



Annual SEND Report to  
Governors  
2019/2020 Further Education

Improving Education Together.

This report reflects academic year ending July 2020			
Name of Academy		Further Education	
SENCO		Cynthia Horridge	
Date of Report		08/02/2021	
SEND Governor		Pete Edwards	
SEND profile			
Total Number of learners declaring learning difficulty or disability (LLDD)			
LLDD Support	Education, Health and Care Plans		% of FE population LLDD support    EHCP
493 (inc POS, CL, ATT, SubCon)	2		39% (19+)    2% (of 16-19 cohort)
% boys and girls		SEND and Pupil Premium % of SEND cohort	<b>LLDD needs breakdown should be shared with Governors</b>
Male 20% (% of FE population)	Female 21% (% of FE population)	N/A	Visual Impairment = 21 Hearing impairment = 21 Profound complex disabilities = 1 Social and emotional difficulties = 8 Moderate learning difficulty = 134 Severe learning difficulty = 2 Dyslexia = 66 Dyscalculia = 3 Autism spectrum disorder = 10 Speech, Language and Communication Needs = 2 Other specific learning difficulty (e.g. Dyspraxia) = 3 Other learning difficulty = 11 Other disability = 14 Disability affecting mobility = 46 Other physical disability = 17 Other medical condition e.g. epilepsy, asthma, diabetes = 36 Mental ill health = 92 Temporary disability after illness = 1 Asperger's syndrome = 5 <b>Total = 493</b> <b>(Declared primary LLDD of FE population)</b>
Identifying learners with LLDD			
<p>Many learners self-declare and self-refer on enrolment or during pre-enrolment activity. It is also picked up by initial assessment and diagnosis, or by tutors as the course progresses. Learners may then be tested for specific conditions e.g. dyslexia. Barriers to learning are assessed by the tutor and specialist staff e.g. mental health or anxiety, often through interview with the learner and their parent/carer if appropriate. Support arrangements are then assessed and put in place e.g. 1:1 support, adapted materials, access examination arrangements.</p>			

### Progress made by learners with LLDD

The data below demonstrates that in a very successful learner cohort overall, LLDD learners are even more successful with very high rates of retention and qualification pass, and therefore overall success.

#### Achievement

	All LLDD	Non LLDD	SEND support n/a	EHCP	SEND and PP n/a	SEND Non PP n/a
Retention	96.61%	88.59%		50%		
Pass	92.51%	91.32%		50% main qualification.		
Achievement	89.37%	80.89%		50%		

#### Effectiveness of targeted interventions

The individual support given to LLDD learners in 1:1 support, small group sizes, adapted materials, special equipment and assessment conditions have all proved extremely successful,

#### Wider Outcomes effectiveness for this cohort

Progression into meaningful sustained employment or ongoing learning has been 100%.

#### Attendance and exclusions

Overall attendance % 86.8%		% of pupils PA		% and number of SEND pupils FTE or PEx	
LLDD	Non LLDD	SEND	Non SEND	SEND	Non SEND
94.7%	85.3%	n/a	n/a	n/a	n/a

**Ongoing professional development on LLDD for staff in the last 12 months and any issues relating to time and resources to enable the SENCO to carry out their duties.**

The SENCO has been supported to achieve a Level 7 qualification in Assessing Literacy. Staff teaching LLDD provision have completed CACHE Level 2 qualifications in:

- Level 2 Certificate in Awareness of Mental Health
- Level 2 Certificate in Understanding Learning Difficulties
- Level 2 Certificate in Equality and Diversity

**Other initiatives in the last 12 months to improve the quality of LLDD provision leading to improved outcomes including any external specialist support services that work with ATTFE and the impact they have.**

ATTFE has provided bespoke learning packages to meet learners individual needs and ensure that learning has still been able to continue throughout the pandemic and learners have felt supported holistically.

**Outline how the specific targets, objectives and learning needs of LDD learners will be addressed through quality first teaching and how this will be reflected in your curriculum intent.**

In 2020-21 LLDD learners will be undertaking various AIM Awards qualifications such as Employability Skills, Horticulture Skills and Personal and Social Development which will reinforce skills for the workplace as well as aid wellbeing and social skills.

**Outline of objectives for 2020-21**

	<b>16-18</b>	<b>19+</b>
<b>Retention</b>	90%	96%
<b>Pass</b>	95%	96%
<b>Achievement</b>	85.5%	92%

ATTFE College is committed to supporting all learners to the best of our ability during Covid-19 times. We are however taking extra time and care to holistically support SEND learners.