



Report to governors on special educational needs and disability (SEND)

2018/19 SEND Report

An appropriate SEND policy underpins this report and includes explicit reference to students with SEND. This is reviewed annually. Please find a glossary of acronyms at the end of the document.

In September we have had a significant change to the Inclusion Department at Kingsdown School. For many years a 1-1 classroom approach was used where ESCs were allocated to students to support in the classroom. The impact of this approach declined which was shown in both attainment of our SEND students and their willingness to work with the staff.

From September 2018 we moved to an intervention approach where Inclusion staff were used to support students on a 1-1 basis through intervention programmes. Five hubs have been used to include Health, SEMH- Behaviour, SEMH- Emotional, Literacy and Numeracy. A Deputy SENDCo position was created. The needs of our students were assessed through the SEN data and the size of each hub matched to this. A full assessment of all students in the school was completed in order to ensure support was given to all that needed it and new intervention packages put in place. Comprehensive training was given to the hub staff and the intervention used taken from schools nationally and within the trust where impact has been high. Coordination between Maths, English and Inclusion has been enhanced to ensure we have a coordinated approach to the intervention that takes place. Impact has been encouraging. The following report highlights the needs of our students and shows the impact our support has had on those we support.

1. Kingsdown SEND profile

Please note all the tables include students located within our SRP onsite.

| Type of support | Number of Students |
|---|---------------------------------|
| Special educational needs (SEN) support | 155 |
| Statement of SEN | 0-all converted by October 2018 |
| Education, health and care (EHC) plan | 42 |



EHC plans

We currently have 42 students who have been awarded EHC plans within Kingsdown School. The number has continued to increase this year as we actively pursued EHCPs for our students who would benefit from the support they bring. The table below highlights the numbers between 2018/19.

| Year Group EHCP | 2017 | 2018 | 2019 |
|-----------------|------|------|------|
| 7 | 7 | 7 | 7 |
| 8 | 11 | 6 | 8 |
| 9 | 6 | 13 | 7 |
| 10 | 5 | 6 | 12 |
| 11 | 4 | 5 | 8 |
| Total | 33 | 37 | 42 |

Annual reviews have continued for all students with an EHCP this year to ensure all the objectives are appropriate and being met by the school. Students and Parents/Carers are always involved heavily in the EHCP process contributing to and attending the annual reviews and liaising with the SENDCo on a regular basis. A staff member within Inclusion now works with the SENDCo to track and monitor all EHCP students in addition to working with them to ensure a child centered approach to their support. Students in KS4 are supported through the annual review process with their movement into further education to ensure they have the support and guidance in place as they move. Parents can seek support through SENDIASS (previously the parent partnership service) for this process if needed.

We have 155 students who are coded as 'school concern' (K coding). These have a wide variety of additional needs ranging from physical disabilities, low academic achievement and medical conditions. This year we also introduced a new 'F' code which is allocated to our students who receive support through the Inclusion Department for a variety of needs including health, behaviour, literacy/numeracy or emotional support. This F code is transient and there are currently 44 students allocated to this.



The following table shows the number of SEN students we supported in total within the school over the last three years:

| Number of SEN students in total (including EHCPs) | 2016/17 | 2017/18 | 2018/19 |
|---|------------|------------|------------|
| 7 | 52 | 25 | 33 |
| 8 | 47 | 51 | 27 |
| 9 | 63 | 45 | 48 |
| 10 | 43 | 56 | 40 |
| 11 | 52 | 44 | 49 |
| Total | 257 | 221 | 197 |

There are currently 55 students who are both SEND and disadvantaged.

2. Types of SEND Needs:

| SEN Need | Number of Students 2017 | Number of Students 2018 | Numbers of Students 2019 |
|---------------------------------|-------------------------|-------------------------|--------------------------|
| Autistic Spectrum Disorder | 33 | 47 | 54 |
| Hearing Impairment | 6 | 2 | 5 |
| Moderate Learning Difficulty | 74 | 56 | 13 |
| Other Difficulty/impairment | 5 | 3 | 1 |
| Physical Difficulty | 10 | 6 | 9 |
| Severe Learning Difficulty | 1 | 0 | 0 |
| Social and Emotional Difficulty | 34 | 45 | 35 |
| Specific Learning Difficulty | 33 | 44 | 47 |
| Speech, language or | 9 | 3 | 4 |



| | | | |
|--------------------|---|---|---|
| communication need | | | |
| Visual Impairment | 2 | 2 | 4 |

Please note there are currently some SEND students without codes due to multiple needs.

This year a number of students were removed from the SEN register. Many students no longer needed support or adapted provision within the classroom as intervention has been successful and therefore were removed from the register. The numbers within some categories has therefore reduced. We continue to see a greater number of Dyslexic, Autistic and emotional/Social Difficulties within our student body than other SEN needs.

3. Identifying pupils with SEN (for mainstream schools):

The criteria for SEN is not rigid however examples of what we would look for include:

- A child's early history and/or parental concern
- External agency report eg CAMHS or Educational Psychologist.
- Low KS2 entry profile/transition information from Primary School
- A student's lack of progress despite receiving a differentiated curriculum.
- Low achievement in the National Curriculum ie. significantly below the suggested level for their age.
- Students requiring greater attention in class due to behavioural/learning difficulties.
- Repeated behaviour concerns.
- Students requiring specialist material/equipment or support for sensory/physical problems.

We use the SEND moderation criteria from the Code of Practice 2014 to gather evidence regarding students from teaching and pastoral staff to support our assessments. In addition we use baseline assessments both academic (Lucid, WRAT 4, Reading Assessment Tests) and SEMH (SDQ, Boxhall profiles, Connors Questionnaires etc) to base our intervention on. Following these results and information gathered we target our intervention to support the child either within the classroom, through the Hubs or via outside agency support.

4. Progress made by students with SEN 2017/18 Year 11

| Progress | Summary Score | English | Maths | EBacc | Open |
|----------|---------------|---------|-------|-------|------|
|----------|---------------|---------|-------|-------|------|



| | | | | | |
|----------|-------|-------|-------|-------|-------|
| SEND | -0.58 | -0.40 | -0.23 | -0.44 | -1.06 |
| Non-SEND | -0.58 | -0.21 | -0.37 | -0.88 | -0.68 |
| SEN Gap | 0.00 | -0.19 | 0.14 | 0.44 | -0.38 |

Progress made by students with SEN 2018/19 Year 11

There have been significant improvements in whole school data this year with an overall P8 figure of +0.02. SEND students have also made significant progress in comparison to last year and now have an overall P8 figure of -0.27. This is a 0.29 improvement since last year. However this has been slower than their non-SEND peers. An SEND gap has appeared this year as a result although this is much reduced from what was predicted at the start of this year. The gap is chiefly coming from English and the open bucket subjects. Literacy of our students is a concern here and the English results for SEND students were expected due to this. Literacy intervention is in place and ongoing to counteract the low literacy levels for a sizable proportion of our students and work has begun with English leaders to put strategies in place to ensure this gap is eliminated. Resources including 40 laptops and reading pens are being allocated to those with literacy needs to support within the classroom in addition to training our staff on how to appropriately support our SEND students.

5. SEND funding

Staff have received training and information regarding our SEND students in both how to cater for these and what their needs are. They use techniques such as scaffolded tasks, seating plans, carefully chosen working groups and resources such as writing frames, overlays and learning breaks. Students are guided towards appropriate curriculum choices if a more ‘bespoke’ package is needed for them incorporating literacy and numeracy interventions, PSD and more active practical subjects where necessary to support these students’ outcomes. Moving forward Entry Level qualifications are now being offered to our low attaining SEND students along with their low attaining peers.

Students with EHCPs receive a range of different funding depending on their need. This ranges from no funding to around £6000 additional funding. We use the funding for a range of different interventions that will support their education and ability to access lessons. In addition this is supplemented by the SEN additional funding allocated to the school, CLA allocation where appropriate, Year 7 catch-up funding, PP funding among others). These include:

- Academic support to include the Literacy and Numeracy Hub (including staff and resourcing).
- Dyslexia intervention (staff time, resources and class intervention).
- EAL intervention (staff time, programme of support and resources)
- Therapeutic support to include A Perry (school counsellor), Emotional Hub support (including resourcing and staff), Behaviour support (including the



- Behaviour Interventions Coordinator and Behaviour Hub staff and resourcing), Health hub support (including the staff and resourcing)
- Traded time with TAMHS, Educational Psychologist and Speech and Language therapist.
 - Outside agency support for individuals in greater need to include Speech and Language, Autism Outreach, SEMH team etc.
 - In-class support for students with high need.
 - Bespoke curriculum changes for those with high need to include work placements at eg. Local farms, horse riding centres etc.
 - Additional interventions eg exercise classes for ADHD, Yoga for anxious and vulnerable etc.

Ruth Green as SENDCo has oversight for this and ensures the referrals are appropriate, timely and monitored for impact.

6. Staff development

A significant amount of training took place at the start of the academic year 2018/19. All staff in the new Inclusion Hubs were trained on how to deliver the new intervention packages and support the SEND children. After this intensive training period further refinements and training took place through the year. The training included the following:

- Health Hub- SPARKs programme for Dyspraxia and ADHD management from a representative from the GWH.
- Behaviour Hub- CBT training from Ann Winterborn.
- Emotional Hub- ELSA training through the Education Psychology Team in Swindon, Counselling overview through A Perry, Group work for self-harm, the anxious and vulnerable through TAMHS and Social Stories for ASD students from D Garraway.
- Literacy- use of the Freshstart programme, dyslexia training from the Swindon Dyslexia Service
- Numeracy- Springboard programme from C Halsey and Numicon (Dyscalculia) training.
- All- safeguarding, data management, differentiation in the classroom and differentiating adult speech (SPAL).

The current structure and training that has taken place allows students to be supported appropriately now according to their need.

In addition the new SENDCo Ruth Green, completed The National Award for Special Educational Needs Coordination in June and awaiting certification. The Deputy SENDCo (Clare Halsey) is also completing her training in the Certificate of Competence in Educational Testing this year also.

7. Work with external agencies



We work closely with some of the outside agencies in Swindon including the EP service, Autism Outreach and TAMHS, they are regularly in school supporting our students and the strategies they advise us on are then rolled into the classroom. Their support is integral in ensuring students can then be moved to an EHCP. Other outside agencies including YEWs, Speech and Language etc are far more bespoke and will support with a few individuals when needed. These are useful for individuals but less impactful for the overall cohort.

8. Contact Details

Contact details for SENDCo

Ruth Green rgreen@kingsdownschool.co.uk

Contact details for Deputy SENDCo

chalsey@kingsdownschool.co.uk

Contact Details for Centre Manager

dgarraway@kingsdownschool.co.uk

Contact Details for Designated Safeguarding Lead

smagenty@kingsdownschool.co.uk

Further information regarding the Swindon's local offer can be found at www.swindon.gov.uk

The link governor for SEND is Mrs Linda Bacon

Policy Link

The link for the Accessibility Policy can be found on the website on the following link:

[Accessibility Plan](#)



All complaints need to follow the RLT Complaints Policy, once the complaints form has been completed it is directed to the appropriate person to deal with. The complaints policy can be found on the link below:

[Complaints Policy](#)

Glossary of Acronyms:

SEMH- Social, Emotional and Mental Health

SENDIASS- Special Educational Needs and Disabilities Information Advice and Support Service

ASC- Autistic Spectrum Condition

CAMHS- Child and Adolescent Mental Health Service

TAMHS- Targeted Adolescent Mental Health Service

ADHD- Attention Deficit Hyperactivity Disorder

GWH- Great Western Hospital

CBT- Cognitive Behaviour Therapy

ELSA- Emotional Literacy Support Assistant

SPaL- Speech and Language

EP- Educational Psychologist

WRAT 4- Wide Range Achievement Test, 4th Edition

EBACC- English Baccalaureate

SRP- Special Resource Provision

P8- Progress 8

PSD- Personal Social Development

CLA- Child Looked After

PP- Pupil Premium/Disadvantaged

EAL- English Additional Language