

SEND Report for Spring 2022



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Overview.

This report has been compiled in May 2022 using data from spring term 2022.

There are twenty students who attend TMBSS who are on the SEND register who have Education Health Care Plans (EHCP's), six students in primary and fourteen students in secondary. The data for these students is compiled on this report.

A further five students who receive outreach have EHCP's.

Of these there are three students in primary with EHCP's who were also in receipt of pupil premium and ten students in secondary.

During Spring term two students with EHCP's in Primary moved onto specialist provision and two students with EHCP's returned to mainstream. In Secondary four students with EHCP's moved onto specialist provision, one to mainstream and two to bespoke specialist provision.

One 'Child who is Looked After' (CLA) with an EHCP is in a hospital based placement for her own safety.

A further ten students in Primary had GSP funding which their mainstream school applied for, eight returned to mainstream and two left with EHCP's and moved onto specialist provision.

This report was compiled in May 2022 to ensure that as many students has possible had two sets of comparable data.

This report uses the data from twenty students: six primary aged students and fourteen secondary aged students attending TMBSS who have an Education Health Care Plan. The five students who receive Outreach do not have the same sort of data collated as their needs are different. For those outreach students who do complete academic work with TMBSS staff they usually only manage 1 -2 hours per week so progress cannot be measured over short periods of time.

Due to the nature of the service TMBSS offers its population is ever changing therefore so is the population of students with EHCP's. The SEND database is regularly updated with new students. Students who have left the Service are left on the database until the end of the term but are highlighted in pale blue and will not appear in this progress report.

When writing the report the data required to measure progress is not always available. There are several reasons that this may be the case:

- students may not have attended long enough to have completed two assessments therefore no comparison can be made;
- students may be on a shared placement and may not attend TMBSS for all subjects;
- students may refuse to complete baseline assessment;
- students may have a medical condition that seriously hinders their attendance and therefore their progress.

Primary.

Harlescott is the main primary centre and educates students in Years 3 -6, Monkmoor site educates students in Years 1 -3.

This report is using data from the spring term 2022, at this time there are six students with EHCPs, three of these students are eligible for pupil premium.

Reading data:

There is comparable data available for all six of the students.

	Accelerated progress	Progress	Remained static	Achieved less during 2 nd assessment	Only completed baseline	Registered No score (NS)
Number of students	2	4				

Primary students with SEND and student premium	Accelerated progress	Progress	Remained static	Achieved less during 2 nd assessment	Only baseline complete (new students)	No score
Number of students	1	2				

Spelling data:

There is comparable data available for five students.

	Accelerated progress	Progress	Achieved less during 2 nd assessment	Only completed baseline	Registered no score (NS)
Number of students		3	2		

Primary students with SEND and student premium	Accelerated progress	Progress	Achieved less during 2 nd assessment	Only completed baseline	Registered no score (NS)
Number of students		1	1		

One of the students who achieved less on his second test was waiting to start his new school placement and his attitude towards learning at TMBSS had deteriorated. The second student who achieved less on his second test scored one word less than his previous test, however, after speaking to the class teacher he had been making progress in the spelling groups that he had been focusing on.

Maths data:

There is data available for five students.

Results:

	Accelerated progress	Progress	Remained static	Achieved less during 2 nd assessment	Registered No score (NS)	Only completed baseline
Number of students	5					

Primary students with SEND and student premium	Accelerated progress	Progress	Remained static	Achieved less during 2 nd assessment	Registered No score (NS)	Only completed baseline
Number of students	3					

Secondary.

TMBSS has five secondary centres: Bridgnorth, Shrewsbury, Ludlow, Sundorne and Oswestry.

This report was compiled in May 2022 to include the spring term data.

In spring 2022 there were fourteen secondary aged students on TMBSS SEND register who attended one of the secondary centres. This report contains data for those fourteen students. Of the fourteen secondary aged students with EHCP's eight were also eligible for student premium.

The other four secondary aged students with EHCP's were receiving Outreach and they are not assessed in the same way.

Reading data for KS3 students.

There were eight students in Key Stage 3 with EHCP's, six of which were also eligible for student premium.

Five out of the eight Key Stage 3 students had comparable data: two students only had baseline data; one student refused to complete a second test.

Results:

All SEND students Number of students	Made accelerated progress	Made progress	Achieved less on 2 nd test	Remained the same	Max reached on 1 st test	No score	No second test	No data
8	0	1	3	0	1	0	2	1

All SEND pupil premium students	Made accelerated progress	Made progress	Achieved less on 2 nd test	Remained the same	Max reached on 1 st test	No score	No second test	No data
6	0	1	3	0	0	0	1	1

For the three students who achieved less on their second test this would be due to their attitude towards the test rather than any relapse in ability to read. One of these students is currently in a Tier 4 bed, two have recently moved on to and SEMH provision.

Reading data for Key Stage 4 students.

There were six students in Key Stage 4 attending one of the education centres. Three students were also eligible for student premium.

Results:

All students with SEND Number of students	Accelerated progress	Made progress	Achieved less 2 nd test	Remained static	Achieved 16+ on first test so no 2 nd test	No score	No second test	No data
6	0	2	1	0	1	0	1	1

Students with SEND/student premium Number of students	Accelerated progress	Made progress	Remained static	Achieved 16+ on first test so no 2 nd test	No score	No second test	No data
3	0	1	0	0	0	1	1

English data Key Stage 3:

There were eight students in Key Stage 3 with SEND, five of which were also eligible for student premium. One of these students is currently in a Tier 4 bed so has no spring term data.

All students with SEND Number of students	Accelerated progress	Made expected progress	Below expected progress	No data
8	0	2	5	1

Students with SEND/student premium Number of students	Accelerated progress	Made expected progress	Below expected progress	No data
5	0	1	3	1

Maths data Key Stage 3:

There were eight students in Key Stage 3 with SEND, five of which were also eligible for student premium. One of these students is currently in a Tier 4 bed so has no spring term data.

All students with SEND Number of students	Accelerated progress	Made expected progress	Below expected progress	No data
8	2	4	1	1

Students with SEND/student premium Number of students	Accelerated progress	Made expected progress	Below expected progress	No data
5	0	4	0	1

English data Key Stage 4:

There were six students in Key Stage 4 with Education, Health and Care Plan, three are also in receipt of pupil premium.

All students with SEND Number of students	Accelerated progress	Made expected progress	Below expected progress	No data
6	1	3	2	0

Students with SEND/student premium Number of students	Accelerated progress	Made expected progress	Below expected progress	No data
3	1	1	1	0

Maths data Key Stage 4:

All students with SEND Number of students	Accelerated progress	Made expected progress	Below expected progress	No data
6	1	3	2	0

Students with SEND/student premium Number of students	Accelerated progress	Made expected progress	Below expected progress	No data
3	0	2	1	0

Summary:

To summarise:

- All of primary aged students, including those entitled to pupil premium made either progress or accelerated progress in reading.
- 60% of primary aged students who had accessed two tests made progress in spelling.
- 100% of primary aged students, including those entitled to pupil premium made accelerated progress in Maths.
- In Key Stage 3 only four students had completed two comparable tests. Three of these received lower scores on their second tests – of these three students one has been in a Tier 4 bed all of this academic year and two have recently moved to SEMH provisions. The lower score in the second test was more an indicator of their attitude towards the tests rather than any decline in reading ability.
- One student in Key Stage 3 achieved a reading age of 16+ years in her first test.
- 75% of Key Stage 4 students that had two sets of comparable data made progress or achieved a reading age of 16+ years on their first reading test.
- 100% of the students that had two comparable sets of data and who are entitled to pupil premium made progress in reading
- The majority of Key Stage 3 students did not make progress in English.
- 75% of Key Stage 3 students made progress or accelerated progress in Maths.
- All Key Stage 3 students in receipt of pupil premium with data made progress in Maths.
- 67% of Key Stage 4 students with data made progress or accelerated progress in English.
- 67% of Key Stage 4 students entitled to pupil premium made progress of accelerated progress in English.
- 67% of Key Stage 4 students with data made progress or accelerated progress in Maths.
- 67% of Key Stage 4 students entitled to pupil premium made progress of accelerated progress in Maths.

Conclusion

- Data supports the argument that when students needs have been, especially those who's main area of need is SEMH their attitude towards tests deteriorates the longer they remain at TMBSS, therefore timely moves to new specialist provisions are crucial.
- Key Stage 3 in terms of reading and English is an area to monitor, more focus on interventions followed by retesting is required.

