

## Queen Elizabeth High School SEND Report 2016/17

### Outcomes for Year 11 Students in 2017

There were 7 students with SEND support (previously SA and SA+) and 4 students with a statement or EHC plan in Year 11 during the 2016/17 academic year. Their outcomes can be summarised as follows (with comparisons to the outcomes for SEND students in 2016 for information):

#### Attainment

Percentage of Students Achieving grade 9-4 (2017) / A*-C (2016) in English and Maths				
	QEHS 2016	National 2016	QEHS 2017	National 2017
Non-SEND Students	84%	69%	82%	TBC
SEND Support Students	29%	62%	22%	TBC
Students with a Statement or EHC Plan	40%	62%	25%	TBC

#### Progress

Progress 8				
	QEHS 2016	National 2016	QEHS 2017	National 2017
Non-SEND Students	+0.46	+0.06	+0.54	TBC
SEND Support Students	-1.71	0	-0.68	TBC
Students with a Statement or EHC Plan	-0.56	0	-0.76	TBC

Progress 8 (English)				
	QEHS 2016	National 2016	QEHS 2017	National 2017
Non-SEND Students	+0.39	+0.05	+0.83	N/A
SEND Support Students	-1.70	0	-0.57	N/A
Students with a Statement or EHC Plan	-0.34	0	-0.67	N/A

Progress 8 (Maths)				
	QEHS 2016	National 2016	QEHS 2017	National 2017
Non-SEND Students	0.57	+0.04	+0.58	N/A
SEND Support Students	-1.25	0	-0.48	N/A
Students with a Statement or EHC Plan	-0.31	0	-0.10	N/A

#### Commentary on SEND performance data

Progress 8 is the new measure being used in the performance tables from 2017. For SEND support students overall progress 8, P8 for English and P8 for maths are all much improved compared to 2016.

For SEND students with an EHC plan the overall progress 8 did worsen as did P8 in English but it improved in maths which was encouraging. The performance of SEND students will remain a priority in 2017/18 with the aim being to ensure new progress is in line with those with similar starting points nationally.

Although the very small numbers of student make comparisons with non-SEND students and national average figures difficult, each individual students progress and their needs will continue to take precedence. The work in 2017/18 will focus on:

- The performance of all SEND students in maths and English. Tracking of progress at each data round. Individual meetings to take place with the SENDCO for students of concern. Barriers to learning and positive teaching and learning strategies to be identified at individual student level. Intensive tracking to take place.
- To ensure as many SEND students as possible follow an appropriate curriculum and achieve a P8 score wherever possible. Last year 2 students on an alternative curriculum impacted on the overall figures. We are hoping to minimise the use of such provision in 2017/18

National averages are not confirmed yet for SEND/non SEND.