

THE GRYPHON SCHOOL



Appendix to SPECIAL EDUCATIONAL NEEDS AND DISABILITY Information Report 2018-9

Author: Nicki Edwards, Sarah Darlington



Appendix to the Gryphon School Special Educational Needs Report 2018-9 Review of the Year

Headlines

Intention

We seek to provide maximum opportunities for all our children across the whole range of abilities, from all cultures and genders. Our firm belief is that all children should be valued equally, irrespective of their differences, but at the same time we appreciate the need for treating them all as individuals. It is our intention to promote and develop a whole-school policy in the Gryphon School through which we can promote inclusion and provide the appropriate support to ensure that all students achieve their full potential and prepare for adult life through effective learning.

This year our key intentions were:

- To improve literacy and numeracy in Year 7
- To build resilience and coping strategies to reduce the need for high level mental health support
- To improve P8 for FSM and PP students.

Implementation

- Learning Support and Pupil Premium ran 3182 hours of intervention for 368 students
- Nearly 921 hours of Wave 3 literacy support for 94 students
- 674 hours of Wave 3 numeracy support for 40 students
- Increased focus on supporting mental health including:
 - 176 students had structured support for Social Emotional and Mental Health, totalling 993 hours of intervention
 - Stronger links with RendezVous and increased opportunities for counselling and youth work including Rendez Vous bid for transition project involving SAST primaries and Gryphon
 - Bid for outdoor equipment for the Blue Room was successful, equipment was installed and used daily by students with sensory needs, anger issues, emotional difficulties, etc.
 - Year 12 mentors trained in emotion coaching by Dr Sarah Temple
 - Currently working with CAMHS on the Discovery Project
 - Shine Project run very successfully by Chaplain and LS staff and due to be rolled out across the SAST in partnership with the RendezVous
- Continued wide range of targeted, costed, evaluated interventions for PP and SEND
- Two members of staff undertook the SENCO training
- SENCO supported King Arthur's School
- SAST SENCo Thread – regular meeting of SAST SENCO for a more co-ordinated approach
- SENCO ran training for Dorset NQTs and Dorset SENCO training course

Impact

- SEND, FSM and Low Prior Attainers performed well in GCSEs compared to national data. Excellent P8 for LPAs
- Five SEND students, 20 FSM students and one Low Prior Attainer have joined the sixth form at Gryphon to study A levels
- Almost all SEND, FSM and LPAs achieved GCSE grades which allowed them to progress to their first choice of Post-16 study (awaiting destination data)
- The three SEND students in Year 13 achieved grades at A level to allow them to progress to their preferred Higher Education choice
- Awaiting confirmation of destination data but early indications suggest a significant number of PP students in Year 13 have taken up university places
- On average, students at least met targets for in-house interventions. This was the same for Pupil Premium students as for non PP
- Rapid progress in literacy for Year 7:
 - September 2018 27% of students had a reading and/or spelling age of less than 10

- July 2019 5% of students had a reading and/or spelling age of less than 10
- Good progress in literacy for Nurture Groups in Years 7-9 in all year groups but especially Year 8
- Good progress in literacy for PP students in Nurture Groups, in all year groups but especially Year 8
- Year 11 Nurture Group and Development Group making good progress at GCSE
- Wider range of more timely targeted, graduated support for young people with emotional needs
- Stronger links with other SAST schools and outside agencies
- Improved attendance, particularly for PP students.
- Increased partnership with SAST schools
- Stronger links with outside agencies, particularly CAMHS and RendezVous
- Strong links developed with King Arthur's SEND department including shared approaches, resources and training

Special needs at The Gryphon School

Numbers of students on SEND Register 2018-9

The Gryphon School had 117 students on the SEND Register in 2018-9 including 19 with education and healthcare plans. Only students receiving significant levels of support over time are included on the register. Part 2 of the register is a list of students who have needs but are not formally receiving SEND support. These 'noted' students are indicated by N. Details of all students on both parts of the register are circulated to staff and are available on the schools information management system.

Students with Statements, Education and Healthcare Plans and Students with SEND Support

| Year | K | E | N | Total |
|---------|----|----|-----|-------|
| Year 7 | 23 | 2 | 70 | 95 |
| Year 8 | 25 | 4 | 40 | 69 |
| Year 9 | 24 | 5 | 22 | 51 |
| Year 10 | 8 | 4 | 56 | 68 |
| Year 11 | 15 | 3 | 71 | 89 |
| Year 12 | 1 | 0 | 36 | 37 |
| Year 13 | 2 | 1 | 21 | 24 |
| | 98 | 19 | 316 | 433 |

E = Education and Healthcare Plan K = SEND Support N = Noted (Part 2 of register).

Analysis of Major Needs

| SEMH | ASD | SCLN | SEN support but no specialist assessment | SPLD | Other Difficulty / | Physical Disability | Visually impaired | Hearing impaired | MLD |
|------|-----|------|--|------|--------------------|---------------------|-------------------|------------------|-----|
|------|-----|------|--|------|--------------------|---------------------|-------------------|------------------|-----|

| | | | | | | | | | |
|-----|----|----|----|-----|------------|---|---|----|---|
| | | | | | Disability | | | | |
| 167 | 59 | 38 | 71 | 111 | 54 | 8 | 4 | 31 | 2 |

The intention this year was to provide appropriate and timely support for students with needs. Social, Emotional and Mental Health needs were again the highest area of SEND with the greatest need being in Year 11. The school has sought to further develop links with local primary schools, parents, local charities and organisations such as CAMHS and the North Dorset Family Partnership Zone as well as building up its own resources and expertise to provide support for students. There has been a strong emphasis on prevention and trying to build resilience and coping strategies early.

Equally, poor literacy in Year 7 has been identified as a perennial issue and our intention is to ensure that the number of students with below average reading and spelling ages is significantly reduced by the end of Year 7.

Implementation and Impact

Review of Literacy Interventions

Intention

To reduce number of students starting in Year 7 with a reading and/or spelling age of less than 10 by at least half.

Implementation

A range of targeted Wave 2 &3 literacy interventions including nurture groups; Read, Write, Inc; Individual Literacy Intervention; Accelerated Reader and Nessy.

Impact

- September 2018 27% of students had a reading and/or spelling age of less than 10
- July 2019 5% of students had a reading and/or spelling age of less than 10
- The number of PP students with a reading and/or spelling age of less than 10 dropped from 18 (7% of total cohort) to 5 (1.5% of total cohort) between September and July

Progress of all Year 7 students – Reading and Spelling Ages September 2018 to July 2019

No in Year group 243 No of boys 118 No of girls 125

| | Total Sept | % of cohort | Total July | % of cohort | Boys Sept 2018 | Boys July 2019 | Girls Sept 2018 | Girls July 2019 |
|-----------------------------------|------------|-------------|------------|-------------|----------------|----------------|-----------------|-----------------|
| CATs average<85 | 11 | 4.5% | | | 7 | | 5 | |
| Reading and/or spelling age <8 | 7 | 3% | 0 | 0 | 5 | 0 | 2 | 0 |
| Reading age <8 | 6 | 2% | 0 | 0 | 4 | 0 | 2 | 0 |
| Spelling age <8 | 3 | 1% | 0 | 0 | 2 | 0 | 1 | 0 |
| Reading and/or spelling age 0<10* | 65 | 27% | 12 | 5% | 38 | 7 | 27 | 5 |
| Reading age <10 | 40 | 16% | 10 | 4% | 28 | 6 | 22 | 4 |
| Spelling age <10 | 35 | 14% | 4 | 1% | 25 | 3 | 10 | 1 |

Progress of PP Year 7 students in Reading and Spelling September 2018 to July 2019

| | Total PP Sept | % of cohort | Total PP July | % of cohort | PP boys Sept | PP boys July | PP girls Sept | PP girls July |
|----------------------------------|---------------|-------------|---------------|-------------|--------------|--------------|---------------|---------------|
| Total numbers | 46 | 19 | 46 | 19 | 20 | 20 | 26 | 26 |
| CATs average <85 | 5 | 2 | | | 4 | | | |
| Reading and/or spelling age <8 | 2 | 0.8 | 0 | 0 | 1 | 0 | 1 | 0 |
| Reading age <8 | 2 | 0.8 | 0 | 0 | 1 | 0 | 1 | 0 |
| Spelling age <8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Reading and/or spelling age 0<10 | 18 | 7 | 4 | 1.5 | 9 | 2 | 9 | 2 |
| Reading age <10 | 14 | 6 | 4 | 1.5 | 6 | 2 | 8 | 2 |
| Spelling age <10 | 8 | 3 | 1 | 0.4 | 5 | 1 | 3 | 0 |

Progress of the Nurture Groups -- Impact

Last year, due to the expansion of the Nurture Group model up to Year 11, 14 members of staff from English, Geography and RE shared the teaching of Nurture Group students including the two members of the team who come from primary and middle school backgrounds. In addition, students are taught Computing in the same groups. Given the success of the Nurture model in previous years, the challenge has been to ensure consistency in terms of both appropriately challenging work and behaviour expectations. Whole school, group and individual training has taken place to facilitate this.

Many students have complex needs and all students have low starting scores on arrival at secondary school. Most of them have also benefited from other SEND interventions such as working with a dyslexia tutor, speech and language, social skills and emotional literacy. All have done Accelerated Reader and Nessy. Personal development and behaviour for learning are features of these groups.

Year 7 -- Impact

Year 7 Nurture Group Reading and Spelling Scores September 2018 to July 2019 All Students

| | All Sept | All July | Boys Sept | Boys July | Girls Sept | Girls July |
|------------------|----------|----------|-----------|-----------|------------|------------|
| Total numbers | 26 | 26 | 15 | 15 | 9 | 9 |
| Reading age <8 | 6 | 1 | 5 | 1 | 1 | 0 |
| Spelling age <8 | 2 | 2 | 1 | 1 | 1 | 1 |
| Reading age <10 | 21 | 11 | 12 | 7 | 9 | 4 |
| Spelling age <10 | 15 | 13 | 11 | 9 | 4 | 4 |

Year 7 Nurture Group Reading and Spelling Scores September 2018 to July 2019 PP Students

| | All Sept | All July | Boys Sept | Boys July | Girls Sept | Girls July |
|------------------|----------|----------|-----------|-----------|------------|------------|
| Total numbers | 9 | 9 | 5 | 5 | 4 | 4 |
| Reading age <8 | 1 | 0 | 1 | 0 | 1 | 0 |
| Spelling age <8 | 0 | 0 | 0 | 0 | 0 | 0 |
| Reading age <10 | 5 | 6 | 3 | 3 | 2 | 3 |
| Spelling age <10 | 4 | 4 | 2 | 2 | 2 | 2 |

Year 7 Nurture Groups Progress in months, student by student 2018-9

| M/F | PP | FSM | Spelling gain in mths for yr | Spelling SS gain for yr | Reading gain in mths for yr | Reading SS gain for yr |
|-----|----|-----|------------------------------|-------------------------|-----------------------------|------------------------|
| F | PP | Yes | 24 | 12 | -12 | -10 |
| M | PP | Yes | 4 | -2 | 2 | -2 |
| M | | | 12 | 5 | 52 | 29 |
| F | | | 16 | 4 | 15 | 6 |
| M | | | 4 | 2 | 50 | 18 |
| M | | | 9 | 4 | 19 | 2 |
| F | PP | Yes | 4 | 0 | 8 | 3 |
| F | | | 4 | -5 | 4 | 0 |
| M | PP | Yes | 20 | 4 | 11 | 4 |
| F | | | 4 | 0 | 20 | 10 |
| M | PP | | 0 | -2 | 11 | 5 |
| M | PP | Yes | 6 | -3 | 9 | 2 |
| F | PP | Yes | 0 | -2 | 5 | 0 |
| M | | | 4 | 1 | 17 | 8 |
| M | | | 12 | 6 | 7 | 2 |
| M | | | 8 | 2 | 16 | 7 |
| M | PP | Yes | 12 | 5 | 16 | 8 |
| M | | | 8 | 2 | 22 | 10 |
| F | | | 4 | -2 | 12 | 5 |
| F | | | 0 | -1 | 20 | 9 |
| M | | | 19 | 11 | 14 | 6 |
| M | | | 8 | 2 | 11 | 1 |
| F | PP | Yes | -4 | -6 | 4 | 8 |
| M | | | 44 | 15 | 5 | 0 |
| M | | | 16 | 10 | 10 | 5 |

Year 8 – Impact

Nurture Group Reading and Spelling Scores September 2018 to July 2019 All Students

| | Total Sept | Total July | boys Sept | boys July | girls Sept | girls July |
|------------------|------------|------------|-----------|-----------|------------|------------|
| Total numbers | 24 | 22 | 17 | 16 | 7 | 6 |
| Reading age <8 | 1 | 0 | 1 | 0 | 0 | 0 |
| Spelling age <8 | 0 | 0 | 0 | 0 | 0 | 0 |
| Reading age <10 | 16 | 5 | 9 | 3 | 7 | 2 |
| Spelling age <10 | 12 | 5 | 6 | 2 | 6 | 3 |

Year 8 Nurture Group Reading and Spelling Scores September 2018 to July 2019 PP Students

| | Total PP Sept | Total PP July | Boys PP Sept | Boys PP July | Girls PP Sept | Girls PP July |
|------------------|---------------|---------------|--------------|--------------|---------------|---------------|
| Total numbers | 8 | 9 | 3 | 4 | 5 | 5 |
| Reading age <8 | 0 | 0 | 0 | 0 | 0 | 0 |
| Spelling age <8 | 0 | | 0 | 0 | 0 | 0 |
| Reading age <10 | 5 | 2 | 0 | 1 | 5 | 1 |
| Spelling age <10 | 4 | 2 | 0 | 0 | 4 | 2 |

Year 8 Nurture Groups Progress in months, student by student 2018-9

| M/F | PP | FSM | LAC | Spelling gain in mths for yr | Reading gain in mths for yr |
|-----|-----|-----|-----|------------------------------|-----------------------------|
| M | | | | 52 | 40 |
| M | | | | 24 | 1 |
| F | Yes | Yes | | 8 | 11 |
| F | Yes | Yes | | 4 | 22 |
| M | | | | 28 | 30 |
| F | | | | 20 | 14 |
| F | Yes | | | 44 | 23 |
| M | Yes | | Yes | 36 | 29 |
| M | | | | 12 | 17 |
| M | Yes | | | 76 | -3 |
| M | | | | 12 | 5 |
| F | Yes | Yes | | 24 | 38 |
| M | | | | Absent | |
| M | Yes | Yes | | 30 | 9 |
| M | | | | 40 | 24 |
| M | | | | 36 | 31 |
| M | | | | 38 | 42 |

| | | | | | |
|---|-----|-----|--|----|-----|
| M | | | | 32 | 38 |
| M | | | | -8 | 11 |
| M | | | | 24 | 10 |
| F | Yes | Yes | | -4 | 11 |
| M | Yes | Yes | | 24 | -18 |
| F | | | | -8 | 19 |

Year 9 Impact

Nurture Group Reading and Spelling Scores June 2018 to July 2019 All Students

| | Total Sept | Total June | boys Sept | boys June | girls Sept | girls June |
|------------------|------------|------------|-----------|-----------|------------|------------|
| Total numbers | 24 | 23 | 14 | 14 | 10 | 9 |
| Reading age <8 | 0 | 0 | 1 | 0 | 0 | 0 |
| Spelling age <8 | 0 | 0 | 0 | 0 | 1 | 0 |
| Reading age <10 | 9 | 4 | 4 | 2 | 5 | 2 |
| Spelling age <10 | 7 | 4 | 2 | 3 | 5 | 1 |

Year 9 Nurture Group Reading and Spelling Scores June 2018 to July 2019 PP Students

| | Total Sept | Total June | boys Sept | boys June | girls Sept | girls June |
|------------------|------------|------------|-----------|-----------|------------|------------|
| Total numbers | 14 | 13 | 8 | 8 | 6 | 6 |
| Reading age <10 | 5 | 4 | 2 | 2 | 3 | 2 |
| Spelling age <10 | 2 | 1 | 1 | 1 | 1 | 0 |

Year 9 Nurture Groups Progress in months, student by student 2018-9

| M/F | PP | FSM | LAC | Spelling gain in mths for yr | Reading gain in mths for yr |
|-----|-----|-----|-----|------------------------------|-----------------------------|
| M | Yes | | | -20 | 11 |
| F | Yes | Yes | | 4 | 19 |
| M | Yes | | | 8 | -7 |
| F | Yes | Yes | | | -29 |
| F | | | | 0 | 27 |
| M | | | | 4 | -1 |
| M | Yes | Yes | | 42 | 27 |
| M | Yes | | Yes | 36 | 7 |
| M | Yes | Yes | | 8 | 1 |
| M | Yes | Yes | | 12 | 3 |
| M | | | | 0 | 20 |
| F | | | | | 14 |
| F | Yes | | | 24 | 6 |
| M | | | | 0 | 14 |
| F | | | | 8 | 0 |
| F | | | | 48 | -2 |
| M | Yes | | | -4 | 14 |
| F | Yes | | | 12 | -7 |
| M | | | | -4 | 12 |
| M | | | | 16 | 8 |

| | | | | | |
|---|-----|-----|--|----|----|
| F | Yes | | | 4 | 6 |
| M | Yes | Yes | | -8 | 0 |
| F | Yes | | | 18 | 35 |
| M | | | | 0 | 12 |

Wave 2 & 3 Literacy interventions

Intention

- to improve a wide range of literacy skills for high needs students in Years 7-11

Implementation

- Nearly 921 hours of Wave 3 literacy support for 94 students including reading, writing, spelling, handwriting, typing and using technology.

Impact

See reading and spelling scores analysis above

| Literacy Intervention | No of Students | Impact Score (0= as expected) | Impact |
|-----------------------------|----------------|-------------------------------|----------------------------------|
| Additional Literacy Support | 5 | 0.5 | More than expected |
| Catch Up Literacy | 4 | 1.3 | More than expected |
| IDL Literacy | 12 | 0.9 | More than expected |
| ILI | 10 | 1 | More than expected |
| Inference | 6 | 0 | As expected |
| KS3 Spelling | 1 | 0 | As expected |
| KS4 English | 2 | 0 | As expected |
| Literacy Intervention | 5 | 2 | Significantly more than expected |
| Nessy Reading and Spelling | 9 | 0.7 | More than expected |
| Read Write Inc | 18 | 1.7 | Significantly more than expected |
| Reading | 2 | 1 | More than expected |
| Touch typing | 5 | -0.2 | As expected |
| Totals | 69 | 0.7 | More than expected |

Support was also given for handwriting, typing, visual perception, reading and Ipad training.

Numeracy Interventions

Year 7 1:1 Maths

students in Year 7 with exceptionally poor literacy completed maths interventions with primary trained Small Literacy group Learning Mentors. The students attended for 3 sessions a week for 10 weeks. All made progress against targets.

Annual Report Maths Intervention for Year 8 and 9 students from September 2018- July 2019

Intention

The 18 Year 8 and 9 students named in this document have had 1 to 1 maths intervention sessions this year. Most came for the whole year with the exception of some students. Three Year 9 students left the school during the latter part of the third term. Another Year 9 student had very poor school attendance, so his place was freed. In Year 8, one student left the school later on in the third term. Another student missed many lessons, because of personal circumstances, but later came back into the programme for 7 lessons a fortnight. All spaces that were vacated were filled up immediately with new students. Letters were sent out to all of the parents/carers of the students involved, explaining about these sessions.

Selected in- class support was also provided this year for PP and SEN students. Thirteen students were singled out for attention. Sometimes these students were taken out of the classroom for individual tutoring once initial teaching had taken place and at other times I stayed in the class to offer support. Letters were also sent out to the parents/carers of these students. Very often support was not just confined to the named students, but also to other students in the class.

All of the named students were PP students and many of these were SEND students. It was felt that the one to one students mentioned in para 1 might benefit from another hour of maths per week, as they were below or just achieving their benchmark grades. Those students selected for in-class support were also below target grade. Several staff members were involved in the selection of these students and these included the maths HOD, the Key Stage 3 lead, the SENCO , and on occasion the HOY.

The broad aims of the intervention were as follows:

- To ensure that the student had an improved working knowledge of maths prerequisites.
- To build student's self confidence in maths
- To encourage resilience
- To encourage the student to seek help if a topic was not understood
- To encourage neat presentation and recording of working out
- To encourage a level of self- discipline as far as focus goes
- To encourage application of any new knowledge
- Improving knowledge of maths vocabulary

Implementation

The students were on different levels of work which included Levels 1 – 5 on the White Rose SoW, Stage 6/7, Stage 7, Stage 8 and Year 9 GCSE. Close contact was kept with the students' class teachers as to which topic was being covered, so that this could be covered in the one hour sessions. The class teacher would also point out areas that the individual student found difficult.

At the beginning of each topic, the students were given a small test on the prerequisites needed for that topic to ascertain areas of concern. This was followed by a lesson on these prerequisites. Hint sheets with important information on that topic were stuck into their books and examples were done, followed by extension examples for those students who felt that they were ready. Once the students felt confident with basic knowledge, we would go onto the current work being done in class. Starters on basic skills were given on a regular basis. The students really enjoyed these, especially when they started to remember the skills by themselves. I also tried to incorporate problem solving into some lessons.

Impact

In general conversation with the students towards the end of the year, it would appear that they felt that progress was made with the broader aims mentioned. Most mentioned that their confidence had been boosted and that the sessions had been helpful. At the start of the programme, all students were asked why they thought that they were not performing as well as they could. It was interesting to note how many of them stated lack of focus and being easily distracted as one of the main reasons. More than one student this year admitted to being the distraction! Several students asked if they could come back next year. As usual, the biggest complaint from them all was when they were taken out of their favourite lesson. This is a difficult one to get around and in the main they were very accepting. Attendance this year has been good, although there were a bigger number of students who needed reminding to come along than last year. We handed out planners at the beginning of the year, as last year's students had really complained about the lack of planners.

| Intervention | No of students | Impact score (0 = as expected) | Impact |
|-------------------------------------|----------------|--------------------------------|---------------------------|
| IDL Numeracy | 4 | 0.8 | More than expected |
| KS3 Maths | 2 | 0.5 | More than expected |
| KS4 Maths | 6 | 0 | As expected |
| Senior Learning Mentor KS3 Maths | 16 | 0.7 | More than expected |
| Average | 28 | 0.5 | More than expected |

Social, Emotional and Mental Health Interventions

Intention

- To build resilience and coping strategies to reduce the need for high level mental health support.
- To provide timely, appropriate and graduated support, recognising the need to refer to other professionals
- To reduce poor attendance, particularly in PP students

Implementation

- 176 students had structured support for Social Emotional and Mental Health, totalling 993 hours of intervention
- Stronger links with RendezVous and increased opportunities for counselling and youth work including Rendez Vous bid for transition project involving SAST primaries and Gryphon
- Bid for outdoor equipment for the Blue Room successful, equipment installed and used daily by students with sensory needs, anger issues, emotional difficulties, etc.
- Year 12 mentors trained in emotion coaching by Dr Sarah TempleWorking with CAMHS on the Discovery Project
- Shine Project run very successfully by Chaplain and LS staff

Impact of SEMH and Communication and Interaction interventions 2018-9

| Intervention | No of students | Impact – no of students achieving as or more than expected |
|-------------------------------------|----------------|--|
| Counselling | 45 | 38 As or more than expected |
| ELSA | 8 | 8 As or more than expected |
| Friendship group | 7 | 7 As or more than expected |
| Interaction and Communication | 2 | 2 As expected |
| Speech and Language Therapist | 8 | 7 More than expected |
| Attendance support | 20 | 20 As or more than expected |
| Breakfast club | 4 | 4 More than expected |
| Rylands Farm Y8 | 7 | 7 Significantly more than expected |
| Self confidence and body positivity | 6 | 6 As expected |
| Targeted self-esteem group | 22 | 22 More than expected |
| Total | 107 | More than expected |

Impact

PP, SEND and LPA GCSE Exams Analysis 2019

There were 18 SEND students in the 2018-9 cohort representing less than 8% of the total cohort. Inclusion on the school's Code of Practice Register is decided either because the student has a statement or Education and Healthcare Plan (S or E) or because the student is having sustained, long term individual (Wave 3) or small group (Wave 2) support (K). Six did not achieve 8 GCSEs. Three were on a planned programme with a reduced academic curriculum. Two were very able but had severe mental health problems and had dropped subjects. One was on the autistic spectrum and due to extreme anxiety was unable to sit all his exams. English results were strong with one very low ability student with an EHCP achieving a Grade 3 in English Lit.

There were only 11 Low Prior Attainers this year, just under 5% of the total cohort. Seven of these students were also on the SEND register. The results for this group were excellent this year and they scored well in all areas apart from Maths. This was the first year of students who had been through the Nurture Group system and low prior attainers really benefitted from this intervention.

There were 41 FSM/Ever 6 students on the register representing almost 18% of the cohort. Despite the best attendance for four years for this group, Progress 8 results were disappointing compared to FFTD targets but strong compared to national figures. Eight students had suffered with significant mental health difficulties throughout KS4, one dropped a number of GCSEs and did not attend all exams and one, also on the SEN register, was on a planned reduced timetable.

| | Total cohort | SEND Cohort | Low Prior Attainers | FSM/Ever6 | Original Nurture Group |
|----------------------------|--------------|-------------|---------------------|-----------|------------------------|
| Cohort | 233 | 18 | 11 | 41 | 19 |
| Attainment 8 | 50.55 | 32 | 29 | 42.41 | 28.2 |
| Average Total Progress 8 | -0.018 | -0.19 | 0.29 | -0.37 | -0.28 |
| Average English Progress 8 | -0.07 | -0.09 | 1.03 | -0.42 | -0.34 |
| Average Maths Progress 8 | -0.30 | -0.36 | -0.57 | -0.60 | -0.70 |

SEND Progress 8

Five students are now studying A levels at The Gryphon. Careers Manager is providing information on the others but indicators suggest all have gone on to post-16 study or apprenticeships

| Name | P8 |
|--------------|--------|
| A | 0.022 |
| B | 1.149 |
| C | 1.404 |
| D | 0.988 |
| E | 2.564 |
| F | 2.371 |
| G | 0.061 |
| H | -0.112 |
| I | -0.389 |
| J | -0.089 |
| K | -0.306 |
| L | -1.053 |
| M | -1.353 |
| N | -1.963 |
| O | -1.251 |
| P | -1.773 |
| R | -2.503 |
| S | -1.232 |
| Summary | -0.193 |
| Targets > | 0.185 |
| Difference > | -0.378 |

Low Prior Attainers

One student is studying A levels at The Gryphon. Careers Manager is providing information on the others but indicators suggest all have gone on to post-16 study or apprenticeships

| Name | P8 |
|--------------|--------|
| A | 1.249 |
| B | 0.142 |
| C | 1.149 |
| D | 0.988 |
| E | 1.011 |
| F | 0.388 |
| G | 0.061 |
| H | -0.112 |
| I | -0.389 |
| J | -0.089 |
| K | -1.232 |
| Summary | 0.288 |
| Targets > | 0.117 |
| Difference > | 0.17 |

FSM/Ever 6 Progress 8

20 PP students have gone on to the sixthform to study A levels. Careers is providing information on the others but indicators suggest all have gone on to post-16 study or apprenticeships.

| Name | P8 |
|------|--------|
| A | 1.128 |
| B | 1.064 |
| C | 1.678 |
| D | 1.594 |
| E | 0.387 |
| F | 0.988 |
| G | 0.097 |
| H | 1.437 |
| I | 0.178 |
| J | -0.103 |
| K | 0.464 |
| L | -0.389 |
| M | -0.179 |
| N | -0.657 |
| O | -0.089 |
| P | -0.282 |
| Q | -0.186 |
| R | -0.306 |
| S | -0.622 |
| Y | -0.063 |
| U | 0.637 |
| V | -0.072 |
| W | -1.364 |
| X | -0.972 |
| Y | -1.735 |
| Z | -1.463 |
| AA | -0.579 |
| BB | -1.022 |
| CC | -2.935 |
| DD | 0.337 |
| EE | -1.251 |
| FF | -0.607 |
| GG | -0.672 |
| HH | -1.222 |
| II | 0.894 |
| JJ | -0.573 |
| KK | 0.271 |
| LL | -2.163 |
| MM | -1.082 |
| NN | -2.582 |

| | |
|--------------|--------|
| Summary | -0.373 |
| Targets > | 0.31 |
| Difference > | -0.684 |

A level

There were three students on the SEN register in Year 13, one with an EHCP

Student A: Chemistry A, Physics B, Maths A, Further Maths C, EPQ A*

Student B: Biology A, Economics A, Maths B

Student C: BTEC H&SC M, BTEC Travel D, Photography C

Waiting for destination information.

What specialist services were accessed by the school?

- Educational Psychologists (EP)
- SENSS
- Sensory teacher
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Child and Adolescent Mental Health Service (CAMHs)
- Community Paediatrician
- School nurse
- Behaviour Support Service (BSS)
- Hearing and Visual Impairment Services
- Social Services
- Get Set
- North Dorset Family Partnership Zone
- Dorset Families Matter
- Rendezvous
- Ansbury Careers Service
- Dorset Attendance Service
- Mosaic
- Balsam Centre

Staffing

We have developed a strong and cohesive Learning Support team at the Gryphon, bringing together a wide range of experience, expertise and skill. Three members of the team have a graduate certificate in identifying and teaching Specific Learning Difficulties, we have a number of Learning Support staff who are trained teachers and we have four trained Emotional Literacy Support Assistants. The SENCO observed all Learning Support staff through learning walks. In almost all cases staff performance was good or better. Training and support was given as appropriate.

Staff Training

In the past year, members of the team have received training in Mental Health First Aid, Read, Write Inc, Emotional Literacy Support Assistance, practical strategies for ASD, Person-Centred Reviews, Managing Behaviour, Ipad training, software training, mental health support strategies, supporting in Drama, Geography and History, Attachment and Trauma Informed schools, Dyslexia. The list is not exhaustive.

In addition, the SENCO led training on managing working with students with Autism and worked with individual teachers and departments. She was part of the ELG Learning Walk programme and gave feedback on provision for SEND students. She also ran training for trainee teachers and NQTs, coached a middle leader, delivered training as part of the National SENCO award and led a half day programme for Dorset NQTs. She was also SENCo at King Arthur's School.

Transition

We had our usual Open Evening in the Autumn term of Year 6 which gave parents a chance to view what we have on offer and talk to the SENCO and members of the Learning Support Team. The Principal Learning Mentor ran the transition programme for young people with SEND starting the school in Year 7. This involved close liaison with primary schools with a focus on sharing information, visits to the young people in their primary schools and opportunities for them to visit us and an extra transition day.

Looking ahead to 2019-20

There are, as ever, lots of challenges for next year: new students, new staff, continuing to give high quality support to young people in an effective and timely manner and working with parents and carers.

Key challenges for next year are:

- To improve P8 scores for SEND and FSM students to reduce gap them and their peers.
- To improve English GCSE results for MPA and HPA FSM students
- To improve Maths GCSE results for all FSM and SEND students
- To improve KS3 Maths teaching for SEND students
- To Improve the aspiration and attainment of FSM HPAs at KS3
- To continue to reduce large numbers of Year 7 students with poor literacy and numeracy skills
- To work across the SAST and with the community to build resilience and coping strategies to reduce the need for high level mental health support.