Progression 2 work

SEND Report

Academic Year 25-26

Created by Jason Keddy

End of Term SEND Report for Directors

School Name: Progression 2 Work

Term: Summer Term 2026

Date of Report: 14/09/2026

Prepared by (SENDCo): Jason Keddy

1. Overview of SEND Provision

- Total number of pupils on SEND register:

EHCP

2025/26 22

Sept 2026/2027 24

SEN K

2025/26 17

Sept 2026/2027 4

Monitoring

2025/26 5

Sept 2026/2027 0

No SEN

2025/26 0

Sept 2026/2027 20

- Breakdown by category of need (e.g., Cognition & Learning, SEMH, Communication & Interaction, Sensory/Physical): 2025/26

MLD 5.41%

SEMH 67.57%

ASD 18.92%

ADHD 29.73%

Other Medical 5.41%

Other 2.7%

Developmental Delay 2.7%

Anxiety Disorder 2.7%

Epilepsy 2.7%

Global Developmental Delay 2.7%

2.) Attendance and Exclusions 2025/26

- SEND pupil attendance rate: 77.05%

Non-SEND pupil attendance rate 73.06%

- Exclusions involving SEND pupils (fixed-term/permanent):

SEND Pupils Suspensions Number 17 Days 32.5 3 students made up 20 days and ended up losing placement.

Non-SEND Pupils Suspensions Number 16 Days 24

PEX SEND 0

PEX non-SEND 0

3. Staff Training and Development

- Plans for future training

Knowledge Audit and basic information

Adaptive Teaching

OFSTED – Inclusion

Focus last year was on trauma informed practice which has had an impact in terms of staff student relationships resulting in a significant reduction in suspensions and permanent exclusions. This will be monitored this term to look at any refreshment activities that need to be put in place in the Spring term when new Behavior policy and practices are embedded.

4. Strategic Priorities and Next Steps

- Progress against SEND action plan:

All areas completed. Plan has been adjusted to consider new organizational structure and will be included in SIP.

- Key priorities for next term:

SEND Profiles embedded.

Pupil Passports completed by Assistant SENCo

Provision management exercise to assess interventions needed, priority for interventions and potential initial and future costs.

Consistency of approach across all Centres.

- Resources or support needed from Directors

An Assistant SENCo within Employability Centre to ensure consistency of approach.

SEND budget to ensure there is no overspend.

5 Outcomes and Destinations

All SEND students gained qualifications at the expected level apart from AC (EHC)

4 out of 6 SEND students gained Level 1 or above in English and Maths. The other two students gained Level 1 or above in English or Maths

SEND Entry Level students gained an English or Maths Entry Level functional Skills qualification. Neither gained both.

In future, there needs to be assurance (moderation) that students can gain certain levels of Functional skills qualification before entering. More chances to undertake examinations will

help. Students also need adequate exam preparation training and times to practice in examination conditions (Mocks)

GCSE's

2 Student gained 3 GCSE's including 1 gained a Level 5

3 other students gained at least 1 GCSE including two who gained two GCSEs.

Current destinations for year 11 students (left June 2026)

Employment 1

College 3

College application 1 SENCO and Curriculum Lead spent the summer holiday working with Notts SEND to provide evidence that student could meet needs of course and Colleges concerns around EHC were unfounded. LA failed to update EHC in statutory timelines.

Unknown 1