Annual Report to the Governing Body
by the Special Educational Needs and Disability Co-ordinator

School	*Lode Heath School*	Academic Year	*2024-2025*
Completed by	*A Mohammed*	Date	*September 2025*

- **SEND** - A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

- **SEN Support (K)** – This is where a pupil is identified as having SEN and the school takes action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

- **Education, Health and Care Plans (E)** - Despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents request an Education, Health and Care needs assessment. An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

Overview of annual report

Section 1 – SEND profile for last 12 months
Section 2 – Overall quality of provision for pupils with SEND
Section 3 – Achievement of pupils with SEND
Section 4 – Statutory Duties
Section 5 – Use of resources
Section 6 – Partnerships
Section 7 – Forward planning

Annual Report to the Governing Body
by the Special Educational Needs and Disability Co-ordinator

Section 1 – SEND profile for last 12 months

PROFILE	School		National
	Number of	% of population	% of population
Number of pupils on SEN register – Total	176	15.5	17.9
Number of pupils on SEN register – SEN Support	161	14.1	13.0
Number of pupils on SEN register – EHC Plan	15	1.3	4.9
Number of pupils who are disadvantaged too	58	5.1	
Number of pupils who are looked after, or previously, too	4	0.4	

PRIMARY NEED IN SECONDARY SCHOOLS	% of SEN population	
	School	National
Autism	24.4	16.2
Hearing Impairment	1.1	1.5
Moderate Learning Difficulties	12.5	12.6
Multi-Sensory Impairment	0.0	0.3
Other	9.1	3.1
Physical Difficulties	4.0	2.2
Profound and Moderate Learning Difficulties	0.0	0.7
Severe Learning Difficulties	0.0	2.0
Social, Emotional and Mental Health	23.3	21.6
Specific Learning Difficulties	17.6	11.0
Speech, Language, and Communication Needs	7.4	24.5
No Specialist Assessment	0.0	3.6
Visual Impairment	1.1	0.8

Annual Report to the Governing Body
by the Special Educational Needs and Disability Co-ordinator

SEND Profile Commentary
■ The SEND profile at Lode Heath School shows that the majority of needs are concentrated in three key areas: Autism Spectrum Disorder (ASD), Specific Learning Difficulties (SpLD), and Social, Emotional and Mental Health (SEMH). Each of these areas requires tailored support. Students with ASD and SpLD benefit from adapted learning approaches, while SEMH needs continue to rise across the school and require consistent, targeted intervention.

Suggested actions for the governing body
■

Section 2 – Overall quality of provision for pupils with SEND

Outcomes for pupils with SEND

Year 11 – Exams

Year 11 24/25	SEN E	SEN K	Non SEN
A8	2.5	4.67	5.11
P8	0	0.51	0.24
EBACC	0	23.1	35.4
9-7	0	0	10.1
9-5	0	34.6	48
9-4	0	61.5	75.8

- SEND (EHCP) P8 score is positive 0.00 (-0.93 in 2022, 0.20 in 2023, 0.10 in 2024) this is comprised of a total of 1 EHCP student.
- National P8 for SEND (EHCP) is -0.76 (SISRA Collaboration)
- SEND (K) P8 score is positive 0.51 (0.43 in 2022, 0.72 in 2023, 0.60 in 2024) SEN Support (K).
- National P8 for SEND (K) is -0.45 (SISRA Collaboration)

Year 10 – WAG AP3

Year 10 AP3 WAG	SEN E	SEN K	Non SEN
A8	3.4	3.52	4.45
P8			
EBACC			
9-7	20	2.6	6.9
9-5	40	15.8	43.7
9-4	40	31.6	62.6

- 5 EHCP students in Year 10 – 1 outlier (AT) allocated specialist setting for September 2025 and has been a non-attender this academic year.
- No progress 8 data as this year group were impacted by the covid pandemic and as a result did not sit their SATS

Please note that the data below is in relation to very high and ambitious academic targets set for students with challenge already built in.

Year 9

Year 9 AP3 Summary	On/Above	Above	On	Below
Overall	49.9	20.7	29.2	50.1
SEN E	25.9	22.2	3.7	74.1

	On/Above	Above	On	Below
SEN K	43.3	11.4	31.9	56.7
Non SEN	51.5	22.2	29.3	48.5

English	On/Above	Above	On	Below
Overall	65.9	17.7	48.2	34.1
SEN E	50	25	25	50
SEN K	80	13.3	66.7	20
Non SEN	64	18.3	45.7	36

Maths	On/Above	Above	On	Below
Overall	51.8	26.8	25	48.2
SEN E	25	25	0	75
SEN K	30	13.3	16.7	70
Non SEN	55.9	29	26.9	44.1

Year 8

Year 8 AP3				
Summary	On/Above	Above	On	Below
Overall	54.5	25.4	29.1	45.5
SEN E	42.9	0	42.9	57.1
SEN K	46.5	15.7	30.9	53.5
Non SEN	55.9	27.2	28.7	44.1

English	On/Above	Above	On	Below
Overall	61.8	20.7	41	38.2
SEN E	100	0	100	0
SEN K	45.2	9.7	35.5	54.8
Non SEN	64.3	22.7	41.6	35.7

Maths	On/Above	Above	On	Below
Overall	58.1	25.3	32.7	41.9
SEN E	100	0	100	0
SEN K	45.2	19.4	25.8	54.8
Non SEN	60	26.5	33.5	40

Year 7

Year 7 AP3				
Summary	On/Above	Above	On	Below
Overall	49.4	20.8	28.6	50.6

	On/Above	Above	On	Below
SEN E	14.3	0	14.3	85.7
SEN K	26.9	12.2	14.7	73.1
Non SEN	54.3	22.8	31.5	45.7

English	On/Above	Above	On	Below
Overall	54.8	16.2	38.6	45.2
SEN E	0	0	0	100
SEN K	20	5.7	14.3	80
Non SEN	62.4	18.5	43.9	37.6

Maths	On/Above	Above	On	Below
Overall	53.9	18.9	35.1	46.1
SEN E	50	0	50	50
SEN K	31.4	14.3	17.1	68.6
Non SEN	58.2	20.1	38.1	41.8

Effectiveness of leadership and management for SEND

- Director of Learning Support has now completed the PGCERT Special Educational Needs (SENCO Award) in addition to her Autism qualification
- High Needs Manager has thrived with additional responsibility and has proved to be a highly effective member of the team
- SEND meetings via AMAT Trust have proved to be beneficial in terms of sharing good practice, resources, knowledge and CPD
- SEN Succession planning in place
- Training & Development of staff to continue in collaboration with Assistant Headteacher of Teaching & Learning via Teaching and Learning briefings
- Positive feedback received from OFSTED in November 2024 regarding SEND offer and provision for students
- The OFSTED inspector commented on how the parent satisfaction survey was so high – total of 72%. This is a significant improvement from 32% historically
- Provision for pupils with special educational needs and/or disabilities is a significant strength of the school. These pupils have their needs precisely identified. The school makes certain that staff have the guidance and assistance they need to support their learning. This means that the curriculum is adapted systematically and appropriately for these pupils. Consequently, they achieve very well.

7. My child has SEND, and the school gives them the support they need to succeed.

Key to results:
- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know

| 60% | 12% | 12% | 4% | 12% |
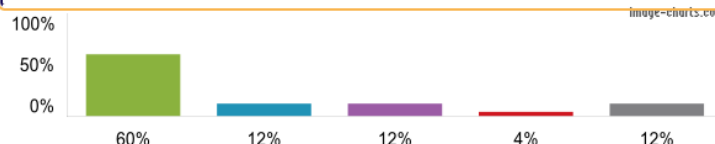
> View results as text   Figures based on **25** responses up to 09-12-2024

> 8. The school has high expectations for my child.
> 9. My child does well at this school.
> 10. The school lets me know how my child is doing.
> 11. There is a good range of subjects available to my child at this school.
> 12. My child can take part in clubs and activities at this school.

- Positive feedback received from AMAT SEND Review in January 2025 regarding SEND offer and provision for students

Lode Heath School has made significant progress in its SEN provision over the last few years, with strong teaching and learning strategies ensuring that students with additional needs receive the support they require. A recent Ofsted inspection highlighted SEN as a key strength of the school, noting that students have their needs precisely identified and supported. The school has embedded structured teaching strategies such as task boards, targeted questioning, and "Five to Finish," which have contributed to strong academic outcomes for SEN students.

A cultural shift in staff attitudes towards SEN has improved teacher confidence in supporting students, with clear strategies available through Synergy. Teaching assistants play a vital role in promoting student independence and engaging with parents, ensuring consistent support. There is also an increasing focus on balancing pastoral care with academic progress, ensuring that students receive quality first teaching while still accessing wellbeing support when needed.

- SEF – C5 Support Vulnerable Students - **"Provision for pupils with special educational needs and/or disabilities is a significant strength of the school."** Ofsted 24 Lode Heath's provision for vulnerable students continues to strengthen. There is clear evidence of rapid improvement for vulnerable students, and the gap continues to close with their peers nationally. There is clear evidence of rapid improvement in progress and attainment, particularly for disadvantaged students. Attendance has increased for disadvantaged (+1.96%) and SEND students (+0.92%) compared to last year. The SIP (May 2025) praised our "tenacious" leadership and "excellent "SEND provision. Disadvantaged students 'Attainment 8 (PG3) is 3.82, above the national average of 3.75. SEND outcomes also exceed national figures: A8 K = 4.64 (vs 3.31), A8 E = 2.7 (vs2.39). Interventions - such as STARS, Progress League, and mentoring - positively impact motivation, behaviour, and engagement. Student voice shapes provision, and feedback from Ofsted and stakeholders validates our inclusive, personalised approach. There are many strengths with our provision that we continue to embed, but we do need continue to work with these students, which makes it a priority for improvement.

Quality of teaching, learning and assessment for pupils with SEND

T&L Standards
- 1. Do Now Activity: Retrieval based focusing on past knowledge and / or skills

- ■ 2. Learning Journey: Explicitly shared and referred to each lesson; present in all exercise books on yellow paper *(remember we updated these last term…)*
- ■ 3. Task Board: Explicitly shared and referred to each lesson; either handwritten on the board or on PowerPoint
- ■ 4. Working the Clock: Apply a time limit to all activities and use a visual timer to encourage pace and rigour
- ■ 5. Cold Call Questioning: Use Cold Call to question students; tell them in advance that you will be doing this; strategically decide which students are going to answer specific questions; this will allow all students to be challenged
- ■ 6. Five to Finish: Ask students to check any written work for literacy mistakes and correct using the Student Marking Mats; tidy up & put all equipment away; quietly stand behind their desk; correct uniform; leave calmly when dismissed

T&L Priorities 24/25

Priority 1

Making use of Assessment for Learning (AFL) in every lesson

Priority 2

Students can articulate their current progress and ow to make future progress.

These have built upon the priorities from the last academic year Assess, Challenge Variety and Articulate – see below:

Priority 1: Checking for understanding
- • Verifies that students are learning what is being taught
- • Provides the teacher the opportunity to improve learning based on student responses
- • Keeps students engaged and accountable for their learning
- • It provides **real time data** which is essential for teacher reflection regarding the lesson *(i.e. knowing which students are excelling or struggling to understand and actively doing something about it)*

Priority 2: Challenging teaching for SEND students
- • Impactful teaching for students with SEND is impactful teaching for all students
- • Teachers are accountable for ALL students in their classes
- • Allows full inclusivity; everyone should be able to access the curriculum

Priority 3: Learning Variety
- • Improve students' engagement
- • It will naturally accommodate all different types of learning and learners
- • Allows full inclusivity; everyone should be able to access the curriculum

Personalisation
- ■ T&L File: This is not optional, it should contain: annotated Seating Plans; Medium Term Plans; specific SEND Information; specific Class Data (attainment and progress)
- ■ PP Students: Who they are and the strategies to use to allow them to access the curriculum.
- ■ SEND Students: Who they are; what their needs are and the strategies to use to allow them to access the curriculum.
- ■ High Attainers: Who they are and the use of "Top-Down Planning"
- ■ Learning Journey: Links to prior learning; the sequence of current learning with rationale; links to future learning; the most important knowledge and skills that students need access to

Teacher Feedback

- We use a WOW-HOW-NOW approach *(Teacher Feedback Sheets supports teacher workload as they are much quicker)*
- Verbal Feedback Stamp *(also support teacher workload)*
- Marking for literacy *(encourage student self-correction here using Student Marking Mats as part of Five to Finish to support teacher workload);* also marking for literacy stickers to support this

T&L CPD

T&L Priority 1: Use of AfL in Every Lesson

- Revisited AfL techniques
- Focus on teacher response and lesson adaptation
- AfL used to confirm, not provide, understanding
- Focus on High Prior Attainers (HPA)

T&L Priority 2: Student Progress Awareness
- Use of Teacher Feedback Sheets for clear, bespoke targets
- Encouraged verbal feedback (students write it down)
- Students articulate feedback and how to use it
- Evident in student work
- Continued HPA focus

Additional Pedagogical Development
- Embedding revision into the curriculum (trialled with a year group)
- Reinforcing school-wide non-negotiables
- Revisiting and evaluating Do Now Activities (DNA)
- Weekly "quick wins" to support staff workload and quality
- Continued embedding of Learning Variety

Key Focus
- Regular book looks completed by SLT, Faculty leads and HODs.
- Intervention focus for SEND students to continue after successful impact and implementation this academic year. TAs were trained by Specialist SEND teacher and timetables allowed for Intervention to run during the school day. Interventions were focused on 3 key elements, spelling, vocabulary and working memory. Intervention to be recorded, tracked and monitored on the departmental Impact spreadsheet.
- Whole school intervention mapped and evaluated.
- Inclusion Briefings every fortnightly sharing updates with staff
- Additional work completed with Transition Groups in each year group to check how they had settled after their return to school at each point half termly – including ASD students
- The SEND Review process has been in operation now and is working effectively using Synergy.
- Access Arrangements Online and evidence all completed for Year 11 students. Passed Inspection in June 2025
- Inspirational and Motivational talks and workshops by Cameron Parker delivered to whole school and targeted groups of students. This has also included parent workshops.
- STARS Challenge to continue.

- Progress League to continue.

Personal development, behaviour and welfare of pupils with SEND

Attendance Actions
- Local authority EPAS team meetings
- Attendance continues to be above the national average and local (Solihull)
- 2023/24 v 2024/25 - Increase of 0.92% SEND, 1.96% PP, 2.81% Yr11 and 2.01% Yr10
- Ongoing work with the small number of 'stuck cases' linked to attendance
- Use of ATTEND platform in developmental stages – adding value to both tracking and interventions linked to attendance
- Various attendance interventions have been competed this year – SJU, HOY, External providers to support attendance - Flight Club, Boost reward cards and 'streaks' to support 'low level' rewarding – 'little and often'
- Attendance is a significant focus for all staff – repeated exposure during BSII training sessions
- Regular Inclusion meetings to find the most supportive provision for students with SEND
- Continue to develop the use of NTI and FPN protocols to support improved attendance

SEND Attendance

SEN	22/23	23/24	24/25
E	82.9	75.6	74.4
K	86.1	85.1	92
Non SEN	84.5	89.8	92

Attendance for pupils with SEND remains a key focus, with all core attendance actions prioritising vulnerable groups first - this includes follow-up phone calls and attendance workshops. Despite these efforts, attendance continues to be a concern, particularly for students with EHCPs. A significant factor is the number of non-attending EHCP students awaiting specialist placements, which the local authority has allocated but not been able to fund due to a lack of available provision. Medical evidence letters have been issued and are being reviewed as part of the process to initiate legal proceedings where appropriate. Support has also been provided through the local authority's EPAS team. However, further challenges have arisen due to the reduced impact of CSAWS and the Connected Care Network no longer accepting referrals from south Solihull because of funding cuts.

Behaviour
Suspension numbers have increased this year, although clear behaviour expectations continue to be maintained school wide. A small minority of students have a disproportionate impact on the overall suspension figures. Suspension data is closely monitored, with regular discussion at the Inclusion and Behaviour meetings. Outcomes from these meetings inform targeted CPD for

staff and tailored form-time provision. The induction programme each term is also designed based on previous behaviour trends and identified focus areas.

Rewards

Reward post cards sent home to PP / SEN / Cross over students for Learning PRIDE

Term 1:	Term 3:
Year 7	**Year 7**
SEN 17	SEN 17
PP 47	PP 43
Both 8	Both 4
Total: 72	Total: 64
Year 8	**Year 8**
SEN 23	SEN 20
PP 26	PP 25
Both 4	Both 5
Total: 53	Total: 50
Year 9	**Year 9**
SEN 14	SEN 16
PP 18	PP 19
Both 7	Both 7
Total: 39	Total: 42
Year 10	**Year 10**
SEN 16	SEN 16
PP 12	PP 14
Both 10	Both 7
Total: 38	Total: 37
Year 11	
SEN 21	
PP 17	
Both 8	
Total: 46	
Total postcards: 248	**Total postcards: 193**

Zero Hero & Nearly Hero Data

TERM 1:	TERM 2:	TERM 3:
Year 7	**Year 7**	**Year 7**
22 SEN	24 SEN	24 SEN

44 PP	42 PP	30 PP
7 Both	7 Both	5 Both
Total: 73	Total: 73	Total: 59
Year 8	**Year 8**	**Year 8**
25 SEN	24 SEN	22 SEN
26 PP	24 PP	23 PP
4 Both	3 Both	2 Both
Total: 55	Total: 51	Total: 47
Year 9	**Year 9**	**Year 9**
19 SEN	20 SEN	22 SEN
25 PP	23 PP	17 PP
6 Both	6 Both	5 Both
Total: 50	Total: 49	Total: 44
Year 10	**Year 10**	**Year 10**
28 SEN	26 SEN	19 SEN
22 PP	20 PP	16 PP
8 Both	8 Both	6 Both
Total: 58	Total: 54	Total: 41
Year 11	**Year 11**	**Year 11**
22 SEN	19 SEN	SEN
14 PP	15 PP	PP
5 Both	5 Both	Both
Total: 41	Total: 39	Total:
Total: 277	**Total: 266**	**Total: 191**

Welfare
- Additional work completed with Transition Groups in each year group to check how they had settled after their return to school from half term – including ASD students
- Year 7 – Transition Group

Specialist teacher completed Transition Group programme with 8 Year 7 ASD students.
All parents were happy and pleased the transition group was on offer.

Student	Start score	End Score	Comments
DC	10	10	Kindness can win. Feel happy.
DM	7	10	Good for communication
RC	5	9	homework a huge problem. Enjoyed not being in lessons for transition work. Rueben was excellent and focussed in these sessions. Rueben rated them 10/10!
TI	5	10	Struggling with homework. Enjoyed working with others. (Reuben worked very well with Toby)
EW	10	10	I have met new people. I had fun.
HM	8	9	Harley enjoyed working 1-1 with me and beating me! Verbal comment from Harley.
MB	5	8	To be myself. Build confidence.

Student Voice

Year 7

Impact is based on average scores on how students feel about school at the start of term and then once term has been completed (1-10)

Starting Scale	End Scale
6.1	6.9

VD – "they make sure that I have my medicine and I can have a 5-minute early pass. They support me by always being supportive and helping me when I'm stuck"

Year 8

Impact is based on average scores on how students feel about school at the start of term and then once term has been completed (1-10)

Starting Scale	End Scale
6.4	7.4

ZD – "the school gave me a laptop, and I have mentoring sessions to help me"

Year 9

Impact is based on average scores on how students feel about school at the start of term and then once term has been completed (1-10)

Starting Scale	End Scale
7.7	8.4

SC – "I always have someone I can go to if I need help. Teachers come over and show/tell me how to improve if I am stuck"

Year 10

Impact is based on average scores on how students feel about school at the start of term and then once term has been completed (1-10)

Starting Scale	End Scale
7.5	8.6

JS – "They give me passes to leave lesson early and go outside if needed. SEN support me. They allow me to talk to them. They re-explain things to me."

- Mentoring continuing via JRA for 34 students

Impact is based on average scores on how students feel about school at the start of mentoring and then once completed (1-10)

Starting Scale	End Scale
6.2	7.5

RH 'I'm happier and my grades are better.'

Interventions
Dreams to Reality
Cameron Parker report for year 11 2025 cohort Lode Heath School - Data Report Results Y11 2025.pdf
Notable improvements from 41 students regularly engaging.
Mental health average rating score 5/10 to 8/10
Future direction average rating score 6/10 to 9/10
Confidence average rating score 4/10 to 7/10
Comfortable asking for help average rating score 4/10 to 7/10
Willing to try new things average rating score 3/10 to 6/10
Positivity average rating score 4/10 to 8/10
Students who found the programme useful 98%

Day 6 (Day 2 for year 10)
36 students participated. Students split into small groups based on focus e.g. behaviour, attendance, higher progress, motivation.
100% found their session with Cameron beneficial.
How motivated were you with school **BEFORE** the assembly? 4.8
How motivated were you with school **AFTER** the assembly? 6.75
'Stay motivated and try my hardest'
'Think more about small goals'
'Don't say I don't know because my brain will stop trying to find the answer'
'Never limit yourself, you only commit to what you tell yourself'
'Have a different view on self-negativity'
'Think positive believe in yourself'

Evening event for Year 10 to introduce programme to parents. 10 families attended. Families made aware of support on offer and the way they can interact with the Power Programme via social media.

Day 5 (Day 1 for Year 10)
Launch session with Year 10 PP students in the large hall and one to one sessions with EHCP students and students with behaviour concerns (15 min intro sessions)
100% found their session with Cameron beneficial.
How motivated were you with school **BEFORE** the assembly? 4.76
How motivated were you with school **AFTER** the assembly? 6.69
'One bad thing doesn't ruin everything.'
'To never give up'
'Stop holding yourself back from opportunities'
'I can prepare for my future'

Final evaluation and session with Year 11 cohort. Evaluation forms and certificates handed out. Collating those students who were away and submit info. Waiting on final report from Cameron.

Day 4
Small group work in focus groups based on feedback from parents and teachers. Setting short term targets before next and final session in April.
Used opportunity to collate student voice of group in what they need in the lead up to exams.
100% found their session with Cameron beneficial
How motivated were you with school **BEFORE** the assembly? 5.26
How motivated were you with school **AFTER** the assembly? 7.73
'Don't avoid revision, start now before it's to late and reach your goal'
'Just revise to reach my potential'
'To take revising seriously'
'To try my hardest in all my lessons'

Day 3
Year 7 and 8 motivational assembly
94% of Year 7 and 8 students stated the assembly was beneficial.
How motivated were you with school **BEFORE** the assembly? 5.44
How motivated were you with school **AFTER** the assembly? 7.96
Quotes – What did you take away from listening to Cameron today?
'Follow your dreams'
'Don't give up'
'Take school seriously'
'Always strive to be the best and not settle for anything less'
'Really helped to show that anything is possible if you try hard enough'

Year 11 One-to-ones
One to ones conducted with LAC students in Year 11 and students specifically identified using teacher feedback and parental requests.

Girls Power Programme
Sian Lord ran the Girls Power Programme following feedback from Kirklan Rowell regarding the experience of the girls in Year 10s experience of school. She performed her Ted talk to all of Year 10 Period 1 and then had a number of girls only workshops for the rest of the day

Impact is based on average scores on how students feel about school before the day with Sian and then once the day with Sian was completed (1-10)

85 girls stated they found the day beneficial

Starting Scale	End Scale
6	8.9

ID - She was confident and inspiring
YO - Showed me how to believe in myself
HD - Helped me feel good about myself
JL - Talking about my goals for the future
ME - Making me feel more positive and confident
CR - Hearing how she overcame challenges to make herself feel better

Summer School
28 Year 6 SEND students attended at least 1 day of Summer School during summer school

All forms

Data	Monday	Tuesday	Wednesday
All students	160	161	150
EHCP	2	2	2
EAL	24	26	25
K	26	26	24

Impact is based on average scores on how students feel about school at the start of Summer School and then once completed (1-10)

Starting Scale	End Scale
5.9	8.6

FP 'It's been really good-I've liked it.'
SH 'I was really nervous at first, but now it's really good.'
LS 'I've enjoyed it, it's been useful.'
CP 'I was worried, now I'm excited.'
LM 'I'm feeling better about school now.'
JW 'It's all been really good.'
PM 'I hated it at the start, but it's OK now.'

Year 11 Exams Anxiety Workshop
Helen Colles (EP) delivered targeted exams anxiety workshop for SEND and Disadvantaged students (15 in total) who said they were struggling with Exams Anxiety. Impact below
Exams Anxiety Workshop Impact Data Summary
Student Voice
87.5% found the workshop useful
87.5% would recommend it
How they felt at the start about exams 3.9 (average)
How they felt at the end about 6.7 (average)

2.8 increase

Memory Magic
All TAs have undergone refresher training by LHA to deliver Memory Magic for KS3. Groups have been set up and base line assessments complete.

Impact of Memory Magic
Student Voice
- 90% found MM beneficial
- 80% would recommend it
- How good their memory was at the start – 5.4 (average)
- How good their memory was at the end – 8.10 (average)
- 2.7 increase

Assessment Results
- 9% average improvement overall
- 10 improved
- 0 stayed the same
- 84% Attendance

Vocabulary Intervention
All TAs have undergone refresher training by LHA to deliver Vocabulary Intervention

Vocabulary Impact Data Summary
Student Voice
- 85%   found memory magic beneficial
- 69%   would recommend it
- 4.31   How they felt to start
- 8.04   How they felt at the end

Assessment results
- 21%   Average overall improvement
- 13   Improved
- 82%   Attendance

Spelling Intervention
All TAs have undergone refresher training by LHA to deliver Spelling Intervention

Spelling Impact Data Summary
Student Voice
- 88%   found spelling intervention beneficial
- 88%   would recommend it

- 4.63   How they felt to start
- 7.00   How they felt at the end
- 2.38   Improvement on how they felt

Assessment results

- 16%   Average Improvement
- 95%   Attendance

Numeracy Intervention
Numeracy Impact Data Summary
Student Voice

- 100% found Numeracy beneficial
- 100% would recommend it

Year 8
- How they felt at the start - 3.33 (average)
- How they felt at the end - 6.83 (average)
- 3.5 increase

Assessment Results
- 24% average improvement overall
- 6 out of the 6 improved
- 95.2% Attendance

Year 9
- How they felt at the start - 3 (average)
- How they felt at the end - 6 (average)
- 3 increase

Assessment Results
- 13.33% average improvement overall
- 3 out of the 3 improved
- 100% Attendance

RTH/EST set up and ran the STARS Challenge with Year 7 and 8 students to develop and continue the positive learning experience for both year groups. Impact Data below:

STARS
Completed **Autumn term** challenge for Year 7 and 8 PP students

STARS Data:
Credits SCORES-For 6-week programme only:
59% of students gained 100+ credits.
4% of students gained 200+ credits.
Extra-curricular clubs - Total number of students involved in regular extra-curricular clubs = 65% and 2+ clubs = 6%
Attendance:
Overall, 65% stayed the same or Improved Attendance.
Lates:
54% student improved/never late to school during the 6-week programme.

Rewards trip completed to Lichfield Cathedral and the pantomime.
Celebration evening delivered to parents to raise profile of STARS challenge.
Social media post to raise profile of the STARS challenge.
Celebration assembly delivered to Year 7 and 8 students.

Completed and evaluated **Spring term** challenge

Credits:	32.8% of students gained 100+ credits this term.
	5.9% of students gained 200+ credits this term.
Clubs:	47% of students attended 1+ club per week.
	17.2% of students attended 2+ club per week.
Lates:	57.4% of students = no lates.
	70.1% of students = 1 late or less.
Attendance:	95% attendance and above= 51.4% (improved on previous term 48.5%)
	90% attendance and above= 62.6% (improved on previous term 63.9%)

Conducted intervention group with students from STARS challenge focusing on behaviour. Targeting a small cohort of students with attendance concerns - the target group looked at targeting students with 80% attendance to support and improve their attendance rate to school. 54.5% of group (11 students) improved attendance.

Completed and evaluated **Summer term** challenge

Highlights: Positive outcomes for PP/STARS credits, more students gaining 100+ credits than previous term.

Slight dip in clubs, punctuality to school and in attendance data. Even though this is slightly disappointing, lots of student have maintained their best efforts from the spring term, which was an upwards trend on data from Autumn term.

PP/STARS Data Analysis:

Credits:	33.8% of students gained 100+ credits this term. (improved on previous term 32.8%)
	0% of students gained 200+ credits this term. (dipped on previous term 5.9%)
Clubs:	36.8% of students attended 1+ club per week. (dipped on previous term 47%)
	14.2% of students attended 2+ club per week. (dipped on previous term 17.2 %)
Lates:	53.3% of students= no lates. (dipped on previous term 57.4%)
	66.9% of students= 1 late or less. (slight dip on previous term 70.1%)
Attendance:	95% attendance and above= 48.1% (dipped on previous term 51.4%)
	90% attendance and above= 60/9% (dipped on previous term 62.6%)
	85% attendance and above= 66.9% (dipped on previous term 73.1%)
	Below 80% attendance = 27.8% (dipped on previous term 21.3%)

Conducted intervention groups with students from STRAS challenge. Targeting a small cohort of students with attendance concerns - the target group looked at targeting students with 80% attendance to support and improve their attendance rate to school through extra rewards for attendance. EST has worked alongside SJU with certain students. 12 PP students selected and 36.3% improved attendance.

Overall PP/STARS students on intervention improved their attendance by 36.3%.

Safe Space at Break and Lunchtime
7 students now regularly using G1 at break and lunchtime

Impact is based on average scores on how students feel about school before attending break and lunch club and now how they feel about school after having access to this safe space (1-10)

Starting Scale	End Scale
8.0	10

OC – "I like to build Lego and talk with my friends"

100% students enjoy break/ lunch club
100% students enjoy the activities offered
100% students have made good friendships since attending

Year 6 Transition
- Transition Page for Year 6 on Website updated
- Transition booklet updated on website
- Key Staff section updated on website
- All calls and visits made to Primary Schools (SEN, LAC, EAL, Young Carers etc) to gather information about vulnerable Year 6 students
- Vulnerable students being booked into come into school for More Vulnerable day
- Vulnerable students being booked into come individually as they require additional transitions days and afternoons
- JOL, AMO, RMO and ABR in school during Year 6 Summer School week to support vulnerable students

Agencies
- SISS SEMH team worked with a number of LAC students - free hours – and we bought a package of support for 3 students. Impact below:

SEMH LAC	Staff	Year	SEN	PP	Start	End	Hours
MG	STO	11	Y	LAC	4	6	6 hours
DH	STO	9	Y	LAC	3	3	3 hours

LH	STO	8		LAC	3	5	5 hours
SC	STO	11	Y	LAC	4	7	5.5 hours
SR	STO	8		LAC	3	7	7 hours
Costed							
JK	STO	8	Y		3	5	7 hours
LR	STO	8	Y		3	3	2 hours
CW	STO	9	Y		3	5	6 hours

3.25   5.125

- SISS ASD worked with 10 students - this is two more than the year before
- Educational Psychology supported a total of 9 students up from 4 the year before. We also have had additional support and training for TAs via a training session on Supporting Language Difficulties. TAs also ran a Year 11 Revision Workshop and supported the Exams Anxiety Workshop delivered by the Educational Psychologist

Suggested actions for the governing body

- ■

Section 3 – Achievement of pupils with SEND

Statutory assessment data (Year 11)

Year 11 – Exams

Year 11 24/25	SEN E	SEN K	Non SEN
A8	2.5	4.67	5.11
P8	0	0.51	0.24
EBACC	0	23.1	35.4
9-7	0	0	10.1
9-5	0	34.6	48
9-4	0	61.5	75.8

- SEND (EHCP) P8 score is positive 0.00 (-0.93 in 2022, 0.20 in 2023, 0.10 in 2024) this is comprised of a total of 1 EHCP student.
- National P8 for SEND (EHCP) is -0.76 (SISRA Collaboration)
- SEND (K) P8 score is positive 0.51 (0.43 in 2022, 0.72 in 2023, 0.60 in 2024) SEN Support (K).
- National P8 for SEND (K) is -0.45 (SISRA Collaboration)

School tracking data (Years 7 to 10)

Year 10 – WAG AP3

Year 10 AP3 WAG	SEN E	SEN K	Non SEN
A8	3.4	3.52	4.45
P8			
EBACC			
9-7	20	2.6	6.9
9-5	40	15.8	43.7
9-4	40	31.6	62.6

- 5 EHCP students in Year 10 – 1 outlier (AT) allocated specialist setting for September 2025 and has been a non-attender this academic year.
- No progress 8 data as this year group were impacted by the covid pandemic and as a result did not sit their SATS

Please note that the data below is in relation to very high and ambitious academic targets set for students with challenge already built in.

Year 9

Year 9 AP3 Summary	On/Above	Above	On	Below

Overall	49.9	20.7	29.2	50.1
SEN E	25.9	22.2	3.7	74.1
SEN K	43.3	11.4	31.9	56.7
Non SEN	51.5	22.2	29.3	48.5

English	On/Above	Above	On	Below
Overall	65.9	17.7	48.2	34.1
SEN E	50	25	25	50
SEN K	80	13.3	66.7	20
Non SEN	64	18.3	45.7	36

Maths	On/Above	Above	On	Below
Overall	51.8	26.8	25	48.2
SEN E	25	25	0	75
SEN K	30	13.3	16.7	70
Non SEN	55.9	29	26.9	44.1

Year 8

Year 8 AP3				
Summary	On/Above	Above	On	Below
Overall	54.5	25.4	29.1	45.5
SEN E	42.9	0	42.9	57.1
SEN K	46.5	15.7	30.9	53.5
Non SEN	55.9	27.2	28.7	44.1

English	On/Above	Above	On	Below
Overall	61.8	20.7	41	38.2
SEN E	100	0	100	0
SEN K	45.2	9.7	35.5	54.8
Non SEN	64.3	22.7	41.6	35.7

Maths	On/Above	Above	On	Below
Overall	58.1	25.3	32.7	41.9
SEN E	100	0	100	0
SEN K	45.2	19.4	25.8	54.8
Non SEN	60	26.5	33.5	40

Year 7

Year 7 AP3	

Summary	On/Above	Above	On	Below
Overall	49.4	20.8	28.6	50.6
SEN E	14.3	0	14.3	85.7
SEN K	26.9	12.2	14.7	73.1
Non SEN	54.3	22.8	31.5	45.7

English	On/Above	Above	On	Below
Overall	54.8	16.2	38.6	45.2
SEN E	0	0	0	100
SEN K	20	5.7	14.3	80
Non SEN	62.4	18.5	43.9	37.6

Maths	On/Above	Above	On	Below
Overall	53.9	18.9	35.1	46.1
SEN E	50	0	50	50
SEN K	31.4	14.3	17.1	68.6
Non SEN	58.2	20.1	38.1	41.8

Progress data, compared to other groups and pupils with SEND nationally

- See above

Wider outcomes (attendance, exclusions, destinations)

Attendance

SEN	22/23	23/24	24/25
E	82.9	75.6	74.4
K	86.1	85.1	92
Non SEN	84.5	89.8	92

Exclusions

SEN	22/23	23/24	24/25
E	1	0	1
K	17	17	16
Non SEN	69	70	70

NEETS

SEN	22/23	23/24	24/25
	0	0	

Suggested actions for the governing body

-

Section 4 – Statutory Duties
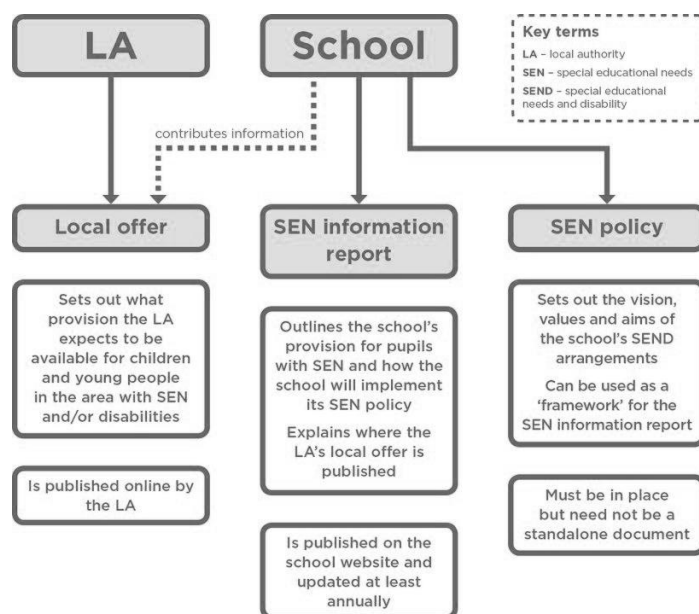
SEN policy - When was this reviewed and have any changes been made?
■ October 2024

Maintained schools and academies are required to have a special educational needs (SEN) policy. However, it does not have to be published as a separate, stand-alone document.

SEN policy – this is not a statutory checklist	Yes/No
■ The vision, values and broader aims of the school's arrangements for pupils with SEN and disabilities.	Yes
■ What the school's efforts to achieve the best outcomes for pupils with SEN and disabilities should look like in practice?	Yes
■ The purpose of the policy and the legislation it complies with.	Yes
■ Explain how your policy was developed. *This could include information about who was consulted and how it was shared with stakeholders.*	Yes
■ Details of who is responsible for developing and implementing the policy. *This is likely to be the school's special educational needs co-ordinator (SENCO).*	Yes
■ Information on how pupils with SEN will be identified and how their needs will be assessed.	Yes

Annual Report to the Governing Body
by the Special Educational Needs and Disability Co-ordinator

SEN policy – this is not a statutory checklist	Yes/No
■ What training and information will be available to staff.	Yes
■ How teaching staff will be supported to teach pupils with SEN and disabilities in their own classes.	Yes

SEN information report on school website - When was this reviewed?
■ October 2024

SEN information report - does it meet statutory requirements?	Yes/No
■ The kinds of SEN that are provided for	Yes
■ Policies for identifying pupils with SEN and assessing their needs, including the name and contact details of the SENCO	Yes
■ Arrangements for consulting parents of children with SEN and involving them in their child's education	Yes
■ Arrangements for consulting young people with SEN and involving them in their education	Yes
■ Arrangements for assessing and reviewing pupils' progress towards outcomes. *This should include the opportunities available to work with parents and young people as part of this assessment and review*	Yes
■ Arrangements for supporting pupils moving between phases of education and preparing for adulthood	Yes
■ The approach to teaching pupils with SEN	Yes
■ How adaptations are made to the curriculum and the learning environment of pupils with SEN	Yes
■ Additional support for learning that is available for pupils with SEN	Yes
■ The expertise and training of staff to support pupils with SEN, including how specialist expertise will be secured	Yes
■ How equipment and facilities to support children and young people with SEN will be secured	Yes
■ How the effectiveness of the provision made for pupils with SEN is evaluated	Yes

Annual Report to the Governing Body
by the Special Educational Needs and Disability Co-ordinator

SEN information report - does it meet statutory requirements?	Yes/No
■ How pupils with SEN are enabled to engage in activities available with those in the school who do not have SEN	Yes
■ Support for improving emotional and social development. *This should include extra pastoral support arrangements for listening to the views of pupils with SEN and measures to prevent bullying*	Yes
■ How the school involves other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families	Yes
■ Arrangements for handling complaints from parents of children with SEN about the provision made at the school	Yes
■ Contact details of support services for parents of pupils with SEN	Yes
■ Named contacts within the school for when young people or parents have concerns	Yes
■ The school's contribution to the local offer and where the LA's local offer is published	Yes
■ The arrangements for the admission of disabled pupils	Yes
■ The steps you have taken to prevent disabled pupils from being treated less favourably than other pupils	Yes
■ The facilities you provide to help disabled pupils access your school	Yes
■ How to find your school's accessibility plan	Yes

Accessibility plan - When was this reviewed and have any updates been made?
■ October 2024

Suggested actions for the governing body
■

Section 5 – Use of resources

SEND budget and spending - What was the budget allocation and how was it spent? Was it value for money?
■ See Funding Tracker from finance

Staffing for SEND-. - Any staff employed specifically to support pupils with SEND
■ TAs, Inclusion Admin and Mentor all employed to primarily support SEND students

Statutory assessments - Use and effectiveness of access arrangements
■ GL Assessments carried out for all Year 7 and Year 9, students who were absent also caught up. All data collected and initial analysis completed in terms of subject data / vulnerable groups and comparison with rigour of existing school data. ■ Access Arrangements Online and evidence all completed for Year 11 students. Passed Inspection in June 2025

Interventions - What interventions have been used for pupils with SEND and how effective have these been? Do they offer value for money?

Intervention	Outcomes	Value for Money
Dreams2Reality Cameron Parker	Cameron Parker report for year 11 2025 cohort Lode Heath School - Data Report Results Y11 2025.pdf Notable improvements from 41 students regularly engaging. Mental health average rating score 5/10 to 8/10 Future direction average rating score 6/10 to 9/10 Confidence average rating score 4/10 to 7/10 Comfortable asking for help average rating score 4/10 to 7/10 Willing to try new things average rating score 3/10 to 6/10 Positivity average rating score 4/10 to 8/10 Students who found the programme useful 98% **Day 6** (Day 2 for year 10) 36 students participated. Students split into small groups based on focus e.g. behaviour, attendance, higher progress, motivation. 100% found their session with Cameron beneficial. How motivated were you with school **BEFORE** the assembly? 4.8 How motivated were you with school **AFTER** the assembly? 6.75 'Stay motivated and try my hardest' 'Think more about small goals'	Yes

'Don't say I don't know because my brain will stop trying to find the answer'
'Never limit yourself, you only commit to what you tell yourself'
'Have a different view on self-negativity'
'Think positive believe in yourself'

Evening event for Year 10 to introduce programme to parents. 10 families attended. Families made aware of support on offer and the way they can interact with the Power Programme via social media.

Day 5 (Day 1 for Year 10)
Launch session with Year 10 PP students in the large hall and one to one sessions with EHCP students and students with behaviour concerns (15 min intro sessions)
100% found their session with Cameron beneficial.
How motivated were you with school **BEFORE** the assembly? 4.76
How motivated were you with school **AFTER** the assembly? 6.69
'One bad thing doesn't ruin everything.'
'To never give up'
'Stop holding yourself back from opportunities'
'I can prepare for my future'

Final evaluation and session with Year 11 cohort. Evaluation forms and certificates handed out. Collating those students who were away and submit info. Waiting on final report from Cameron.

Day 4
Small group work in focus groups based on feedback from parents and teachers. Setting short term targets before next and final session in April.
Used opportunity to collate student voice of group in what they need in the lead up to exams.
100% found their session with Cameron beneficial
How motivated were you with school **BEFORE** the assembly? 5.26
How motivated were you with school **AFTER** the assembly? 7.73
'Don't avoid revision, start now before it's to late and reach your goal'
'Just revise to reach my potential'
'To take revising seriously'

	'To try my hardest in all my lessons' **Day 3** **Year 7 and 8 motivational assembly** 94% of Year 7 and 8 students stated the assembly was beneficial. How motivated were you with school **BEFORE** the assembly? 5.44 How motivated were you with school **AFTER** the assembly? 7.96 Quotes – What did you take away from listening to Cameron today? 'Follow your dreams' 'Don't give up' 'Take school seriously' 'Always strive to be the best and not settle for anything less' 'Really helped to show that anything is possible if you try hard enough' **Year 11 One-to-ones** One to ones conducted with LAC students in Year 11 and students specifically identified using teacher feedback and parental requests.	
Memory Magic	All TAs have undergone refresher training by LHA to deliver Memory Magic for KS3. Groups have been set up and base line assessments complete. Impact of Memory Magic **Student Voice** • 90% found MM beneficial • 80% would recommend it • How good their memory was at the start – 5.4 (average) • How good their memory was at the end – 8.10 (average) • 2.7 increase **Assessment Results** • 9% average improvement overall • 10 improved • 0 stayed the same • 84% Attendance	Yes
Vocabulary Intervention	All TAs have undergone refresher training by LHA to deliver Vocabulary Intervention	Yes

	Vocabulary Impact Data Summary **Student Voice** • 85% found memory magic beneficial • 69% would recommend it • 4.31 How they felt to start • 8.04 How they felt at the end **Assessment results** • 21% Average overall improvement • 13 Improved • 82% Attendance	
Spelling Intervention	**Spelling Intervention** All TAs have undergone refresher training by LHA to deliver Spelling Intervention Spelling Impact Data Summary **Student Voice** • 88% found spelling intervention beneficial • 88% would recommend it • 4.63 How they felt to start • 7.00 How they felt at the end • 2.38 Improvement on how they felt **Assessment results** • 16% Average Improvement • 95% Attendance	Yes
STARS Challenge	**STARS** Completed **Autumn term** challenge for Year 7 and 8 PP students **STARS Data:** Credits SCORES-For 6-week programme only: 59% of students gained 100+ credits. 4% of students gained 200+ credits. Extra-curricular clubs - Total number of students involved in regular extra-curricular clubs = 65% and 2+ clubs = 6% **Attendance:** Overall, 65% stayed the same or Improved Attendance. **Lates:** 54% student improved/never late to school during the 6-week programme. Rewards trip completed to Lichfield Cathedral and the pantomime.	Yes

Celebration evening delivered to parents to raise profile of STARS challenge.
Social media post to raise profile of the STARS challenge.
Celebration assembly delivered to Year 7 and 8 students.

Completed and evaluated **Spring term** challenge

Credits:	32.8% of students gained 100+ credits this term.
	5.9% of students gained 200+ credits this term.
Clubs:	47% of students attended 1+ club per week.
	17.2% of students attended 2+ club per week.
Lates:	57.4% of students = no lates.
	70.1% of students = 1 late or less.
Attendance:	95% attendance and above= 51.4% (improved on previous term 48.5%)
	90% attendance and above= 62.6% (improved on previous term 63.9%)

Conducted intervention group with students from STARS challenge focusing on behaviour. Targeting a small cohort of students with attendance concerns - the target group looked at targeting students with 80% attendance to support and improve their attendance rate to school. 54.5% of group (11 students) improved attendance.

Completed and evaluated **Summer term** challenge

Highlights: Positive outcomes for PP/STARS credits, more students gaining 100+ credits than previous term.

Slight dip in clubs, punctuality to school and in attendance data. Even though this is slightly disappointing, lots of student have maintained their best efforts from the spring term, which was an upwards trend on data from Autumn term.

PP/STARS Data Analysis:

Credits:	33.8% of students gained 100+ credits this term. (improved on previous term 32.8%)
	0% of students gained 200+ credits this term. (dipped on previous term 5.9%)
Clubs:	36.8% of students attended 1+ club per week. (dipped on previous term 47%)
	14.2% of students attended 2+ club per week. (dipped on previous term 17.2 %)
Lates:	53.3% of students= no lates. (dipped on previous term 57.4%)
	66.9% of students= 1 late or less. (slight dip on previous term 70.1%)
Attendance:	95% attendance and above= 48.1% (dipped on previous term 51.4%)
	90% attendance and above= 60/9% (dipped on previous term 62.6%)
	85% attendance and above= 66.9% (dipped on previous term 73.1%)
	Below 80% attendance = 27.8% (dipped on previous term 21.3%)

Conducted intervention groups with students from STRAS challenge. Targeting a small cohort of students with attendance concerns - the target group looked at targeting students with 80% attendance to support and improve their attendance rate to school through extra rewards for attendance. EST has worked alongside SJU with certain students. 12 PP students selected and 36.3% improved attendance.

Overall PP/STARS students on intervention improved their attendance by 36.3%.

Numeracy	**Numeracy Intervention** Numeracy Impact Data Summary **Student Voice** • 100% found Numeracy beneficial • 100% would recommend it **Year 8** • How they felt at the start - 3.33 (average) • How they felt at the end - 6.83 (average) • 3.5 increase **Assessment Results** • 24% average improvement overall • 6 out of the 6 improved • 95.2% Attendance **Year 9** • How they felt at the start - 3 (average) • How they felt at the end - 6 (average) • 3 increase **Assessment Results** • 13.33% average improvement overall • 3 out of the 3 improved • 100% Attendance	Yes

Girls Power Programme	**Girls Power Programme** Sian Lord ran the Girls Power Programme following feedback from Kirklan Rowell regarding the experience of the girls in Year 10s experience of school. She performed her Ted talk to all of Year 10 Period 1 and then had a number of girls only workshops for the rest of the day Impact is based on average scores on how students feel about school before the day with Sian and then once the day with Sian was completed (1-10) 85 girls stated they found the day beneficial <table><tr><td>**Starting Scale**</td><td>**End Scale**</td></tr><tr><td>6</td><td>8.9</td></tr></table> ID - She was confident and inspiring YO - Showed me how to believe in myself HD - Helped me feel good about myself JL - Talking about my goals for the future ME - Making me feel more positive and confident CR - Hearing how she overcame challenges to make herself feel better	Yes, but depends on funding
Year 11 Exams Anxiety	**Year 11 Exams Anxiety Workshop** Helen Colles (EP) delivered targeted exams anxiety workshop for SEND and Disadvantaged students (15 in total) who said they were struggling with Exams Anxiety. Impact below **Exams Anxiety Workshop Impact Data Summary Student Voice** 87.5% found the workshop useful 87.5% would recommend it How they felt at the start about exams 3.9 (average) How they felt at the end about exams 6.7 (average) 2.8 increase	Yes

Suggested actions for the governing body
■

Section 6 – Partnerships

CPD for SEND - What CPD has taken place and what has been the impact of it for pupils with SEND?	
Training	**Specialist Teacher**
Supporting Language Difficulties	H Colles - Educational Psychologist
Memory Magic	L Haigh – Specialist SEND Teacher
Spelling Intervention	L Haigh – Specialist SEND Teacher
Vocabulary Intervention	L Haigh – Specialist SEND Teacher
Numeracy Intervention	H Webb – Maths Lead Practitioner
Invigilator Training	N Abbotts – Exams Officer
Wednesday a.m. Teaching & Learning	Melissa Bennett
AMAT SENCO Exchange	A Mohammed
SEND, PP, LAC, EAL, Young Carers	A Mohammed & R Thompson
ECT Training	R Thompson
Induction Training	R Thompson
Inclusion Briefings	A Mohammed & R Thompson

- Learning Walks
- Questioning staff on identification of students with needs
- Questioning staff on strategies used to support students with needs
- Triangulate with pupils
- Book Looks – comparing SEND Vs Non-SEND
- Provide immediate feedback to staff and follow up with further learning walks.
- Strategic Student voice
- Student Trail

Pupil voice - How have pupils with SEND been involved in their provision?

- Pupil voice remains a key part of SEND practice at Lode Heath School. Opportunities for pupils with SEND to share their views, reflect on their experiences, and contribute to their provision are embedded throughout the academic year. These include
- Pupil voice is captured during structured transition reviews, which take place every half term. These sessions help identify how well pupils are adapting and highlight any support adjustments needed.
- As part of the formal SEND Review process, pupils are encouraged to reflect on their progress and provision. Their input is documented and used to inform future support strategies.
- Pupils with Autism Spectrum Disorder (ASD) participate in focused reviews of their needs-based provision (NBP). These include dedicated pupil voice sections to ensure their perspectives are recognised and responded to.
- Ongoing mentoring sessions provide pupils with regular, informal opportunities to discuss their support, raise concerns, and contribute to planning around their learning and wellbeing.

- Pupil voice is a formal part of every Education, Health and Care Plan (EHCP) review. Pupils contribute their views in advance and/or during the meeting to ensure their experiences shape future provision.

Parent/carer voice - How have parents or carers of pupils with SEND been involved?

- Parent/carer voice is gathered through the SEND Review process, which takes place following each Assessment Point. Documentation is shared digitally via the Synergy platform, with a dedicated section for parents/carers to provide their input. This system has been refined over the year to ensure all communication and documentation is streamlined and fully managed via Synergy, improving accessibility and response rates.
- Regular coffee mornings have provided informal opportunities for parents and carers to meet staff, ask questions, and share their views. These events have encouraged open communication and built trust between families and the school.
- We have maintained a successful working relationship with the Solihull Parent Carer Voice forum. A representative from the forum - who is also a parent of a SEND child and works with the local authority - co-leads these events, helping ensure they are welcoming, constructive, and well-received. Feedback from both the forum and parents has been overwhelmingly positive. An example of increasing our SEN social media presence is below:

- The school has increased its SEN presence on social media, regularly sharing updates and information relevant to parents of SEND pupils. This has helped raise awareness, celebrate successes, and improve access to SEND-related content.

External agencies - What external agencies have been involved and what impact has this had?

- SISS SEMH - lesson observations / assessments with pupils / give advice and recommendations to staff / drop-ins / training
- The SISS ASD team is now working exclusively with pupils identified as High Need ASD. Although the scope is narrower, their expertise has supported the most complex cases and contributed to more targeted interventions.
- Involvement from the school's Educational Psychologist, Helen Colles, has been particularly valuable. Her assessments and reports have provided essential evidence to support the progression of several 'stuck' cases. Her input has strengthened applications for EHCPs where significant need has been clearly identified.

Complaints relating to SEND - Have there been any? If so, provide details

- A complaint was received from the parent of TH following his permanent exclusion from school after a serious incident involving setting fire to items on the school premises. An Independent Review Panel (IRP) was held and found in the school's favour, upholding the decision to exclude. The Headteacher issued the formal response.

- A complaint was made by the parent of AL, alleging that the school was attempting to off-roll her child. Upon review, there was no evidence to support this claim. The matter was addressed, and appropriate reassurances were given to the parent.
- The parent of LM raised concerns regarding bullying and the school's adherence to the agreed safety plan. This was formally addressed by the Headteacher, and steps were taken to review the plan and ensure appropriate procedures were followed.

Suggested actions for the governing body
■

Section 7 – Forward planning

Any other developments regarding SEND? (Any other initiatives that the school has launched and what impact these have had or are hoped to have)
■ The SEND department is actively exploring the use of artificial intelligence (AI), specifically ChatGPT, to enhance classroom support for students with additional needs. ChatGPT is being trialled to adapt learning materials to suit individual reading ages, generate task boards with step-by-step instructions, and provide instant definitions of key vocabulary - all of which are particularly valuable for students with literacy or processing difficulties. It is also being used to help simplify complex texts, rephrase questions, and create visual aids that support differentiated learning. Each Teaching Assistant is being provided with a tablet equipped with access to ChatGPT, allowing them to offer personalised and responsive support in real time. Although the free version has usage limits, the initial impact is promising, and this initiative will be closely monitored to assess its value in improving accessibility, engagement, and independence for students with SEND.

Are there any concerns regarding provision for pupils with SEND? (share any areas that the SENCO feels may become a concern over the next year unless action is taken)
■ There is currently a duplication of effort between SIMS and Synergy, leading to inefficiencies in managing and accessing accurate, up-to-date SEND data. Streamlining or aligning these systems will be essential to improve efficiency and communication.
■ There is currently no confirmed provision for SEMH (Social, Emotional and Mental Health) support in place for the next academic year. This poses a significant risk to meeting the needs of some of our most vulnerable students.
■ One experienced TA (A. Brinklow Ray) will be going on maternity leave during the Autumn Term. Additionally, efforts to recruit suitable candidates to expand the TA team have been unsuccessful. This is of increasing concern as the number of students with EHCPs continues to rise, increasing the pressure on existing support staff.
■ Due to financial constraints, both the SENCO and the Director of Learning Support will carry a heavier teaching load in the coming academic year. This reduces their capacity to lead, manage, and develop SEND provision effectively and may have a direct impact on support available for pupils with SEND.

Suggested actions for the governing body
■