.

(info accurate as of Sept 2016)

Our current SEND intake:

Year	Total	Percentage of total population	Boys	Girls	Achieving Standard		Not Achieving Standard
7	33	70.2	20	13	1		32
Year	Total	Percentage of total population	Boys	Girls	KS2 ability band: low	KS2 ability band: middle	KS2 ability band: high
8	22	18.0	17	5	16	6	0
9	35	25.7	26	9	25	9	1
10	15	14.1	12	3	10	5	0
11	22	17.1	16	6	14	7	1
Total	127	19.8% of whole school	91	36	65	27	2

(info accurate as of 6<sup>th</sup> Nov 2016)

**\*please note information in the table will differ from the information in the context due to the recent update of the SEND Register.**

## 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.

<b>Amount of Statement/EHCP Funding Received/Receiving 2016/17</b>
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<b>Top Up Funding Received £13,000</b>
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<b>SEND Funding Plan 2016/2017</b>
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<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>
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<b>Record of Intervention for all students with SEND</b>			
<b>Item / Project</b>	<b>Number of Students</b>	<b>Objective</b>	<b>Outcome</b>
<b>Catch-up Literacy</b>	<b>11</b>	<b>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)</b>	
<b>Accelerated Reader</b>	<b>29</b>	<b>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).</b>	
<b>Hackney Literacy Programme</b>		<b>This programme is designed for students entering the school at KS2 Level 3 in English. It aims to raise their achievement to Level 4.</b>	
<b>Attack</b>	<b>22</b>	<b>Offered to pupils whose spelling age was significantly below their chronological age. It aims to increase the students spelling age.</b>	
<b>Beat Dyslexia</b>	<b>2</b>	<b>This is a structured, multi-sensory programme designed to enable students with dyslexia to learn to cope with their diagnosis.</b>	
<b>Sounds Training</b>	<b>23</b>	<b>This programme aims to improve the reading and spelling ability of pupils whose reading is falling 1-2 years below their chronological age.</b>	
<b>NGRT digital tests</b>	<b>All years 7-10 + re-takes</b>	<b>To test the pupils up to twice a year for their reading comprehension ability.</b>	
<b>Dyscalculia tests</b>	<b>Max 10 per year</b>	<b>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.</b>	

<b>WRAT 4 Record papers</b>	<b>50 x2</b>	<b>Screening of pupils in Year 10 for access arrangements in relation to single word, comprehension and spelling ability.</b>	
<b>DASH</b>	<b>25max</b>	<b>Screening of pupils for their speed and legibility of writing as evidence for additional time and/ or scribe for access arrangements.</b>	
<b>TOMAL2</b>	<b>25 max</b>	<b>Screening for students processing speed as evidence for additional time for access arrangements</b>	
<b>Total</b>			

<b>Total SEN Funding Received</b>	<b>£</b>
<b>Total SEN Funding Expenditure</b>	<b>£ _____</b>
<b>SEN Funding Remaining</b>	<b>£</b>

