

## Queen Elizabeth High School SEND Report 2017/18

### Outcomes for Year 11 Students in 2018:

There were 10 students with SEND support (K) and 1 students with a statement or EHC plan in Year 11 (E) during the 2017/18 academic year. Their outcomes can be summarised as follows (with comparisons to the outcomes for SEND students in 2017 for information):

### **Attainment**

Percentage of Students Achieving grade 9-4 (2017) / A*-C (2016) in English and Maths				
	QEHS 2017	National 2017	QEHS 2018	National 2018
Non-SEND Students	82%	70%	69%	TBC
SEND Support Students	22%	64%	24%	TBC
Students with a Statement or EHC Plan	25%	64%	29%	TBC

### **Progress**

Progress 8				
	QEHS 2017	National 2017	QEHS 2018	National 2018
Non-SEND Students	+0.54	+0.06	+0.64	TBC
SEND Support Students	-0.68	-0.03	+0.06	TBC
Students with a Statement or EHC Plan	-0.76	-0.03	-1.34	TBC

Progress 8 (English)				
	QEHS 2017	National 2017	QEHS 2018	National 2018
Non-SEND Students	+0.83	+0.07	+0.56	TBC
SEND Support Students	-0.57	-0.04	+0.53	TBC
Students with a Statement or EHC Plan	-0.67	-0.04	-2.1	TBC

Progress 8 (Maths)				
	QEHS 2017	National 2017	QEHS 2018	National 2018
Non-SEND Students	+0.58	+0.04	+0.68	TBC
SEND Support Students	-0.48	-0.02	-0.36	TBC
Students with a Statement or EHC Plan	-0.10	-0.02	-1.13	TBC

### **Commentary on Year 11 SEND GCSE performance data (2018):**

There has been an increase in the percentage of SEN students achieving grade 9-4 in English and Maths since 2017. Progress 8 measures show a significant improvement for SEND supported students, across the subject baskets and specifically in English. There was only one student in Year 11 with an EHC Plan and, unfortunately, Progress 8 data was poor for this student.

Although the very small numbers of students make comparisons with non-SEND students and national average figures difficult, each individual student's progress and their needs will continue to take precedence. The work in 2018/19 will focus on:

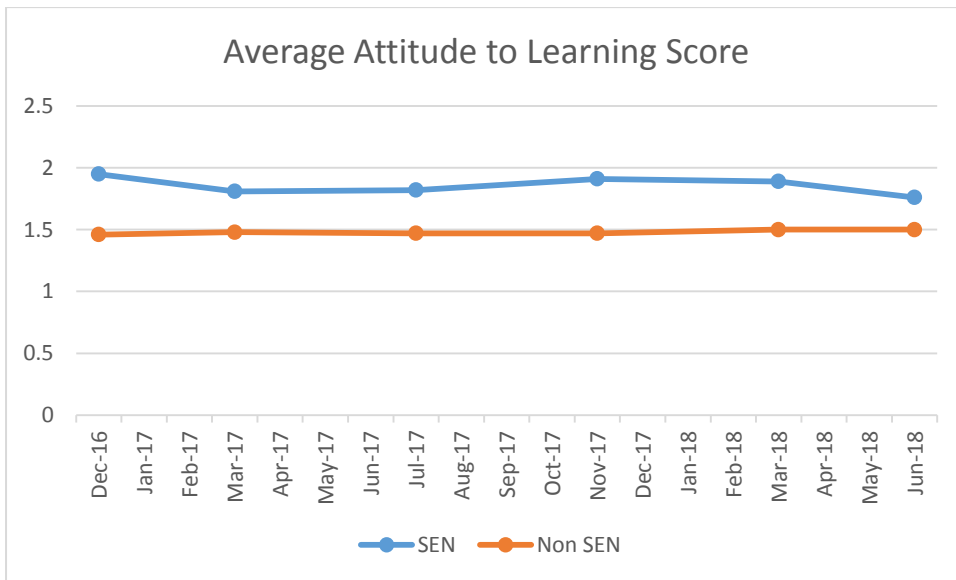
- The performance of all SEND students in all subjects but specifically in Maths and English. Tracking of progress at each data round.
- Individual meetings to take place with the SENDCO for students of concern. Barriers to learning and positive teaching and learning strategies to be identified at individual student level. Intensive tracking to take place.
- To ensure as many SEND students as possible follow an appropriate curriculum and achieve a positive Progress 8 score wherever possible.

2018 National averages are not confirmed yet for SEND/non SEND.

**Year 9 and 10 progress:**

Academic progress of our SEN students are closely monitored via subject teachers, curriculum leaders and the SEN team. Where concerns arise, curriculum leaders will work with the SEND and pastoral teams to put intervention in place.

The below graph shows Attitude to Learning for our current Year 11 since starting at QEHS:



SEND students in Year 10 are assessed as having a very positive attitude to learning which reflects the positive relationships developed and nurtured at QEHS.