Refer to the SEND Policy for information relating to

- admission arrangements for pupils with SEN or disabilities
- steps taken to prevent pupils with SEN from being treated less favourably than other pupils
- access facilities for pupils with SEN

This report should be read in conjunction with the Special Educational Needs and Disability policy and complies with:

- section 69(2) of the Children and Families Act 2014
- regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014
- section 6 of the 'Special educational needs and disability code of practice: 0 to 25 years'

School Accessibility Plan

The School Accessibility Plan can be found in a separate document on the school website and has been written in compliance with paragraph 3 of schedule 10 to the Equality Act 2010.

It includes information on:

- Increasing the extent to which disabled pupils can participate in the school’s curriculum
- Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school
- Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.
SEN Evaluation Information for 2020-21

Contact details

The SENCO is Miss Alison Heppeler 01622 752103 aheppeler@mggs.org
The SEND Governor is Mrs Deborah Fenn 01622 752103 dfenn@govs.mggs.org

Number of students with SEND

In 2019-2020, there were 146 students (11.8%) with an identified SEND, as identified on our Inclusion Profile. Of these, three students had Education Health Care Plans (EHCP) and 18.5% of students with a SEND were identified as SEN Support (2.2% of the whole school cohort).

Funding

The funding provided to the school for SEND for 2019-2020 was £5307. This includes the SEN Notional Fund for low cost, high incidence SEND and any High Needs Funding.

The total funding received through notional SEN factors (ever 6, deprivation, low prior attainment, English as an Additional Language and mobility), including low cost, high incidence SEN was £103,899. This includes funds provided to the school for Free School Meals and Pupil Premium.

Outcomes

Students with SEND achieved on average 32% GCSE 9-7 grades and 82% GCSE 9-5 grades.

Destinations of students with SEND or Additional Learning Needs

81% of students (17 out of 21) with additional learning needs went on to study higher education courses at university, 5% (1 out of 21 students) have gone on to study for a degree apprenticeship and 10% (2 out of 21 students) have taken a gap year.

Improvements made to the school through the Accessibility Plan

Our school accessibility plan and review can be found on the school website:

https://www.mggs.org/our-school/policies-public-notices

Evaluation of the Equality Objective

Our SEND policy adheres to the equality objective.

Interventions used by the school to support students with SEND

The school implements a range of provision for all students, and those with SEND. These include:

- Counselling with the school counsellor and CXK advisor
- Learning mentor support
- Peer mentoring
- Leadership Team, Heads of Study, Form Tutor mentoring
- Support from SENCO and SENC and Medical Needs Assistant
- External agency involvement through Early Help, ChYPMHS (Child and Young Person Mental Health Service) and LIFT (Local Inclusion Forum Team), Addaction, Salus and other appropriate services
- Reduced timetables
- Up to date training of current and new staff, and specialised training of some staff on a range of needs including mental health, dyslexia and ASD.
- Part of the KCC Headstart programme, building resilience in schools.