

Information about pupils with special needs (SEN) and disabilities in Hackney

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Background

The Special Needs and Disabilities Code of Practice (CoP) published in 2015 sets out what schools and early years providers must and should do. Ofsted inspectors will check whether the CoP is being fully implemented and the needs of pupils with special needs (SEN) and or disabilities are being met.

Schools must:

Identify and **address** the needs of pupils with SEN.

Ensure pupils with SEN engage in activities alongside all other pupils.

Designate a qualified teacher to be the Special Needs Co-ordinator (SenCO)

Inform parents when they are making SEN provision. Prepare and publish a SEN information report

Schools should:

Identify a member of the governing body with specific oversight for pupils with SEN.
Regularly review how SEN expertise and resources can be used to improve whole-school provision.

Keep accurate records of provision given to pupils with SEN.

Ensure pupils with SEN have access to a broad and balanced curriculum.

Ensure the quality of teaching and learning for pupils with SEN are a core part of the school's performance management and Continuous Professional Development (CPD) arrangements.

Identify any patterns in the identification of pupils with SEN.

Ensure that arrangements for identifying and supporting the needs of pupils with SEN form part of the Local Offer (Hackney's Offer).

Ensure that children and their parents are actively involved in decision-making regarding SEN (co-production and a more of a joined up approach)

The school's requirement to provide information

The SEN Information Report must include information about: the kinds of SEN that are provided for policies for identifying children with SEN and assessing their needs. It must include the name of the SenCo, arrangements for consulting with parents of children with SEN and involving them in their child's education. These should be arrangements for consulting children and young people with SEN and involving them in their education arrangements for assessing and reviewing children's progress towards outcomes. Arrangements for supporting children and young people in moving between phases of education should be outlined. The approach for teaching children and young people with SEN should be identified. How adaptations are made to the curriculum for children and young people with SEN. The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured. Evaluating the effectiveness of the provision for children and young people with SEN. How children and young people with SEN are enabled to engage in activities available with children and young people who do not have SEN.

When looking at achievements of pupils with SEN

Key Questions are

Do children and young people with SEN **attain** well against End of Year Expectations and national average measures? (may not be the case due to specific needs)

Can at least good **progress** be shown from starting points for children and young people with SEN in **all** year groups?

Does aspiration/high expectations permeate at all levels in school children and young people for?

What is the impact of funded support on closing gaps in attainment and progress of children and young people with SEN?

In Ofsted reports, children and young people with SEN progress is compared to all pupils nationally with similar starting points. The current Grade Descriptors in the section 5 handbook say:

'In a wide range of subjects including English and maths, current pupils (including SEND) make consistently strong progress.

Pupils' progress is above average or improving across most subject areas.'

It is important that schools present their information in a concise way.

Table 1

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II. Pupils with SEND in Hackney maintained schools							
Overview of Special Educational Needs in Hackney Schools, January 2018							
School type/ School name	SEN Provision						Total Number
	Pupils without SEN		Education Care Plan		SEN Support		
	Number	Percentage	Number	Percentage	Number	Percentage	
Nursery	161	81%	7	4%	30	15%	198
Comet Nursery	90	82%	4	4%	16	15%	110
School and Children's Centre							
Wentworth Nursery School and Children's Centre	71	81%	3	3%	14	16%	88
Primary	17177	83%	557	3%	2850	14%	20584
Baden Powell Primary School	197	86%	2	1%	29	13%	228
Benthal Primary School	314	78%	6	1%	83	21%	403
Berger Primary School	386	82%	31	7%	53	11%	470
Betty Layward Primary School	397	90%	11	2%	34	8%	442
Colvestone Primary School	162	77%	4	2%	44	21%	210
Daubeney Primary School	576	90%	10	2%	53	8%	639
De Beauvoir Primary School	244	80%	8	3%	52	17%	304
Gainsborough Community Primary School	307	82%	16	4%	52	14%	375
Gayhurst Community School	504	90%	16	3%	40	7%	560
Grasmere Primary School	191	83%	7	3%	31	14%	229
Grazebrook Primary School	408	88%	11	2%	45	10%	464
Hackney New Primary School	134	89%	3	2%	13	9%	150
Halley House School	91	87%	2	2%	12	11%	105
Harrington Hill Primary School	350	90%	6	2%	33	8%	389
Holmleigh Primary School	204	91%	7	3%	12	5%	223
Holy Trinity CE Primary School	234	84%	6	2%	38	14%	278
Hoxton Garden Primary School	251	78%	4	1%	67	21%	322
Jubilee School	406	90%	12	3%	34	8%	452
Kingsmead Primary School	170	70%	4	2%	68	28%	242
Lauriston Primary School	394	87%	12	3%	49	11%	455
London Fields Primary School	387	84%	18	4%	53	12%	458
Lubavitch House School (Junior Boys)	99	76%	5	4%	26	20%	130

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Lubavitch Ruth Lunzer Girls' Primary School	136	87%	5	3%	16	10%	157
Mandeville Primary School	321	87%	4	1%	42	11%	367
Millfields Community School	572	85%	29	4%	70	10%	671
Morningside Primary School	389	80%	13	3%	85	17%	487
Mossbourne Parkside Academy	341	77%	10	2%	93	21%	444
Mossbourne Riverside Academy	128	88%	1	1%	17	12%	146
Nightingale Primary School	176	75%	8	3%	50	21%	234
Northwold Primary School	387	87%	6	1%	51	11%	444
Orchard Primary School	476	78%	12	2%	119	20%	607
Our Lady and St Joseph's RC Primary School	191	84%	3	1%	34	15%	228
Parkwood Primary School	188	80%	7	3%	40	17%	235
Princess May Primary School	311	80%	10	3%	67	17%	388
Queensbridge Primary School	444	87%	27	5%	41	8%	512
Randal Cremer Primary School	322	86%	10	3%	44	12%	376
Rushmore Primary School	390	81%	10	2%	81	17%	481
Saint Scholastica Roman Catholic Primary School	170	77%	4	2%	48	22%	222
Sebright School	365	85%	11	3%	54	13%	430
Shacklewell Primary School	421	89%	12	3%	38	8%	471
Shoredich Park School	301	74%	22	5%	83	20%	406
Simon Marks Jewish Primary School	94	75%	2	2%	30	24%	126
Sir Thomas Abney School	307	77%	13	3%	78	20%	398
Southwold School	309	78%	5	1%	81	21%	395
Springfield Community Primary School	181	80%	4	2%	42	19%	227
St Dominic's Catholic Primary School	325	78%	10	2%	80	19%	415
St. John & St. James Church of England Primary School	202	77%	15	6%	47	18%	264
St. John of Jerusalem CE Primary School	181	88%	2	1%	23	11%	206
St. John the Baptist CE Primary School	270	82%	8	2%	52	16%	330
St. Mary's Church of England Primary	180	81%	7	3%	36	16%	223
St. Matthias CE Primary School	234	90%	5	2%	22	8%	261
St. Monica's RC Primary School	212	88%	3	1%	26	11%	241
St. Paul's with St. Michael's CE Primary School	176	80%	3	1%	41	19%	220
The Olive School	462	86%	13	2%	63	12%	538
Thomas Fairchild Community School	310	77%	20	5%	71	18%	401
Tyssen Community Primary School	333	78%	26	6%	68	16%	427
William Patten Primary School	407	90%	7	2%	37	8%	451
Woodberry Down Community Primary School	559	89%	9	1%	59	9%	627
Secondary	10935	81%	350	3%	2257	17%	13542
Cardinal Pole RC School	813	80%	19	2%	184	18%	1016
City of London Academy, Shoreditch Park	161	88%	1	1%	22	12%	184
Clapton Girls' Academy	1076	92%	14	1%	81	7%	1171
Haggerston School	700	81%	16	2%	150	17%	866
Lubavitch House School (Senior Girls)	109	87%	5	4%	12	10%	126
Mossbourne Community Academy	1143	86%	59	4%	129	10%	1331

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Mossbourne Victoria Park Academy	463	78%	32	5%	100	17%	595
Our Lady's Convent High School	649	90%	3	0%	67	9%	719
Skinner's Academy	733	74%	20	2%	244	24%	997
Stoke Newington School & Sixth Form	1279	78%	52	3%	307	19%	1638
The Bridge Academy	969	88%	31	3%	107	10%	1107
The City Academy, Hackney	827	73%	36	3%	273	24%	1136
The Hackney New School	321	71%	7	2%	125	28%	453
The Petchey Academy	773	73%	24	2%	259	25%	1056
The Urswick School	645	77%	17	2%	177	21%	839
Yesodey Hatorah Jewish Secondary School for Girls	274	89%	14	5%	20	6%	308
Special		0%	373	100%	1	0%	374
Ickburgh School		0%	107	99%	1	1%	108
Stormont House School		0%	130	100%		0%	130
The Garden School		0%	136	100%		0%	136
PRU	85	57%	12	8%	53	35%	150
New Regent's College	85	57%	12	8%	53	35%	150

7% of pupils with an EHCP in Hackney schools achieve a GLD, slightly above the national level (5%). Pupils with SEN support significantly outperform the national level in Hackney schools, 15 percentage points higher in 2018.

EYFSP GLD	2018	
	Hackney	England
All pupils	70.1	71.5
EHCP	7	5
SEN Support	43	28

Gap between Hackney and equivalent national cohort	2016	2017	2018
EHCP	6	1	2
SEN Support	7	10	15

Pupils with SEN in Hackney schools significantly outperform equivalent cohorts nationally at LS1. For those pupils with an EHCP, 19% (reading), 14% (writing) and (19%) maths achieve the expected standard, all of which are five or more percentage points higher than nationally. For pupils with SEN Support, in HaAckney, 50% achieve the expected standard in reading, above the national figure of 33%. In writing, 42% achieve the expected standard compared to 25% nationally, while in maths, 53% achieve the expected standard in Hackney compared to 36% nationally. The gap between the Hackney figure and the equivalent attainment level nationally (for both EHCP pupils and SEN Support pupils) has reduced over the last three years.

KS1 Reading	2018	
	Hackney	England
All pupils	81	75
EHCP	19	13
SEN Support	50	33

Gap between Hackney and equivalent national cohort	2016	2017	2018
EHCP	12	1	6
SEN Support	20	16	17

KS1 Writing	2018	
	Hackney	England
All pupils	77	70
EHCP	14	9
SEN Support	42	25

Gap between Hackney and equivalent national cohort	2016	2017	2018
EHCP	11	4	5
SEN Support	21	20	17

KS1 Maths	2018	
	Hackney	England
All pupils	81	76
EHCP	19	13
SEN Support	53	36

Gap between Hackney and equivalent national cohort	2016	2017	2018
EHCP	14	1	6
SEN Support	22	18	17

39% of SEN Support pupils in Hackney schools achieved the expected standard in RWM in 2018, significantly above the national level of 24%. Attainment of EHCP pupils in Hackney schools is in line with the national picture.

KS2 RWM	2018	
	Hackney	England
All pupils	71	65
EHCP	9	9
SEN Support	39	24

Gap between Hackney and equivalent national cohort	2016	2017	2018
EHCP	4	7	0
SEN Support	18	16	15

The Attainment 8 score for pupils with SEN (both those with an EHCP and SEN Support) in Hackney schools is above the equivalent level nationally. The Attainment 8 score for EHCP pupils is 15.3 in Hackney compared to -13.5 nationally; the Attainment 8 score for SEN support pupils is 36.9 in Hackney compared to 32.2 nationally. The same picture is replicated on the Progress 8 measure. The gap between the Hackney figure and the equivalent attainment level nationally (for both EHCP pupils and SEN Support pupils) has reduced over the last three years.

KS4 A8	2018	
	Hackney	England
All pupils	49.0	46.6
EHCP	15.3	13.5
SEN Support	36.9	32.2

Gap between Hackney and equivalent national cohort	2016	2017	2018
EHCP	4.1	3.6	1.8
SEN Support	6.8	4.6	4.7

KS4 P8	2018	
	Hackney	England
All pupils	0.31	0
EHCP	-0.93	-1.09
SEN Support	-0.25	-0.43

Gap between Hackney and equivalent national cohort	2016	2017	2018
EHCP	0.28	0.20	0.16
SEN Support	0.44	0.40	0.18

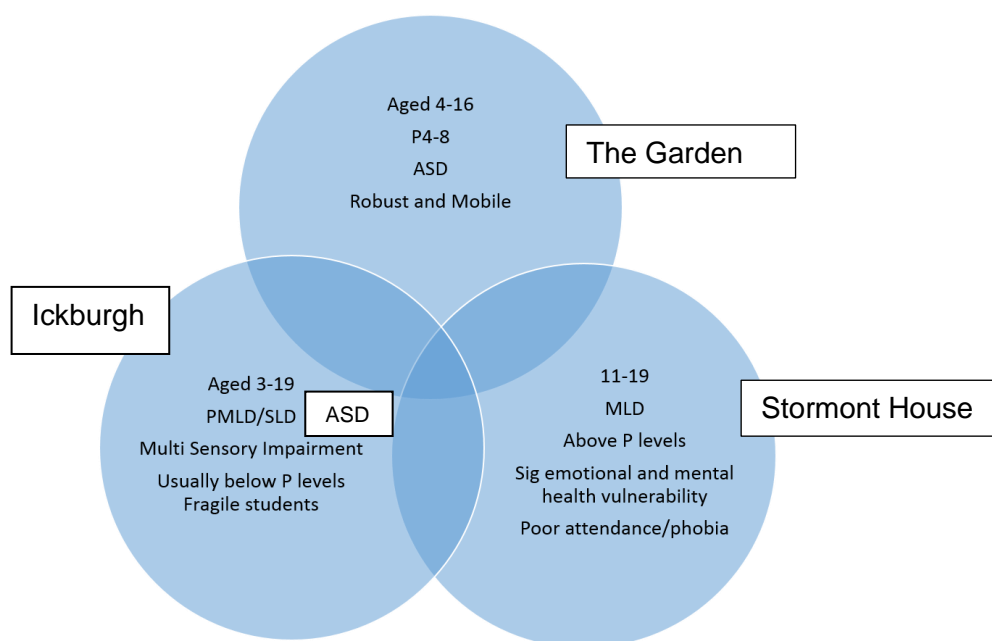
There are effective procedures for tracking children with SEN re: B squared/Pivats etc (recognised systems for assessments).

Schools are able to show that pupils make at least good progress from their individual starting points and achieve good outcomes. The vast majority of pupils within schools and SEND settings achieve the challenging targets that have been set for them. Schools are able to show this using a range of assessment systems, including pictorial and video evidence.

Hackney Special Schools

There are currently 3 special schools in Hackney as highlighted in Table 1. All of these settings have intakes of students with significant and complex needs. Ickburgh School has PMLD, SLD and ASD students in the main and is from reception to aged 19. The Garden school has children with ASD while Stormont House has higher functioning students many could be described as MLD who are unable to thrive in mainstream schools. The Garden has students from KS1-4, Stormont has students in KS3 and KS4 and offers a one year 6th form.

Staff at the schools are highly trained in a wide range of strategies including those relating to the complex health needs many students have. All 3 schools have had recent Ofsted reports: The Garden and Stormont were graded as Outstanding and Ickburgh as good and improving. It is not possible to make direct comparisons between the outcomes of the schools as their cohorts are so different. However, each school has robust assessments systems which incorporate the recent recommendations by The Rochford Report.



The way SEN pupils will be assessed will change.

Pre-Key Stage Standards to be made permanent and widened (entry & emerge)
Removal of P-Scales after 2017 for subject specific learning. An introduction of statutory assessments against 7 aspects of cognition and learning for those with the most severe need (and not engaged in subject specific learning). These 7 aspects are the pre-requisites for subject specific learning i.e: **Responsiveness, Curiosity, Discovery, Anticipation, Persistence, Initiation and Investigation**. Schools will now have to submit this information to the DfE.