



SEND spend Key Interventions 2024/2025

2024 – 2025 Notional SEND Budget **£963,964** (percentage of total budget)

SEND 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, Full time SENDCo and 1 senior administrator	£192,460	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	
Buying in an Educational Psychologist from the local authority x 25 days for the academic year	£13,750	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. To work with parents/carers with regards to CAMHs referrals To provide staff CPD/training and to support staff trauma	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 health etc will be addressed in a more cohesive way and in a timely manner	
Mental Health in Schools Team – 1 worker based in school 1 day a week to do low level CBT work on 1:1	£0	Continued	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	
Appointment of Assistant Head of Year to work with Y8 on the day to day running of the year group, attendance as well as behaviour - self-esteem; self-regulation; taking responsibility	£37,080	Continued	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	
Staffing of a Level 3 TA – Inclusion full time post	£30,336	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	
Staffing to improve Literacy, Numeracy and Science - x 1 L4 TA, x 1 L3 TA and 12 L2 TAs	£434,052	Continued	Small group Numeracy and Science intervention groups – timetabled. Specialist TA support in English. In class support across the curriculum	Progress levels (or equivalent) improve in line with national Gaps in learning reduce	Acting 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	



Staffing for EAL across the curriculum – EAL Coordinator – full time post	£71,580	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.	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.	
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 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	
Level 3 TA – Inclusion full time post	£30,336	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 vocational providers and to ensure positive behaviour and 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	
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	£16,500	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	
Improve life chances for disengaged students	£60,000 LEBC - £600	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	
Staffing to improve Literacy – x 1 Level 3 TA	As above	Continued	In class small group 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	Acting 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.	
Staffing to support Quality First Teaching across the curriculum x 8 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.	Acting 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.	



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.	Acting 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.	
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	Acting 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.	
Dyslexia screening - GL Assessment – Testwise/GL Assessment online	£1,500	Continued	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	Acting 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	
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	
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	£30,336	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	
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 issues are addressed quickly and effectively. All year groups DoL for Inclusion to track and monitor impact and feedback accordingly	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 effectively. FTE are reduced. Evidence via RASIE online and college data	
Cover Supervisor	£27,950	New	To work alongside teaching staff in the delivery of cover lessons across the college during staff absence- both planned and illness	A consistent member of staff that knows the school, systems and students. Reduction in low level behaviours	DoL, Principal	Aim Reduction in low level disruption and FTE, evidenced by RAISE online and college data/SEF	



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, Acting 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.	
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	Acting SENCo 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.	
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 to use resources for revision	0	Continued	All year groups	Students make expected or better progress Gaps in learning reduce	Acting SENCo	Aim Larger numbers of students accessing the club Monday to Thursday inclusive. Evidenced by extra curricula registers. More students completing their homework on time and in greater detail. Reduction in the number of C4 Homework detentions	
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	EAL co-ordinator	Aim Improvement in language skills of all students	
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	Acting 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.	
Soft Touch Arts	£10,000	Continue	All Year groups	2 Arts workers for 5 hours per week working with vulnerable students through art and music Supervised by teaching staff	DoL Performing Arts	Aim For students to have an appreciation of the Arts through targeted 'therapeutic' activities	
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	



<p>CPD - Continuous Professional Development. External and online courses for Teaching Staff and Support Staff Professional Journal Subscriptions Eg, NALDIC EAL Journal</p>	<p>£1,000</p>	<p>Continued</p>	<p>Internal CPD - online provision External CPD - Online provision</p>	<p>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.</p>	<p>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.</p>	<p>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</p>	
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TOTAL £968,280