

Annual SEND Report to Governors 2019/2020 Further Education

Improving Education Together.



Name of Academy Further Education		This report reflects academic year ending July 2020						
Date of Report SEND Governor Pete Edwards SEND profile Total Number of learners declaring learning difficulty or disability (LLDD) LLDD Support Education, Health and Care Plans Wo f FE population LLDD support EHCP 493 (inc POS, CL, ATT, SubCon) SEND and Pupil Premium Sof SEND and Pupil Premium Wo of SEND cohort Male Female 20% 21% N/A Wisual Impairment = 21 Hearing impairment = 21 Hearing impairment = 21 Social and emotional difficulties = 8 Moderate learning difficulty = 134 Severe learning difficulty = 2 Dyslexia = 66 Dyscalculia = 3 Autism spectrum disorder = 10								
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Other specific learning difficulty (e.g. Dyspraxia) = 3								
				Other learning difficulty = 11 Other disability = 14				
				Other disability = 14 Disability affecting mobility = 46				
, , ,				Other physical disability = 17				
Other medical condition e.g. epilepsy, asthma, diabetes = 36				· · · · · · · · · · · · · · · · · · ·				
Mental ill health = 92				Mental ill health = 92				
Temporary disability after illness = 1						s = 1		
				Asperger's syndrome = 5				
(Declared primary LLDD of FE population)				Total = 493 (Declared primary LLDD of FF population)		ulation)		

Identifying learners with LLDD

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.



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	Non	SEND	EHCP	SEND	SEND
	LLDD	LLDD	support		and	Non
					PP	PP
			n/a		n/a	
						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

	16-18	19+
Retention	90%	96%
Pass	95%	96%
Achievement	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.