

Most Inclusive Practice Across a School

The Stanway School



What the Judges Said

We were impressed by your data examples and that you have SEN performance management targets. We are glad to see that the windscreen model developed as part of Every Child Matters has been embedded into your practice.

Context

The Stanway School is a large mainstream secondary school based in Colchester, Essex. We have 1161 students on roll and a national average intake based on KS2 prior attainment.

The number of students with a statement or EHC Plan is broadly in line with national average (1.5% of school population) and the number of students with SEN Support is slightly below national average at 8.8%. Approximately 40% of our student on the SEN register have a diagnosis of Autism.

We have a lower than national average number of students who are eligible for free school meals (FSM) at 16.2% of the school population. We have slightly less girls than boys on roll at 46.3%.

Entry

In 2014, SEND results for the school were below national average. Students with a statement made significantly less progress than the national average with a Value Added score of 925.7. It was during 2014 when, as a school, we embraced the New

SEN Code of Practice as an opportunity to develop our inclusive practice and whole school offer for SEN Students.

Over the two years since 2014 we have made significant changes to our inclusive practice for students with SEN with significant impact. Some of the major changes include:

1. A clear focus on high quality teaching for all students with a specific focus on removing barriers to learning. This also involved the development of student centred passports following a meta-cognitive approach to remove barriers to learning and inform teachers on how to personalise learning for SEN students.
2. All SEN students and parents have a termly review with their allocated Keyworker, focused on identifying barriers to learning and following a solution focused approach to remove these barriers and personalise the support as necessary. Student and parental voice and decision making is integral to this process.
3. SEN focused CPD for all teaching staff. For example, we have provided teaching staff with Autism training (8 hours over 6 twilight sessions) following the 'Maze approach' including the use of social stories to develop our inclusive offer for students with Autism. As a result, we now have 'SEN Champions' within each department to advise on SEN strategies when difficulties arise.
4. Creation of safe spaces and sensory equipment available in Head of House office (Pastoral).
5. Sensory breaks implemented for selected students with Autism and Sensory difficulties.
6. Educational Psychologist, Speech and Language and Specialist Teacher CPD delivered to all teaching staff covering various SEN areas.
7. Personalised curriculum: Additional English classes and Maths 1:1 for year 7 pupils with low literacy and numeracy skills. Three year KS4 with a newly

developed Pathway including the ASDAN course. Extraction and 1:1 sessions responding to need throughout KS3 and KS4.

8. Effective provision mapping ensuring funding and SEN resources are deployed effectively to aid inclusion. Effective Intervention analysis to ensure developmental areas are addressed effectively.
9. Interventions follow the graduated approach at Wave 1,2 and 3. Teacher are accountable to ensure effective interventions within the classroom. This is followed up through line management meetings with Heads of Department.
10. SEN Performance management targets (PMR) are set for teachers to ensure inclusive classroom practice is at the centre of teaching.
11. Development of the use of LSAs following the MITA approach. Improved LSA pedagogy to support progress and inclusion of SEN pupils. LSA PMR Targets linked to Interventions, Subject classes and / or Specific Students.

The impact of developing our inclusive ethos has resulted in the following achievements; In both 2015 and 2016 SEN students have made more progress than non-SEN students nationally and our SEN students have achieved some of the highest progress scores in the country:

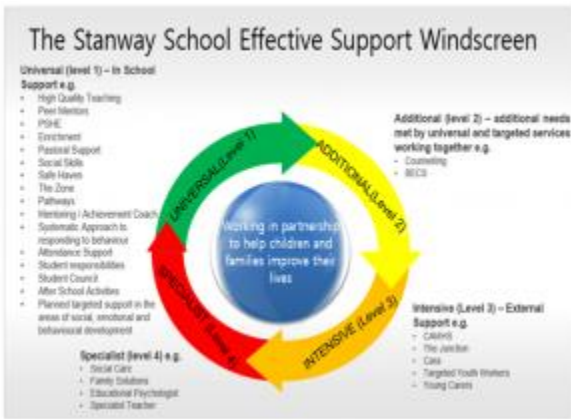
Year	Statement	SEN Support
2014	925.7 (Value Added)	991.4 (Value Added)
2015	1068.3	1053.9
2016	0.53 (Progress 8)	0.83 (Progress 8)
2017 (Predicted)	0.57*	0.82*

*Predicted

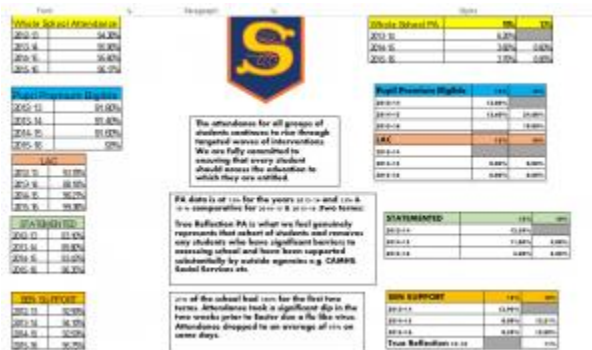
In addition to the above, and to support the attendance of our SEN students we have also:

1. Developed the Stanway Support windscreen to enable us to support students quickly with Social, Emotional and Mental Health Difficulties through a staged approach.

2. The appointment of a school counsellor to remove barriers to attendance and SEMH difficulties. The school counsellor also signposts to appropriate outside agency support.



As a result of the above we have seen attendance for SEN pupils significantly increase for students with a statement:



The student case study below demonstrates the impact our highly developed inclusive practice has. The student (Luke) joined the school in year 10 and needed a highly structured and supportive environment due to his medical condition and long hospital stay during year 11 resulting from a brain haemorrhage. He had a statement for SEN. This student suffered with post-haemorrhagic hydrocephalus, for which he has a shunt in-situ, left hemiparesis and equino-valgus deformity of the left foot.

Student Information - GCSE Case Study			GCSE Scores - Mathematics	<p>Liam has good handwriting skills, particularly for cursive. He has a strong ability with punctuation and enjoys reading a variety of the text. Liam is self-motivated despite his personal difficulties. Liam values being in progress (progress) and likes to learn more in his development of his interests and hobbies. Liam's progress is particularly evident due to his difficulties.</p> <p>Liam needs extra time given he has poor oral writing skills. Liam is self-motivated and eager to continue his work to his independent level. Confidence after various reading materials. He has a good understanding of the GCSE structure and has been successful in completing his work. Liam's progress is particularly evident due to his difficulties. During year 11, Liam had a prolonged stay in hospital due to a brain haemorrhage. This in itself presented some challenges but Liam has been able to help Liam catch-up with missed work in addition to his regular support in English, Maths, PE, History and Science.</p>															
Student Name	Year	GCSE Score																	
Liam	11	8	54																
<p>Progress from Year 7 baseline</p> <table border="1"> <caption>Progress from Year 7 baseline</caption> <thead> <tr> <th>Subject</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>8</td> </tr> <tr> <td>Maths</td> <td>7</td> </tr> <tr> <td>Science</td> <td>6</td> </tr> <tr> <td>History</td> <td>5</td> </tr> <tr> <td>PE</td> <td>4</td> </tr> <tr> <td>Art</td> <td>4</td> </tr> <tr> <td>Music</td> <td>3</td> </tr> </tbody> </table>				Subject	Score	English	8	Maths	7	Science	6	History	5	PE	4	Art	4	Music	3
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English	8																		
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History	5																		
PE	4																		
Art	4																		
Music	3																		
Exam Results																			
Subject	Grade	Level of Progress	GCSE Score																
English	8	4.2	54																
Maths	7	3.2	54																
Science	Level 2 Pass	5.2	54																

In his GCSE's this student achieved a progress 8 score of +1.4 which is significantly above the national average despite the barriers this student faced. The student is now studying in post-16 education.