

Special & Mainstream School Model for Analysis & Outcomes Report of SEND Pupil Attainment and Progress July 2014

On roll		FSM		BME		EAL		SEN School Action		SEN School Action Plus		SEN Statement	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%

School Context										
No of Pupils Overall		Boys/Girls		FSM (SEN pupils)		No of SEN pupils with below 94% attendance		No of SEN pupils with below 85% attendance		
Number of SEN pupils in each data set										
Yr1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr9	Yr10	Yr 11
SA										
SA+										
St.										

Year Group	Number	No. Of PMLD*	No. Of SLD	No. Of MLD	No. of ASD	No. Of BESD
11						
10						
9						
8						
7						
6						
5						
4						
3						
2						
1						
R						
EYFS						
Total						

*You could substitute by 4 SEN categories of need: (Cognition & learning; communication & interaction; social, emotional & mental; sensory and physical)

Commentary on school context:

Quad 1a Progress Against National Measures & Outcomes

Input at start of Key Stage 2 or Key Stage 3 (Entry point to school)

	No of SEN pupils in cohort	School data APS or attainment at end of KS1 (primary) or KS2 (secondary) for SEN group (Literacy and Maths combined)	School Raisonline APS data	National APS end of KS1 (primary) Of KS2 (secondary)	Difference between school APS and National APS	Description	Source of information
2012 - 2013							
Yr.11							
Yr.10							
Yr.9							
Yr.8							
Yr.7						At lowest end of well below average	School data + Raiseonline
Yr.6						"	"
Yr.5						"	"
Yr.4						"	"
Yr.3						"	"
Yr.2						"	"
Yr.1						"	School data + Raiseonline

Output at end of Key Stage 2: 3-year trend (produce same tables for KS3, KS4)

	Yr.6 APS for SEN pupils (English & Maths) Report separately for SA, SA+ and Statemented for each cohort in mainstream schools	National APS for KS2	Difference between school APS and national	Source of information
Yr.6 2011 cohort	School estimate: Raiseonline report: 15			Raiseonline School data
Yr.6 2010 cohort	School estimate: Raiseonline report: 15			Raiseonline School data
Yr.6 2009 cohort	School estimate: Raiseonline report: 15			Raiseonline School data

APS Scores for Year 11 Mainstream SEN students (June 2014) showing 3 year trend

Year	Cohort	Average Points Score (School data)	Average Points Score (Raiseonline)	National average for similar groups (Raisonline)	School difference from national APS
June 2014	School Action				
	School Action +				
	Statemented				
	All DSEN pupils in cohort				
June 2013	School Action				
	School Action +				
	Statemented				
	All DSEN pupils in cohort				
June 2011	School Action				
	School Action +				
	Statemented				
	All DSEN pupils in cohort				

This is optional - more useful for special schools

NC Attainment Range of SEN pupils End of KS1 (Year 2)	
English	
Maths	
Science	

NC Attainment Range of SEN pupils End of KS2 (Year 6)	
English	
Maths	
Science	

NC Attainment Range of SEN pupils End of KS3 (Year 9)	
English	
Maths	
Science	

NC Attainment Range of SEN pupils End of KS4 (Year 11)	
English	
Maths	
Science	

Year	Value added for SEN pupils (compared with similar pupils nationally)
2012	SA SA+ Statemented All SEN
2013	SA SA+ Statemented All SEN
2014	SA SA+ Statemented All SEN

Value Added Outcomes for DSEN pupils in mainstream schools (end of Yr.6 or Yr.11) - trends

SEN VA	School VA SA	National VA SA	School VA SA+	National VA SA+	School VA Statemented	National VA Statemented
2012						
2013						
2014						

Yr.11 Destinations:

	School Sixth Form	Post-16 College	Apprenticeship	Other
SA				
SA+				
Statemented				

End of Key Stage Summative Progress

End of KS2 or KS4 Progress Against SEN Progression Guidance* <i>(Use table either for all SEN pupils, or repeat for SA, SA+, Statemented)</i>			
English			
Academic year	Lower quartile	Middle quartile	Upper quartile
2010/11			
2011/12			
2012/13			
2013/14 prediction			
Maths			
Academic year	Lower quartile	Middle quartile	Upper quartile
2010/11			
2011/12			
2012/13			
2013/14 prediction			
Science			
Academic year	Lower quartile	Middle quartile	Upper quartile
2010/11			
2011/12			
2012/13			
2013/14 prediction			
PSD			
Academic year	Lower quartile	Middle quartile	Upper quartile
2010/11			
2011/12			
2012/13			
2013/14 prediction			
Summary comment:			

****Use this table as the starting point if you are a special school and the majority of your pupils do not achieve more than L1 by the end of Yr.6***

National Transition Matrices - English Key Stage 2 to 4 - sublevel variation – Comparison against all pupils nationally, and SEN group against similar SEN pupils nationally*

% of Pupils		Key Stage 4 Grade										Overall 1% achieving expected progress	All pupils nationally achieving expected progress	Overall 1% achieving more than expected progress	All pupils nationally achieving more than expected progress	School SEN achieving expected progress	National SEN pupils achieving expected progress	School SEN achieving more than expected progress	National SEN pupils achieving more than expected progress
		No KS4 Result	U	G	F	E	D	C	B	A	A*								
KS2 Level	Other or no prior available																		
	W																		
	1																		
	2																		
	3c																		
	3b																		
	3a																		
	4c																		
	4b																		
	4a																		
	5c																		
	5b																		
5a																			

*Primary schools could produce a similar table – for both pupils achieving within NC levels and those achieving within P Scales – use RAISEonline national transition matrices.

KS2 -KS3 (Year 9) Progress Against SEN Progression					
Guidance (Use table either for all SEN pupils, or repeat for SA, SA+, Statemented)					
	Working in Level	1 Level	2 Levels	3 or more Levels	Points Progress
English					
Maths					
Science					
Average per pupil					
Summary Comment					

KS3 -KS4 (Year 11) Progress Against SEN Progression					
Guidance					
	Working in Level	1 Level	2 Levels	3 Levels	Points Progress
English					
Maths					
Science					
Average points score per SEN pupil					
Summary Comment					

KS2 -KS4 (Year 11) Progress Against SEN Progression					
Guidance					
	Working in Level	1 Level	2 Levels	3 Levels	Points Progress
English					
Maths					
Science					
Average points score per SEN pupil					
Summary Comment					

KS2-3 (Year 9) End of Keystage Attainment of SEN pupils (Use table either for all SEN pupils, or repeat for SA, SA+, Statemented)					
	Level 3 & below	Level 4	Level 5+	Level 6	Level 7+
English					
Maths					
Science					
Average points score per SEN pupil					
Summary Comment					

**2013 Attainment against National Data (RAISE Unvalidated report 2013)
 Total Point Scores (with equivalences)**

Cohort	APS (School)	APS (National)	School- National (+/- significance)
SA			
+			
Statement			
All DSEN			

Capped Point Scores (with equivalences)

Cohort	APS (School)	APS (National)	School- National (+/- significance)
SA			
+			
Statement			
All DSEN			

Current Performance – APS Y11 DSEN students

Cohort	APS (School data – November 2013)	APS (School data – January 2014)	Predictions/Targets
SA			
SA+			
S			
All DSEN			

Y 11 End of Keystage DSEN attainment 2013 results (v predictions 2014)

	Maths	English	Science
% A*/A	Actual 2013 Pred. 2014	Actual 2013 Pred. 2014	Actual 2013 Pred. 2014
% A*-C	Actual 2013 Pred. 2014	Actual 2013 Pred. 2014	Actual 2013 Pred. 2014
% A*-G	Actual 2013 Pred. 2014	Actual 2013 Pred. 2014	Actual 2013 Pred. 2014

5A*-C E/M %age all SEN pupils Actual 2013 / Predicted 2014
 5A*-G E/M %age all SEN pupils Actual 2013 / Predicted 2014

KS3-4 (Year 11) End of Keystage Attainment of SEN pupils (Use table either for all SEN pupils, or repeat for SA, SA+, Statemented)						
	All GCSEs	Maths	English Literature	Science	5A*-C incl. En & Ma	5A*-G incl. En & Ma
%A* / A						
%A*-C						
%A*-G						
% ELC 3						
% ELC 2						
% ASDAN pass						
% COPE pass						
Average points score per SEN pupil						
Summary Comment						

Quad 1b Progress against CASPA and FFT predictions of each Key Stage SEN Group KS2 –KS3 and KS3-4 (Year) and of each year group of particular interest across the last year

Progress KS? – KS? against CASPA prediction (Special Schools)				
	Below	On Target	Exceeded Target	Points Progress
English				
Maths				
Science				
Other chosen				
All Subjects				
Average points progress per pupil				
Attainment Range				
English	Maths	Science	Other chosen	

Progress Year ? against CASPA prediction				
	Below	On Target	Exceeded Target	Points progress
English				
Maths				
Science				
Other chosen				
All Subjects				
Average points progress per pupil				

(repeat for end of each Key Stage and Each Year Group provided)

Progress Year 9 against FFT prediction (Mainstream Schools)				
<i>(Use table either for all SEN pupils, or repeat for SA, SA+, Statemented)</i>				
	Below	On Target	Exceeded Target	Points progress
English				
Maths				
Science				
Average points progress per pupil				
Summary Comment				

Progress Year 11 against FFT prediction				
	Below	On Target	Exceeded Target	Points progress
English				
Maths				
Science				
Other Subjects				
Average points progress per pupil:				
Summary Comment				

Quad 1c Accreditations attained by SEN pupils over the last year*

Accreditations attained:	Awards and accreditations 08-09	Awards and accreditations 09-10
GCSE		
Applied Business		
Art		
Biology		
BTEC Business		
Chemistry		
Drama		
English Literature		
French		
Geography		
German		
History		
ICT		
Music		
PE		
BTEC PE		
Physics		
Science Additional		
Science Core		
Statistics		
Technology Food		
Technology graphics		
Technology textiles		
English		
Mathematics		
Other qualifications		
Alan L2		
WKS		
COPE		
YAs in Sport & Performing Arts		

***Most useful for special schools**

Quad 2a In year progress (past 12 months)

12 month progress in Sublevels (SEN pupils)

Progress Year 9 in sublevels for 2011/12 <i>(Use table either for all SEN pupils, or repeat for SA, SA+, Statemented)</i>					
	Minus levels	0 sublevels	1 sublevel	2 sublevels	3 to 6+ sublevels
English					
Maths					
Science					
ICT					
Humanities					
Food Technology					
PE					
Art					
PSHCE					

Progress Year 10 in sublevels for 2011/12					
	Minus levels	0 sublevels	1 sublevel	2 sublevels	3 to 6+ sublevels
English					
Maths					
Science					
ICT					
Humanities					
Food Technology					
PE					
Art					
PSHCE					

Progress Year 11 in sublevels for 2011/12					
	Minus levels	0 sublevels	1 sublevel	2 sublevels	3 to 6+ sublevels
English					
Maths					
Science					
ICT					
Humanities					
Food Technology					
PE					
Art					

PSHCE					
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Progress All students in sublevels for 2011/12					
	Minus levels	0 sublevels	1 sublevel	2 sublevels	3 to 6+ sublevels
English					
Maths					
Science					
ICT					
Humanities					
Food Technology					
PE					
Art					
PSHCE					

Progress English students in sublevels for 2013/14					
	Minus levels	0 sublevels	1 sublevel	2 sublevels	3 to 6+ sublevels
Reading					
Writing					
Speaking					
Listening					

Progress Maths students in sublevels for 2013/14					
	Minus levels	0 sublevels	1 sublevel	2 sublevels	3 to 6+ sublevels
Using Number					
Shape & Space					
Data Handling					
Using & Applying					

Quad 2b Achievement of vulnerable groups with SEN or other sub-groups against whole-school data

Achievement of Vulnerable Groups/Sub Groups with SEN

- Use bullet pointed explanatory text to highlight any differences in achievement between whole school and sub-groups. Sub-groups common to all schools will be Pupil Premium, BME, EAL, Looked After Children, Boys/Girls.
- Schools may also wish to highlight sub-groups which are a particular focus for them e.g. pupils with ASD, pupils with PD, pupils with sensory impairment

Quad 3 Impact of Interventions to support Individual progression and achievement of SEN pupils compared against own targets

Describe programme of interventions and how individual targets are set for SEN pupils to make rapid progress

You need a statement here about the programme of interventions in place in each key stage, and how these are monitored and evaluated. This is probably best reported separately using a Provision Mapping proforma. (See Appendix)

- Use bullet-pointed explanatory text to describe your process for setting individual targets related to interventions.
- Describe how impact of interventions is measured

Individual Progression and Achievement of SEN pupils with Personalised Learning Plans as an outcome of interventions

1. State the size of the cohort for whom you have this data across the school.
2. Progress against individual targets (express as number and percentage)
3. Do you have any other evidence that indicates that as a result of the intervention pupils have made more rapid progress in En and Ma?

Intervention	Less than expected progress	Expected progress	Better than expected progress	Impact on En and Ma?

Progress in Reading – 12 month analysis

	% Less than 6 months progress	%7 – 12 months progress	%13 – 18 months progress	%19 – 24 months progress	%+ 2 yrs progress
SA					
SA+					
Statemented					

Quad 4 Holistic progress of SEN pupils

Attendance, Participation and Well-being

Attendance Raisonline Statistics (February 2014)	2009/10		2010/11		2011/12		2012/13		2013/14	
	School	National Average for Secondary Schools	School	National Average for Secondary Schools	School	National Average for Secondary Schools	School	National Average for Secondary Schools	School	National Average for Secondary Schools
% of enrolments that are Persistent Absentees (annual) (<i>absence more than 15%</i>)		(Special) (M/Stream)		(Special) (M/Stream)						
% of sessions missed due to overall absence (annual)		(Special) (M/Stream)		(Special) (M/Stream)						

Participation of SEN pupils. Add columns according to context of school

	% of SEN cohort involved in lunchtime clubs	% of SEN cohort involved in after-school clubs	% of SEN cohort in school sports teams	% of SEN cohort participating in school musical activities
KS1				
KS2				
KS3				
KS4				
KS5				

Improvements in Well-being of SEN pupils

(Look at outcomes of assessments, e.g. Leuvens – percentage of those who reached or exceeded expected target)

	No Change	Reached expected target	Exceeded target
KS1			
KS2			
KS3			
KS4			
KS5			

Overall Evaluation of progress and achievement of SEN pupils

(Guidance notes – to be deleted on completion of form) :

- Look at progress of each pupil in each core subject (Eg Johnny went from 3c-4a in Maths)
 - Using all your multi-professional and contextual knowledge about Johnny, in your professional judgement as a school, was this inadequate, satisfactory, good or outstanding progress over the last year?
 - Tot up all pupils scoring good or better for Maths and express this as a percentage : ie over the last year 40% of our pupils made good or better progress in Maths
- Do this for each Core subject.

In our professional contextual judgement

Subject	% of SEN pupils making good or better progress across last academic year
English	
Maths	
Science	
Chosen other	

- Here, use either bullet-pointed or explanatory text to give further information if you wish.

Overall Judgement

- Comparing the outcomes of all 4 processes above, what is your overall judgement re. attainment and achievement of pupils with SEN in your school?

Target-Setting (forthcoming Year)

- Use bullet-pointed explanatory text to describe your process for setting individual targets for pupils with SEN for the forthcoming year. (If it differs from the process described in 3 above).

Appendix

Provision Map							
Yr.7 Date: October 2011							
Wave 1 strategies: visual timetable, task boards x 5, peer mentoring, grouping for support, cumulative reward system, writing frames, word banks, feelings wall, worry box, phone-a friend, wobble seats x 3							
Wave 2 interventions:							
Interventions	Gp size	Frequency & staff	Pupil	Entry data	Intervention Target	Exit data	Outcome
Comprehension group	1:6	3 x 15 x 6 weeks HLTA	Amy	2c	Plus one sub-level	2b	5/6 plus one sub level or more Positive outcome for all except Joe – behaviour an issue Repeat intervention – new group
			Joe	2b	To use expression in reading	2b	
			Dan	2c	To demonstrate understanding of text in conversation	2a	
			Fred	2c		2a	
			Bob	2b		2a	
			Max	2c		2b	
Springboard maths	1:6	4 x 20 x 8 weeks (early am)	Dan	3c	Plus one sub-level	3b (number)	4/6 plus on sub level or more Positive outcome Amy attendance poor. Carl had moved from low to high 3b. Strong teaching style – to support other staff. Repeat
			Fred	3c	To be able to use multiplication facts (2,5,10) confidently	3b	
			Carl	3b		3b	
			Amy	3c		3c	
			Jane	3c		3a	
			Sara	3c		3a	

With acknowledgement to Anita Devi website address www.AnitaDevi.com – materials shared at the Optimus Conference held on 15th March 2012: The SEN Green Paper & Achievement for All