



**Glenmoor Academy September 2018
SEND report**

Results August 2018

Glenmoor	Non-SEND	SEND	Difference
5 A*-C Inc. E&M	89%	55%	-35%
Progress 8 Score	+1.21	+0.51	-0.70

Although an attainment gap is evident, SEND students made significant, positive progress and significantly above the national average of -0.59.

Reflection on 2017-2018

A continued push on classroom teacher accountability and responsibility was at the forefront of the Inclusion team vision during the previous year. This was implemented by continuous sharing of best practice and student need identification.

In partnership with this strategy, further TA training occurred for TAs to become specialists in specific needs, for example ASC. These specialist TAs mentor students and provide support for classroom teachers on how to support the varying needs we have in the Academy.

The Academy continued with the implementation of a monthly SEND newsletter where top tips were shared with all staff, this enables constant upskilling of SEND knowledge and how to apply practical approaches into their lesson.

With the growing demand for support with mental health, the school has invested in several programmes and staff that can support anxiety, low self-confidence and anger management, including hiring an internal school counsellor. The Alternative Curriculum Centre (ACC) and training further ELSA leads has been pivotal in this work and ensuring students have a healthy mindset and can develop their own tool kit in managing negative mental health.

The intervention and support that occurs in the Inclusion department works collaboratively with the processes and support that is provided by a variety of departments within the school to ensure that ALL students reach their potential, eg. Pastoral team, English sound training.

Moving forward 2018-2019

In order to sustain our achievements for our SEND students and meet the growing demand for SEMH (Social, Emotional, Mental Health), the Academy needs to continue to emphasize the importance to classroom teachers of the need for them to know the needs of the students they teach and the strategies that can fulfil first quality teaching. This will be carried out through the monthly SEND newsletter, best practice briefings, where knowledge and skills are shared with all staff and utilising the knowledge of the TAs to support the work of the classroom teacher. Communication is key between all stakeholders in the Academy to ensure relevant staff are aware of individual's needs and situations.

New TAs will be provided with an opportunity to take on a lead specialist role in an area that interests them and provide all other staff with a passionate role model and coach.

All ITT and NQT teachers are required to attend CPD sessions which will enable them to identify differing needs and support students effectively, therefore building their confidence.

Cognitive Behavioural Therapy (CBT) training for ELSA and ACC leads is underway to upskill our team and rely less on external services such as CAMHS, due overstretching of resources and lengthy waiting lists.

The work started in the ACC will continue to be reflected upon and refined. This includes delivering internal 6 week programmes on self esteem, anger management and impacts from social media.

We will continue to utilise the support and advice of our link local authority Educational Psychologist, who is running a pilot scheme on beating exam stress with us. We have highlighted exam stress and anxiety as a key barrier to progress, through its debilitating impact on memory, organisation and concentration, therefore we wish to train supporting staff on how we can manage and promote good mental health. This pilot will enable our ACC SEMH lead to have the tools and understanding to roll this programme out to lower years in the Academy, building up students' resilience and preparation.