NEW COLLEGE LEICESTER

SEND spend Key Interventions 2022/2023

2022 - 2023 Notional SEND Budget £ 761,834 (percentage of total budget)

SEN Budget used for:	Strategy cost	Is this new or additional activity or action?	Brief description of the intervention	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for SEND support? What will it achieve if successful	How will this activity be monitored, when and by whom? How will success be evident?	Impact Measurement	Actual Impact Measurement
Staffing - Director of Learning (SENDCo) and 3 administrators, (1 senior, 2 administrators)	£123,486	Continued	To oversee whole school Inclusion– strategic overview	Student support is allocated upon need, identified using assessment data. Student's ability to access curriculum is improved. The gap between SEND/non SEND is closing	Principal, via weekly line management. Student data, performance indicators. Data monitored termly by Lead Governor	**Aim** Leadership and management of all students on the SEND register to be rigorous. All school staff to have a clear understanding of the needs of students on the register. All staff to have an Inclusion Guide to refer to. All staff are held accountable to the needs of SEND students	This academic year our main focus was to continue to ensure students mental health and well-being are at the forefront of our minds. With this being our primary focus SEND reviews continue to be even more crucial to ensure we are meeting individual student's needs. We reverted our focus back to face to face reviews post Covid with 1 telephone review during the Summer term. **Parental Engagement in SEND Reviews** SEND reviews were complete during both the Autumn and Spring Terms 2022/23 and were completed face to face wherever possible with parent/carer and students. • The total number of parents who contributed to the SEND reviews during the Autumn Term 2022 was (134/162) 83%. **A slight increase of 1% on the autumn 2021 reviews** • The total number of parents who contributed to the SEND reviews during the Spring Term 2023 was (115/137) 84%. **A slight increase of 1% on the autumn 2022 reviews** **Education Health and Care Plans** This area of work has tripled since the pandemic • This academic year there have been 10 parental requests for EHCP's, of which at least 6 have been put through to assessment by the LA. • As a school we have requested 2 EHCP's of which both have been put through to assessment • As a school there have been 18 consults for EHCP's (Leicester City + Leicestershire CC) to complete in the last 2 terms **Staffing** Staffing has changed quite substantially this year with regards to admin support. 2 new members of the team commenced employment in August 2022. 1 was temporary and has subsequently left. We have a new office Junior who also is heavily involved in exams, so during the exam season is utilised elsewhere. From August 2023 we welcome 2 new L2 Ta's to the Inclusion team. DMA will take up the role of Acting SENCo from August 2023. KSI (DoL for Inclusion) will act as mentor, support and HoF for DMA/Inclusion going forward. **SEND Audit** The SEND audit was completed by all most staff in June 2023. This was an important audit to see where we are with regards SEND given we had 11 ECT's this academic year. • 100% of staff stated they have access to SEND information for all SEND students • 77% of staff stated they are very confident in how to raise concerns regarding students • 67% of staff stated they are very confident in applying a range of differentiated/scaffolded strategies in place to enable students' greater access to the curriculum Areas for development are around • the effective deployment of TAs • reasonable adjustments • how staff can use assessment for learning to increase the engagement and participation of SEND students
Buying in an Educational Psychologist from the local authority x 19 days for the academic year	£10,500	Continued	To support whole school with regards to identifying individual needs of students and groups of students	To work initially with key students to support the EHCP process. To work with groups of students in identified and targeted areas – self-esteem, confidence, mental health, exam anxiety.	Weekly in consultation with Director of Inclusion, 1:1 meetings to discuss priority work. Supervision being undertaken by the LA	**Aim** Students needs will be addressed in a more coherent way. The speed in which reports are gained is shortened. Identified needs such as exam anxiety, mental	We have seen an increasing number of EHCP requests by parents this year meaning the EP has worked solely on this with only a short period of time to work on preventative interventions. The EP has worked with 15 students this academic year, all via classroom observation and some 1:1 assessment. Of these • 11 were for the purpose of EHCP assessment - parental requests. 2 – school requested • 1 student seen for bereavement counselling

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				To work with parents/carers with regards to CAMHs referrals			health etc will be addressed in a more cohesive way and in a timely manner	• 1 student seen for understanding autism • 2 for reassessment of need – EHCP's ceased due to the progress the students have made The EP has worked with 24 Year 11 students in small group interventions to support students in understanding their anxiety, and developing coping strategies to manage their anxiety around the exam period in coping with exams and the stress this brings. The impact of the intervention was positive. Students felt better equipped to cope with the pressures of their upcoming exams and developed strategies to support themselves. **Calm Clinics** 17 students have had access to the Calm Clinic across years 7 to 10. A 4 week 20 minute 1:1 session to promote emotional wellbeing. Students have been supported in the development of self-awareness of their emotional well-being, which is encouraged, therefore appropriate strategies can by implemented and difficulties are better managed in the future. Unfortunately, this service was ceased in March 2023. NCL are looking at training an internal member of staff for the Autumn term to continue with his intervention going forward
Mental Health in Schools Team – 1 worker based in school 1 day a week to do low level CBT work on 1:1	£0	**New**	1:1 work with small number of students re early intervention for mental health issues	Students identified and targeted for input to stop mental health further deteriorating	Half-termly reports from Mental Health worker to DoL and Removing Barriers meeting	Improved attendance; improved achievement of individuals		The MHP has worked with 10 students this academic year. Referrals for this service go via the Head of Year directly to the MHP Team who determine caseload. Feedback is given to the HoY and school on how students are progressing and impact is monitored via the HoY/SENCo during removing barrier meetings.
Appointment of Assistant Head of Year to work with Y8 on self-esteem; self-regulation; taking responsibility	£25,000	**New**	Work 1:1 or in small group to address issues caused by the pandemic	Work with identified students in the year group to develop good self-regulating behaviours	Weekly by Head of Year and half-termly by Director of Learning	Reduction in recorded behaviour incidents for the year group and a reduction in repeat offenders in the year group		The appointment of Assistant Head of Year for Year 8 has a significant impact. We have seen improvement in student's wellbeing - this has been measured from improvement in attendance/punctuality. There has been a significant improvement in the assigned case load of students to which Assistant Head of Year has worked with through mentoring sessions one to ones and a parental engagement.
Staffing of a Level 3 TA – Inclusion full time post	£26,220	Continued	To support student's emotional well-being and mental health	Drawing/Talking Therapy - To enable the child to express their emotions through visual form. The process gives the child a feeling of control over events. Dealing with distress. Express old trauma and present worries through drawing.	Termly by the DoL for Inclusion	Improvement in behaviour/ reduced lashing out. Reduced refusal to follow instructions		12 students took part in a 12-week Drawing/Talking session. Of these; • 2 were Year 7, 3 Year 8, 3 Year 9 and 4 Year 10. • 12 students were SEND • 50% of student's attendance improved • 8 students' self-esteem improved There was another group of 12 students who began the programme, however the member of staff who delivers the intervention has been off on long term sick since March 2023.
Staffing to improve Literacy, Numeracy and Science - x 1 Deputy SENDCo, x 1 L4 TA, x 1 L3 TA and 8 L2 TAs	£366,000	Continued	Small group Literacy, Numeracy and Science intervention groups – timetabled. In class support across the curriculum –	Progress levels (or equivalent) improve in line with national Gaps in learning reduce	DoL and Deputy SENDCo. Half termly TA data. Reading and spelling age data	Aim Reading and spelling ages to continue to increase so students RA is in line with their chronological age. Numeracy intervention is targeted to need; student's gaps in learning are identified, targeted and supported in order to close the gap		**Numeracy Intervention** **Year 7a** 21 students in total of these, 15 are SEND. • 82% (18) students have made progress and exceeded their EOY target. • 86% (13) SEND students have made progress and exceeded their EOY target. **Year 8** – 18 students in total of these 8 students SEND • (61%) students have made progress from their starting point (Yr7 Spring 1 TA). • 100% (8) SEND students have made progress from their starting point (Yr7 Spring 1 TA). **English – L3 TA support a core group of students in a mainstream lesson.** **Year 7a** There are 21 students in this class. I support/monitor a core group of 5 students. 3 SEN, 1 is PP, 2 are SEN/PP and 2 are EAL. • 20% (1) SEN student has made progress from their starting points. • 40% (2) SEN have declined slightly • 20% (1) SEN/PP has made progress from their starting point • 20% (1) PP has made progress from their starting point • 20% (1) PP/SEND has declined • EAL 100% have made progress **Year 7b** There are 19 students in this class. I support/monitor a core group of 7 students. All are SEN/PP • 72%% (5) SEN/PP students have made progress from their starting points.

							• 14% (1) SEN/PP has stayed the same • 14% (1) PP/SEND has declined **Year 8b** There are 23 students in this class. I support/monitor a core group of 6 students. 6 SEN, 4 are SEN/PP and 2 are EAL. • 83% (5) SEN students have made progress from their starting points. • 17% (1) SEN has no up- to-date data available. • 50% (3) SEN/PP have made progress from their starting point • EAL 100% have made progress **Science** **Year 7** – 13 students in total of these, 13 are SEND and PP • 80% (4) students have made progress and exceeded their EOY target. • 100% (5) PP students have progress and exceeded their EOY target. • 100% (5) SEND students have made progress and exceeded their EOY target. • 100% (5) PP + SEND students have made progress and exceeded their EOY target. **Year 8** – 16 students in total of these, 2 are SEND 13 are SEND and PP . • 44% (4) students have made progress from their starting point (Yr7 Summer 1 TA). • 44% (4) PP students have made progress from their starting point (Yr7 Summer 1 TA). • 44% (4) SEND students have made progress from their starting point (Yr7 Summer 1 TA). • 44% (4) PP + SEND students have made progress from their starting point (Yr7 Summer 1 TA).
Staffing for EAL across the curriculum – EAL Coordinator – full time post	£59,327	Continued	To oversee the assessment and intervention of students new to the country	Students are identified upon entry. EAL students complete NVR assessment upon entry. Students are placed in classes according to their academic potential not language capability. Development of an EAL database. Staff have a clear understanding of student need. Students who may have a SEND are identified and monitored closely.	DOL -EAL Coordinator Weekly line management, student data, ability for students access the wider curriculum.	**Aim** All students entering the college undertake a comprehensive series of baseline tests for students learning EAL, including NVR in order to ascertain their proficiency in English. Staff are informed of this. Students are placed in sets appropriate to their academic potential. They are immersed into the curriculum - CLIC Content and Integrated Language Learning with appropriate support from the inclusion team. Previous evidence available to support this is an effective strategy. The specific needs of students who are learning EAL and have a SEND are met.	28% of our cohort (270) are students learning EAL – average - 19%. Of these students 1.6% are students learning EAL with a SEND. 40 new students have joined NCl over the academic year – none with a SEND but we are hypervigilant in identifying those students who may have an unmet need. • 11x Prof A • 5 x Prof B • 21x Prof D • 3x Prof E Attendance for students learning EAL with SEND is currently 95.2%. **Data for Yr11** - Average point score for students, learning EAL, with SEND 2.18 Non EAL SEND -1.83 –Students learning EAL with SEND exceed average point scores for non EAL SEND students in all available data for Summer 2023. **EAL Audit conducted June 2023** Impact of CPD - T&L Briefing - Availability of resources via the Online platform. • 100% of staff state they are aware of effective strategies they need to use in order to meet the needs of students within the classroom. • 100% of staff state they know where to go to seek support and advice in order to meet the needs of students learning EAL. • 60% of all students learning EAL with a SEND have increased their proficiency in English code over the last year.
Level 3 TA – working across Literacy and EAL	As above	Continued	To support the teaching and learning of students new to the country. To support whole college staff in supporting EAL students	Students identified by the EAL coordinator. To work under the guidance and support of the EAL coordinator and class teachers Students who may have a SEND are identified and monitored closely.	Weekly support and guidance from the EAL co-ordinator	**Aim** Students to have the targeted support they require in order to access the curriculum and make good progress. Language skills are developed quickly as students are immersed into lessons that are appropriate to their level of academic ability	Effective working relationships within the classroom ensure student needs are met. Our Level 3 TA is an experienced member of the Inclusion team who works closely with the EAL Co-ordinator. The role has contributed to the data set below. 28% of our cohort (270) are students learning EAL – average - 19% . Of these students 1.6% are students learning EAL with a SEND. 40 new students have joined NCl over the academic year – none with a SEND but we are hypervigilant in identifying those students who may have an unmet need. • 11x Prof A • 5 x Prof B • 21x Prof D • 3x Prof E

						Students who may have a SEND are identified and monitored closely. The specific needs of students who are learning EAL and have a SEND are met	Attendance for students learning EAL with SEND is currently 95.2%. **Data for Yr 11** - Average point score for students , learning EAL ,with SEND 2.18 Non EAL SEND -1.83 –Students learning EAL with SEND exceed average point scores for non EAL SEND students in all available data for Summer 2023. EAL Audit conducted June 2023 Impact of CPD - T&L Briefing - Availability of resources via the Online platform. • 100% of staff state they are aware of effective strategies they need to use in order to meet the needs of students within the classroom. • 100% of staff state they know where to go to seek support and advice in order to meet the needs of students learning EAL. • 60% of all students learning EAL with a SEND have increased their proficiency in English code over the last year. Students learning EAL 28% of our cohort Proficiency Code Data - All year groups June 2023 Within the classroom TM's advisory role using her specialist knowledge of students learning EAL has contributed to the staff audit in that teaching staff feel more confident in meeting the needs of students learning EAL
Level 3 TA – Inclusion full time post	£26,220	Continued	To support students who are placed in offsite provision – CHS, Vocational placements, manage moves etc.	To ensure students receive a broad and balanced curriculum. To liaise between providers and to ensure positive attendance	Weekly line management, student data, use of CLM	**Aim** Students will attend provision regularly, they will access a curriculum that is appropriate to need, they will achieve GCSE in at least English and Maths plus additional qualifications as appropriate	Level 3 TA oversee 's all off-site provisions, under the guidance and support of the DoL for Inclusion and ensures attendance marks are accurate and Health and safety checks are completed prior to students commencing placements **Manage Moves** During the academic year 2022/23 there were 8 manage moves out of NCL • Of these 3 were successful and were placed on role at the host school/were on extended MM until the end of Y11. • 5 were unsuccessful and have returned to NCL. Of these 2 were placed on off-site vocational placements During the academic year 2022/23 there were 7 manage moves into NCL • Of these 6 were successful and were placed on role at NCL. • 1 was an extended MM and completed his education at NCL then went back to his school to complete his GCSE's **Leicester Partnership School** • 13 students have attended the LPS on a 2 or a 5 day placement. • All SEND students - 1 is in receipt of an EHCP and is going to a SEMH special provision in August, 1 is going through EHCP and mum is refusing to send him to school, 3 are on a vocational placement and the other is attending LPS but refusing to attend school. 3 transferred to SEMH specialist provision throughout the year, 3 are back in school and 1 was educated at home. • 3 students attending LPS functional Skills Maths and English – 1 day per week. 1 Y11 and 2 Y10. All SEND students **Off-site provision/Vocational Education** Off-site/vocational provision students attend provision regularly on the whole. They access a curriculum that is appropriate to their need - They may achieve GCSE in at least English and Maths plus additional qualifications as appropriate. Students overseen by Level 3 TA – 4 females and 9 males (SEND) • 5 males in the current Y11 (2 SEND), 4 females – Y10 (3 SEND) and 3 males – Y9 (2 SEND) • All have access to 25 hours education per week.

Students learning EAL 28% of our cohort
Proficiency Code Data - All year groups June 2023

Year Group	Proficiency Code A New to English	Proficiency Code B Early acquisition	Proficiency Code C Developing competence	Proficiency Code D Competent	Proficiency Code E Fluent
Yr 7 total	Awaiting new cohort				
Yr 8 total 46	0	2	6	9	29
Yr 9 total 49	2	4	2	13	25
Yr 10 total 58	2	1	5	4	46
Yr 11 total 48	0	2	5	6	35
EAL SEND					
Yr 7	Yr 8 3	Yr 9 3	Yr 10 5	Yr 11 1	

							• 4/5 Y11 were invited into school to sit their Maths and English Language GCSE papers.
Provide transport for students placed in off-site provisions in order to keep them safe. Provide transport for parents to get them to pre-meetings	£!6,500	Continued	School provide private transport via ADT taxis to get students and parents to Leicester Partnership School for placements	Students will positively engage in the educational offer provided for them.	Daily via CLM attendance record and by ADT taxis in conjunction with school	Students attendance at the LPS is consistent and 100% for the most part. Students will be able to bring skills learnt at LPS back to school in order for them to access a broad and balanced curriculum	• Monitored by attendance of students at provisions. • Taxi company informs DWA if students do not get in taxis for provision • Texts home for when students are not on placements
Improve life chances for disengaged students	£55,000 LEBC - £542	Continued	Provide alternative education for students who are unable to cope in a mainstream setting curriculum offer	Students will positively engage in the educational offer provided for them. To ensure students receive a broad and balanced curriculum.	Engagement monitored via Director of Learning - Inclusion Daily attendance monitored via CLM. Fortnightly line management TA overseeing provisions. Regular contact between providers. Half termly visits and review meetings	Aim Students will attend provision regularly, they will access a curriculum that is appropriate to need, they will achieve GCSE in at least English and Maths plus additional qualifications as appropriate	**Off-site provision/Vocational Education** Off-site/vocational provision students attend provision regularly on the whole. They access a curriculum that is appropriate to their need - They may achieve GCSE in at least English and Maths plus additional qualifications as appropriate. Students overseen by Level 3 TA – 4 females and 9 males (SEND) • 5 males in the current Y11 (2 SEND), 4 females – Y10 (3 SEND) and 3 males – Y9 (2 SEND) • All have access to 25 hours education per week. • 4/5 Y11 were invited into school to sit their Maths and English Language GCSE papers. • Attendance monitored using CLM. Fortnightly meetings with EWO has ensured we are able to track and monitor attendance an intervene as appropriate.

Staffing to improve Literacy – x 1 Level 3 TA	As above	Continued	In class small intervention with TA's being responsible for the T+L of a group of students in a mainstream English lesson.	Student's literacy levels improve. Ability to access the curriculum is greater	DoL and Deputy SENDCo. Half termly TA data. Reading and spelling age data	Aim Reading and spelling ages to continue to increase so student's RA is in line with their chronological age. TAs to support teacher with planning/scaffolding for students with specific needs.	Following the EEF documentation 'Making the best use of Teaching Assistants in the classroom'. The TA role has directly contributed to the data by providing in class support and working closely with classroom teachers to ensure students who are SEND/ learning EAL are able to access the curriculum. 'Use TAs to add value to what teachers do, not to replace the.' – EEF Recommendation 2 - Making Best Use of Teaching Assistants	EEF (educationendowmentfoundation.org.uk) **7A/EN4** There are 21 students in this class. The TA supports/monitor a core group of 5 students. 3 SEN, 1 is PP, 2 are SEN/PP and 2 are EAL. • 20% (1) SEN student has made progress from their starting points • 40% (2) SEN have declined slightly • 20% (1) SEN/PP has made progress from their starting point • 20% (1) PP has made progress from their starting point • 20% (1) PP/SEND has declined • EAL 100% have made progress **7B/EN5** There are 19 students in this class. The TA supports/monitor a core group of 7 students. All are SEN/PP • 72%% (5) SEN/PP students have made progress from their starting points. • 14% (1) SEN/PP has stayed the same • 14% (1) PP/SEND has declined **8B/EN3** There are 23 students in this class. I support/monitor a core group of 6 students. 6 SEN, 4 are SEN/PP and 2 are EAL. • 83% (5) SEN students have made progress from their starting points. • 17% (1) SEN has no up- to-date data available. • 50% (3) SEN/PP have made progress from their starting point EAL 100% have made progress.
Staffing to support Quality First Teaching across the curriculum x 5 Level 2 TAs	As above	Continued	All year groups	Students able to access the curriculum. Greater ability to access the curriculum. Tasks differentiated to meet need.	DoL, HoF and Deputy SENDCo. Half termly TA data.	Aim Level 2 TAs are deployed to specific areas dependent on need by the DoL Data and tracking of student progress shows that students are	As a school we now have an increasing number of students with top up funding. With this in mind we have employed an additional 3 L2 TA's to cover in class support across the curriculum for these students specifically but also to support all SEND students in order to support teaching and learning. **Funded students** • 2 Year 7 students • 1 year 8 student

								• 1 Year 9 students • 1 Year 10 student • 20% (1) have improved their reading age • 60% (3) have stayed the same • 20 % (1) no comparable data available
Employment of 3 full time Level 2 Teaching Assistant to cover additional funded Element 3 and EHCP hours	As above	**NEW**	All year groups	Students able to access the curriculum. Greater ability to access the curriculum. Tasks differentiated to meet need.	DoL, HoF and Deputy SENDCo. Half termly TA data.	Aim Level 2 TAs are deployed to specific areas dependent on need by the DoL Data and tracking of student progress shows that students are making expected progress against their starting point.	As a school we now have an increasing number of students with top up funding. With this in mind we have employed an additional 3 L2 TA's to cover in class support across the curriculum for these students specifically but also to support all SEND students in order to support teaching and learning. **Funded Students** • 2 Year 7 students • 1 year 8 student • 1 Year 9 students • 1 Year 10 student **EHCP Students** • 1 year 7 student • 4 year 8 students • 2 year 9 students **Of these students:** • 33% (4) have improved their reading age • 8% (1) have declined from between • 41% (5) have stayed the same • 16% (2) no comparable data available
Staffing for a part time SEND member of staff to continue to develop the BRWP and to manage volunteer readers – 1 day per week	£10,000	Continued	Targeted paired reading support. All year groups Deployment of volunteer readers	Students reading and inference skills improve. Greater ability to access the curriculum	DoL and Deputy SENDCo. Half termly TA data. Reading and spelling age data, NC levels	Aim Reading and spelling ages to continue to increase so student's RA is in line with their chronological age.	**Better Reading Writing Partnership** Progress of students who participate in the BRWP is measured via reading age analysis. We are continuing to use the assessment tool (Literacy Assessment Online). **Year 7 – 62 students of these 23 are SEND** • 66% (41) have improved their reading age • 9% (9) have declined from between • 3% (2) have stayed the same • 16 % (10) no comparable data available **SEND – 23 Students** • 69% (16) have improved their reading age • 4% (1) have stayed the same • 26%(6) have declined from between **Year 8 – 55 students of these 29 are SEND** • 54% (30) have improved their reading • 21 % (12) have declined from between • 4% (2) have stayed the same • 20% (11) no comparable data available **SEND - 29 Students** • 51% (15) have improved their reading • 20% (6) have declined • 8% (2) have stayed the same • 20% (6) no comparable data available **Year 9 - 31 students of these are SEND** • •4% (20) have improved their reading • 16% (5) have declined from between • 6% (2) have stayed the same • 12% (4) no comparable data available **SEND - 9 Students** • 44% (4) have improved their reading • 33% (3) have declined from between • 11% (1) have stayed the same • 11 % (1) no comparable data available

Dyslexia screening - GL Assessment – Testwise/GL Assessment online	£1,100	**NEW programme in place to screen**	5 staff trained to screen students, then offer advice to class teachers accordingly. All year groups	Students reading and inference skills improve. Greater ability to access the curriculum	DoL and Deputy SENDCo. Half termly TA data. Reading and spelling age data, NC levels	Aim Higher numbers of students are being screened. Strategies are put in place to support according to needs. Resources such as pen grips, overlays, coloured exercise books/paper, egg timers are used across the college	13 students screened for Dyslexia. A mix of Years 7 – 10. Of the 13 only 1 was at severe risk at risk of Dyslexia, 1 was moderately at risk and 2 showed mild signs.. Strategies and recommendations shared with staff and parents/carers informed in writing.
Testing for exam concessions	£1,800	Continued	Years 9 and 10	Testing by external consultant for exam concessions x6 days per year at £300 per day	External assessor brought in	To assess students for formal exam concessions for their GCSE exams	**Exam Concessions Screening** 14 students have been identified as needing screening for exam concessions in the current Year 9. Staff have been asked to provide evidence of normal way of working via a teacher feedback sheet and tick list.
Additional staffing: to develop a pastoral model for SEND – mentoring, behaviour support, self-esteem/anger management, Retracking, Drawing/Talking and BOOST group x 2 Level 3 TA's	£26,220	Continued	All year groups	Greater participation in lessons. Students accessing the curriculum. Attendance improved, exclusions reduced	DoL/SLT via half termly data analysis	Aim BOOST group, 1:1 mentoring, small group interventions on self-esteem and confidence and Anger Management focus on the 'hidden curriculum' in a nurturing environment. Student progress tracked and monitored pre and post intervention to monitor impact. Academic progress tracked and monitored via DoL's data trawl half termly. Overall has a positive impact on student behaviour, reduced exclusions and increased attendance. Evidenced by exclusion and attendance data	The DoL for Inclusion oversee's the B4L strategy across the college ensuring consistency with regards to behaviour management, intervention and consequences. This has been particularly crucial during the last year. Consistency has been even more crucial than in previous years. • Level 3 TA supports the running of the SSRR, with routines now embedded. • DoL continues to be on SEO each morning and on walk period 1 daily to ensure consistency across the college with regards to B4L • 2 students have accessed the LPS full time on the 6 week programme. Of these KSI has requested and EHCP which have been agreed. Students to transfer to a specialist provision in August 2023 • 3 students (KS4) have accessed the LPS Functional Skills programme. 1 is moving to the 2 day GCSE programme in August 2023. • 14 students have accessed the LPS 2 day provision in KS3. Of these 3 are now on vocational placements, 4 have transferred to specialist provision after securing EHCP's, 2 are moving to specialist provision in August 2023 and the rest are now back in school full time **BOOST** 25 students have accessed the BOOST group this year – 10 SEND students **Year 7** • 13 Year 7 students attended Boost • A mix of girls and boys • 10 student's attendance remained/increased, 3 student attendance declined • All student's achievement points outweighed behaviour points. • All students are accessing a full time, broad and balance curriculum when they are in school. • 10 out of the 13 students completed their SDQ self-assessment. Of these 5 improved on their SDQ at the end of the course showing that they had a positive experience with regards to their self-esteem and confidence **Year 8** • 12 Year 8 students attended Boost. 1 student was removed due to parental request. • The group was a mix of girls and boys • 6 students attendance remained/increased, 5 students attendance declined and 1 students' attendance was significantly below expected • 11 student's achievement points outweighed behaviour points. • All students are accessing a full time, broad and balance curriculum when they are in school. • 11 out of the 12 students completed their SDQ self-assessment. Of these 10 improved on their SDQ at the end of the course showing that they had a positive experience with regards to their self-esteem and confidence
Anti-Bullying, Restorative Justice and behaviour mentoring – part time by HoY and SLT link	£9,000	Continued	To work alongside the Assistant Principal in developing a system to ensure	Bullying and racist incidents are reduced. Evidence via college records. Students feel safe in school – PASS survey	AP/DoL/HOY via termly analysis	Aim Incidents of bullying and racist incidents are reduced. Issues relating to inappropriate behaviours are addressed quickly and	• Anti-Bullying work during the academic year of 2022/2023 carried out through the Anti- Bullying Team. • The focus on ensuring that students and parents are aware of the definition of bullying • Training for staff and Anti-bullying Ambassadors in restorative justice/peer support and how to employ this effectively

			issues are addressed quickly and effectively. All year groups DoL for Inclusion to track and monitor impact and feedback accordingly			effectively. FTE are reduced. Evidence via RASIE online and college data	- Raise the profile further of Anti-bullying Ambassadors and their roles - Obtain badges from the Diana Award for Wellbeing & Respect, deliver the work of the earning these badges in Assembly and PSHE Curriculum - Ensure that anti-bullying is strongly embedded into the personal development curriculum. - Mediations carried out to help educate students when they have had a breakdown in relationship or conflict with their fellow peers.- mediation are carried out across Anti-Bullying Ambassadors support students when they have had any breakdowns in relationships and guide them to recover break down guided by MPE - Whole school campaign regarding awareness of anti-bullying carried out termly through assemblies and personal development.
Pastoral Administrator – employed full time and permanent	As above	Continued	To work alongside the DoL in developing a data analysis process to enable HoY and Inclusion to implement action/intervention as a proactive measure rather than reactive	Reduction in low level behaviours	DoL, Principal	Aim Reduction in low level disruption and FTE, evidenced by RAISE online and college data/SEF	All new staff to school have be trained on the College's Behaviour for Learning Strategy. This is part of their induction day. They also have sessions on the B4L policy throughout their ECT year and there is an open door policy to the DoL for Inclusion. The Behaviour Audit 2023 states that 99% of staff recognise their role in delivering positive behaviour for learning and 99% of staff state that's staff are trained well in order to promote positive classroom behaviour Removing Barriers meetings have been sporadic this year due to issues with administrative support. HoY however the DoL have met at least once a half term. Informal meetings happen daily and as and when required. Support is allocated to need in a proactive way rather than reactive. A schedule of half termly meetings have been diaried for the academic year 2023/24 **Inappropriate behaviour in college** Behaviours such as truancy/walking out of lessons, attitude towards staff, inappropriate language, being argumentative, theft, racial incidents and consistently poor behaviour over a day. This is proving to have a positive impact particularly in Years 7, 10 and 11. In years 8 and 9 we are having more issues due to these 2 year groups being the most affected from the pandemic. They have not been used to the consistent rules and boundaries that we expect at NCL. 127 students have been in SSRR this term – 12.9% of the college cohort in comparison to 140 students (14.6%) 21/22. A reduction of nearly 2% 46 students repeated, mainly Years 8 & 9– 4.7% of the college cohort in comparison to 53 students (5.54%) 21/22 - Predominantly males in Year 8 and a 50/50 mix of male and females in Year 9 71 are PP students, 21 PP/SEN students **Refusal – First time, every time** Students are placed in SSRR for refusal – first time, every time which is at the heart of our behaviour for learning policy. If students fail to engage and participate in their learning and disrupt the learning of others, even with support and warnings, they will be removed and placed in SSRR to reflect on their behaviours. This again is proving to have a positive impact particularly in Years 7, 10 and 11. As stated above years 8 and 9 we are having more issues with regards to this expectation due to these 2 year groups being the most affected from the pandemic. 68 students have been in SSRR this year mainly Years 8 & 9 – 6.95% of the college cohort in comparison to 105 students (10.9%) 21/22. A reduction of 4% - Only 13 students repeated – 1.32% of the college cohort in comparison to 33 students (3.45%) 21/22. A reduction of 2% - A 50/50 mix of male and female students in all year groups with the majority of students from Years 8 and 9 (32 students) 47 are PP students, 16 PP/SEN students **Long Stay Reflection Room and the new Extended Day Strategy** LSRR used for a third refusal to comply first time, every time. Only 1 student has been placed in long stay until December 2022. From January 2023 we are now utilising the provision for students who are consistently failing to adhere to the schools B4L policy but whose behaviours do not warrant of suspension 29 students have been in Extended Days since its implementation in January 2023 – 29% of the college cohort 10 students repeated – 1% of the college cohort - It is predominantly males 24 are PP students, 11 PP/SEN students **2.30 – 4.30 Provision** This is a provision used instead of suspension. It is for behaviour such as swearing directly at staff, fights and persistent disruption to the learning of others. Students complete

							subject/curriculum work wherever possible. They must attend on time each day in full school uniform. *This is a short term, time limited consequence to support students in managing and adapting their behaviour. A face to face parental meeting is always held with the student, parent/carer and Head of Year in order to implement support as appropriate on a 1:1 level.* • 95 students have been in 2.30 – 4.30 this academic year to date – 9.7% of the college cohort. In comparison to 111 students (11.6%) 21/22 • 50 students repeated – 5.11% of the college cohort, in comparison to 57 (5.86%) 21/22 **Suspensions and Manage Moves– August 2022 – July 2023** • Suspensions for the college this academic year stands at 65 separate incidents (43 students) in comparison to 27 students last academic year, 4.42% (college figures) in comparison to 4.25% (NA) a slight increase of 0.17% on the academic year 2021/22 • The rate of repeat offenders currently stands at 11 students (1.13% of the college cohort) in comparison to 14 students (1.46%) in 21/22 and the national average 1.5% • There have been 3 permanent exclusions this academic year 0.3% in comparison to 0.1% from the previous year. (0.03% NA). 1 PP student and 2 non PP 2 were for bring drugs onto site and 1 for bringing a weapon into school. • In order to prevent permanent exclusions, we use the local authorities managed move protocol. During the academic year 2022/23 there were 10 MM out of NCL of these 8 were PP. Of these 3 were successful. 2/10 have returned to NCL, 2/10 have been placed on vocational placements and 3 have left as they were Y11. • During the academic year 2022/23 there were 7 manage moves into NCL. Of these all were successful and were placed on role at NCL. • Vulnerable groups; 29 students who received a suspension this year were PP students. 28 were SEND. Of all the students 33 were male and 13 female.
Accelerated reader	£4,500	Continued	3 staff trained to deliver targeted literacy intervention. Year 7 in the first instance	Students reading and inference skills improve. Greater ability to access the curriculum	Second in English, Deputy SENDCo, KS 3 coordinator (English) Librarian Half termly data. Reading and spelling age data, NC levels	Aim Reading and spelling ages to continue to increase so student's RA is in line with their chronological age.	The impact of AR for our students is that on average they have increased their reading age by 7 months over the course of the year. AR shows that vocabulary is consistently improving with over 101millions read throughout the year. On average our students start with a ZPD of 3.5 and increased to 5.0.
Breakfast, break and lunch clubs Staffing costs	0 0	Continued	All year groups	Students will be better placed to access curriculum – they will have toast, cereal, fruit and a warm drink which will improve concentration in lessons. Breakfast club is free and school pay for all food and drinks for students	HoY/HoF/DoL Core subject teacher assessments	Aim Larger numbers of students accessing the clubs. Evidenced by extra curricula registers. Breakfast Club Students are more focused in lessons if they have had breakfast. There is a more positive start to the day due to the capacity to talk to staff Break/lunch clubs A calm and safe environment for the more vulnerable students who do not wish to be in the main body of the school, outside or off site. Activities range from arts and crafts, pool/snooker and table tennis to quiet reading. Students are encouraged to use their social communication and team work skills.	• 116 students across all year groups have accessed breakfast club consistently this year to date. Of these 29 were SEND students. We provide students with cereal, toast, fruit and a hot drink. • 61 students have consistently attended lunch club. Many of these are in KS3 and in Year 7. Of these 30 were SEND students. • 39 students have been provided with food, clothing or shoes this academic year of which we are aware of. Of these 13 were SEND students. • We have given so many more ties, trousers, blazers, shoes and shirts to students this academic year, that it has been too difficult to monitor as staff just get the uniform out of the cupboard themselves. This is due to the cost of living crisis
Homework Club running x 4 days per week over 2 venues. One club for Years 7 – 9 in CU10 and a in the LRC for Years 10 – 11 so they are able	0	Continued	All year groups	Students make expected or better progress Gaps in learning reduce	SLT for extra curricula activities/ DoL	Aim Larger numbers of students accessing the club Monday to Thursday inclusive. Evidenced by extra curricula registers. More students	Homework club is now open 4 days a week, Monday to Thursday as well as from 8am – 8.45am daily. This is a new initiative this year as many students would not come to homework club in the winter months due to the dark. We provide homework club to ensure all students have access to additional support/ICT as appropriate. Greater emphasis on the importance of homework to support progress/learning and revision has been a focus this year and that it is not just set for the sake of it. With this in

to use resources for revision						completing their homework on time and in greater detail. Reduction in the number of C4 Homework detentions	mind and with the support of homework club, most students seem to be taking more responsibility for their learning In the morning homework club is held in the LRC for all year groups with 1 member of staff available to support. There are 2 venues for homework club in the evening. This is to ensure that the older students have a quieter, more relaxed learning environment in which to revise/complete coursework and homework with support, and CU10 for KS3 students, both having at least 2 members of staff present each evening. • 171 students have consistently attended - Years 7 – 9. Of these 39 were SEND • 54 students have consistently attended - Years 10 – 1. Of these 9 were SEND Going forward there needs to be more of a focus on encouraging SEND students to access homework clubs
EAL Language School	0	Continued	All year groups dependent on need	Students gain key language skills in order to be equipped to access a mainstream education	DoL, EAL co-ordinator	Aim Improvement in language skills of all students	Students in the Language School Tutor Group although not identified as SEND are closely monitored to ensure any unmet SEND is identified as early as possible. We are extremely clear that learning EAL is not a SEND need. 95% within the Language School Tutor Group have moved from proficiency code A to B. Students present their keyword vocabulary booklet daily to EMa. As we recognise the vocabulary deficit for students learning EAL and eligible for the PP. A focus on British Values and Tier 2 vocabulary is delivered through scaffolded PD tutor group activities. Reference is made to the documentation below which provides a guide to identification of students with a potential SEND need who is also a student learning EAL. **Guide to working with EAL learners with special educational needs and disabilities (SEND) | A NALDIC Pamphlet (2020)** Christina Richardson, Katie Howard and Paul Nancarrow **Published**: August 2020 (C) 2020 The authors and NALDIC
Nurture Tutor Group	0	Continued	1 Year 7 and 1 Year 8	Students are in a small group environment which will support personal organisation and preparation for the day	Deputy SENCo	Aim To improve attendance, self-esteem and confidence in order for the most vulnerable students to access education	8 students in the Nurture tutor group. All are SEND • 100% of them are on the SEND register. • 87.5% are PP • 50% have EHCP's • 50% have 'K' SEND support • 50% of student's attendance is above 92% • 62.5% have negative net points for R's and C's • 37.5% have positive net points for R's and C's • 2 students will be transferring to SEMH specialist provision in the new academic year
Targeted Attendance Mentoring for SEND students	0	Continued	Deputy SENDCo to meet on a 1:1 with identified SEND students who are at risk of becoming a persistent absentee - to review attendance, reasons for non attendance and implement an action plan	Students have a 20 minute session once a week/fortnight to discuss attendance and to address an issues that may arise	DoL and SLT link with responsibility for attendance	Aim Improve attendance, reduce gaps in learning, increase academic ability	Targeted mentoring didn't continue as the students involved (Year 11 SEND) ended up on reduced hours/odd-site provision due to behaviour:
BRWP Tutor time intervention	£2,000	Continued	All year groups dependant on need	Targeted 1:1 reading for the students who struggle with comprehension, reading and inference skills	DoL, Tutor and Deputy SENDCo. Half termly TA data. Reading and spelling age data, NC levels	Aim Reading and spelling ages to continue to increase so students RA is in line with their chronological age.	Please see BRWP impact data above
Soft Touch Arts	£10,000	**NEW**	All Year groups	2 Arts workers for 5 hours per week working with vulnerable students through art and music	DoL Performing Arts	Aim For students to have an appreciation of the Arts	An external project for those students who are interested in The Arts. The programme is designed to support and develop: • well-being • self-confidence – approaching new situations and challenges

				Supervised by teaching staff		through targeted 'therapeutic' activities	• peer to peer social skill development • mental health • managing feelings and emotions This academic year they have worked with 62 students in Years 7 and 8 on with Music/Art projects. Of these 22 were SEND students. The projects had a positive impact upon most of the students, however it is still too early to tell. Impact will be monitored via attendance, increased self-esteem and confidence in school and the student's ability to access the curriculum
Numeracy tutor time Intervention	0	Continued	Yr7 and Yr8	Students make expected or better progress in end of topic tests Gaps in basic numeracy are reduced	ZAH end of topic tests, student's data	Aim Students numeracy levels increase, builds self-esteem and confidence. Gaps in learning are reduced. Students make better progress	**Tutor time Numeracy intervention** **Year 7** – 19 students in total • 89% (17) students have made progress from their starting point. Of these, 14 students are PP and 8 students SEND, 7 are PP and SEND. • 86% (12) PP students have made progress from their starting point. • 75% (6) SEND students have made progress from their starting point. • 71% (5) PP + SEND students have made progress from their starting point
CPD - Continuous Professional Development. External and online courses for Teaching Staff and Support Staff Professional Journal Subscriptions Eg, NALDIC EAL Journal	£1,000	Continued	Internal CPD - online provision External CPD - Online provision	Internal CPD - Live CPD recorded and added to a library of teams CPD under the inclusion banner. Staff able to access as they go so that they can either re-watch or attend when suits them. Pre-recorded CPD - to assist staff in specific aspects of inclusion to ensure need is being meet consistently across the school. Current and emerging need prioritised in weekly email. External CPD – List of CPD provided by Head of Digital Learning, any current SEND need that is available on list is advertised in order to provide timely training for staff. Training is counted as part of CPD provision only if it aligns with the current need.	DOL/SLT Outcomes for students are enhanced academically and pastorally. Teachers and support staff are trained in order to support emerging need according to the current issues within school.	Aim Staff develop, enhance and update skills and competence in order to meet student need. Student progress is enhanced. Staff retention remains stable Staff are inspired to conduct action research based projects on return to school or following online training. Staff are able to deliver inhouse CPD based on training attended	**Whole school CPD** • CPD and strategies shared for embedding key knowledge, stretch and challenge and catch up strategies. • Staff attend CPD sessions that are linked to the EBI on their appraisal. • 100% of staff logged into Iris for online CPD • SMS leading the sharing good practice on memory techniques and reducing staff workload • All new staff have received induction on the New College way, SEND, behaviour management, coaching and enhanced CPD sessions. • Moving forward, due to new staff joining the Inclusion Team – a 5 session Manipulatives CPD session will be ran with MAN.

TOTAL £774,415