

Annual Reports to Parents from the Governors on the provision for SEND at Kingsdown School

January 2017

Key Staff

- SENDCo (Special Educational Needs and Disabilities Coordinator): David Williams

David Williams has a PGCE, a Masters degree in Learning and Teaching specialising in student well-being from the University of Oxford, and he completed the National Award for Special Educational Needs Co-ordination in 2014. He is qualified to test for JCQ examination access arrangements, and is a member of the British Psychological Society. David has been a trustee of the British Dyslexia Association since 2010, and has chaired the Wiltshire Dyslexia Association for the past 12 years. In this capacity he is frequently invited to speak to groups of SENDCos both locally and nationally. In 2007, he received an international scholarship for his research into the use of mind-mapping techniques with ASD students, and in 2011 was named Dyslexia Teacher of the Year. He is a member of the Swindon Special Educational Needs Resourcing and Assessment Panel and chairs the Swindon Primary and Secondary SENDCo Network.

- ASC (Autism Spectrum Condition) Centre Manager / Deputy SENDCo: Laura Winsbury

Laura Winsbury is a qualified English teacher, and has led the ASC at Kingsdown for the past four years. She is currently completing the National Award for Special Educational Needs Co-ordination, and has specific qualifications in working with ASC students, particularly females. She has taught in the school for 14 years and has taken on many leading roles within this timeframe. She set up the school Gifted and Talented Programme, then moved onto Head of KS3 English and a temporary Head of English role in the long term absence of the Head of English. She has experience in primary and secondary schools and assists in some aspects of whole school SEND.

Policies

As appropriate, school policies include explicit reference to students with SEND (Special Educational Needs and Disabilities). The SEND policy (Inclusion policy) is reviewed annually and follows the format of all school policies. Please also note that Kingsdown is accredited as a 'Dyslexia Friendly School'.

Historic Raise Online Data 2011 - 2014

% of pupils supported at school action 2011 - 2014				
	2011	2012	2013	2014
School	10.4	10.3	9.6	8.8
National	12.8	12.1	11.2	10.4

% of pupils supported at school action+ or with a statement 2011 - 2014				
	2011	2012	2013	2014
School	9.3	10.0	10.4	10.4
National	8.5	8.1	7.7	7.3

Raise Online Data 2015 - 2016

Following national SEND reform in September 2014, the categories of School Action and School Action Plus, and Statements, were removed. Under the new national

structure there are two categories: SEN Support; and Education, Health and Care Plans. For more details on what is covered by each category, please see the graduated response pyramid on the last page of this document.

% of pupils at SEN support		
	2015	2016
School	16.7%	18.1%
National	12.4%	11%

This puts us between the 80th and 100th percentile nationally, meaning we have a higher proportion of SEN support pupils than most other schools.

% of pupils at EHCP		
	2015	2016
School	3.3%	3.6%
National	1.8%	1%

This puts us between the 80th and 100th percentile nationally, meaning we have a higher proportion of EHCP pupils than most other schools.

Main SEN type trend

Main SEN	SEN support			Statements/EHC plan		
	2014	2015	2016	2014	2015	2016
Specific Learning Difficulty	-	10	42	3	4	4
Moderate Learning Difficulty	-	44	105	10	14	13
Severe Learning Difficulty	-	0	0	1	2	1
Profound & Multiple Learning Difficulty	-	0	0	0	0	0
Social, Emotional and Mental Health	-	15	30	7	2	2
Speech, Language and Communication Needs	-	4	5	1	1	1
Hearing Impairment	-	2	6	0	0	0
Visual Impairment	-	1	3	0	0	0
Multi-Sensory Impairment	-	0	0	0	1	1
Physical Disability	-	1	3	0	0	0
Autistic Spectrum Disorder	-	7	6	15	15	20
SEN support but no Specialist Assessment of type of need	-	0	0	-	0	0
Other Difficulty/Disability	-	2	12	0	0	0
School total	-	199	212	37	39	42
Percentage of school roll	-	16.7	18.1	3.1	3.3	3.6

Number of Students as identified on the SEN Register – May 2013

Year	School Action	School Action Plus	Statement	Total
7	16	16	9	41
8	20	18	5	43
9	32	17	10	59
10	22	19	9	60
11	26	19	7	52
Total	116	89	40	245

Number of Students as identified on the SEN Register – Jan 2014

Year	School Action	School Action Plus	Statement	Total
7	18	15	5	38
8	14	16	10	40
9	19	21	5	45
10	33	15	9	57
11	21	19	9	49
Total	105	86	38	229

Number of Students identified on the SEN Register – Jan 2015

Year	School Action	School Action Plus	Statement	Total
7	28	19	9	56
8	20	20	5	45
9	14	18	12	44
10	17	19	5	41
11	31	11	9	51
Total	110	87	40	237

Number of Students as identified on the SEN Register – Jan 2016

Year	SEN	EHCP	Total in year group
7	36	11	47
8	52	7	59
9	42	6	48
10	41	14	55
11	41	4	45
Total	212	42	254

Number of Students as identified on the SEN Register – Jan 2017

Year	SEN	EHCP	Total in year group
7	44	8	52
8	38	9	47
9	55	7	62
10	36	6	42
11	39	13	52
Total	212	43	255

Kingsdown received very positive comments from OFSTED for SEND (Feb 2016):

"Pupils and with special educational needs or disability, including the pupils based in the specialist provision, the ASC centre, achieve well."

"Leadership of the provision for pupils with special educational needs or disability is effective. Teaching assistants, including those in the ASC centre, are led and deployed well to skilfully support pupils in the classroom. As a result, these pupils make good progress."

"Teaching for pupils with special educational needs or disability, including the pupils in the ASC centre, is effective. Well-trained and deployed teaching assistants contribute well to pupils' learning in lessons. As a result, the achievement of these pupils is good."

"Pupils with special educational needs or disability, including pupils in the ASC centre, achieve well. These pupils are well supported with their learning and they make good progress from their starting points."

"Reading in Years 7, 8 and 9 is improving. A programme focusing on reading within English lessons, individual one-to-one sessions and regular 'drop everything and read' sessions is improving the confidence and competence of pupils."

These comments build on the positive comments during the 2014 OFSTED inspection:

"Effective practices used by the special educational needs department are now being used with all weak readers. An increasing number of teachers check on students' understanding of key words and focus on showing them how to structure paragraphs and write well."

"Support in lessons for students with special educational needs, including those based in the ASC centre, is mostly good. Several teaching assistants are skilled at asking probing questions and knowing when to stand back if a student is working successfully without help."

"Students in the ASC centre and others with particular needs receive effective emotional guidance and support from heads of year, teaching assistants and learning mentors."

"The relatively new special educational needs coordinator has introduced programmes which have significantly improved some individual students' reading. Other successful actions have included contacting parents and carers in primary schools, meeting them off-site if they prefer and carrying out Year 7 skills tests early on."

“Students in the ASC centre are well integrated, being in lessons for 90% of their time in school. This reflects the school’s promotion of equality of opportunity and its fostering of good relationships.”

“The school gives students good advice about their futures and practically all of them, including those with special educational needs and ASC centre students, proceed to further education or training.”

Progress of KS4 Pupils with SEND 2016

	Cohort	Progress 8	English element	Mathematics element	EBacc element	Open element
all pupils	207	-0.15	0.02	-0.20	-0.23	-0.14
SEN with statement or EHC plan	4	0.49	0.37	0.57	0.88	0.13
SEN support	41	-0.55	-0.56	-0.42	-0.49	-0.70
no SEN	162	-0.06	0.16	-0.17	-0.20	-0.01

When looking at the table above, it is clear that students at Kingsdown with Statements / EHCPs significantly outperform the national average (represented by 0) for progress in all measures. For Progress 8, Maths, and the EBacc Kingsdown are in the top 10% of schools nationally. We are currently working towards emulating these strong outcomes with the students working at SEN support level.

Attendance and Exclusions

	Fixed term exclusions as a percentage of the pupil group		% pupils with 1 or more fixed term exclusions		% pupils with more than 1 fixed term exclusion		Permanent exclusions as a percentage of the pupil group	
	School	National average for secondary schools	School	National average for secondary schools	School	National average for secondary schools	School	National average for secondary schools
All Pupils	12.20	7.60	7.65	3.97	2.69	1.51	0.00	0.15
Special Educational Needs								
No SEN	9.15	5.06	6.41	2.90	1.79	0.95	0.00	0.09
SEN support	24.12	22.76	13.57	10.40	6.03	4.83	0.00	0.56
SEN with statement or EHC plan	25.64	23.85	7.69	10.43	7.69	5.27	0.00	0.27

The Raise Online data above shows exclusion rates within each of the SEND categories. Kingsdown students with either a statement or an Education, Health and Care plan have levels of exclusion which are in line with national averages or slightly above national averages. Kingsdown did not permanently exclude any students with SEND during 2015-16.

	% of sessions missed due to Overall Absence		% Persistent absentees - absent for 10% or more sessions	
	School	National average for secondary schools	School	National average for secondary schools
All Pupils	5.5	5.0	15.1	12.4
Special Educational Needs				
No SEN	4.8	4.6	12.6	10.8
SEN support	7.6	7.3	22.2	21.2
SEN with statement or EHC plan	10.3	7.1	34.1	20.5

Absence for students at SEN support is in line with the national average. Absence for students with a statement or an EHCP is above the national average; however this is because Kingsdown currently has a number of statemented/EHCP students on NHS-mandated reduced timetables as a result of medical needs.

Interventions currently being utilised

Accelerated reading has been implemented with years 7, 8 and 9. This is starting to show results with an average scaled score increase of 65.9 points above the expected age increase.

A programme of interventions to build core skills whilst developing student confidence has proven successful. The following are some of the interventions that are more widely used at Kingsdown:

- Corrective Reading, Wave 3 reading programme;
 - 49 students in 2012 – 2013
 - 33 in 2013 – 2014
 - 36 in 2014 - 2015
 - 27 in 2015 – 2016 (there has been an average increase in 6 Scaled score points above an expected reading improvement)
 - 30 in 2016 – 2017
- A further 14 students are studying the Morphographs programme;
- 1 to 1 targeted Maths support;
- Times tables support;
- Emotional Literacy development;
- Toe by Toe (Wave 3 spelling intervention);
- Morphographs tutor intervention (Wave 3 phonics and literacy development scheme);
- English as an Additional Language development;
- Targeted precision Science tuition;
- Word Wasp (Spelling intervention);
- Hornet (Spelling intervention);
- Speech and Language therapy;

- Targeted social skills;
- Accelerated/Accelerwrite (Wave 3, Key Stage 4 reading intervention to boost reading speed and comprehension).

Major investment expenditure

- Corrective Reading is proving successful with students making good progress.
- The Morphographs programme is being fully utilised.
- Standardised testing for all students in Year 7, 8 and 9 and selected students in Years 10 and 11 is allowing progress of reading and spelling to be tracked. This is an accurate measure of progress that is not subjective.
- An up-to-date dyslexia screening tool has been implemented.

Deployment of Staff

All Teaching Assistants are linked to departments to create a close working relationship where students' abilities in each department can be discussed each half term. Pen Pictures are relevant for teaching staff and are up-to-date.

An electronic TA timetable enables teaching staff to liaise with Teaching Assistants.

External Agencies

Kingsdown School SEND continues to work with Educational Psychologists, Targeted Mental Health, Speech and Language, Visual Impairment Service, the Hearing Support Team, the Dyslexia Association, Autism Outreach advisors and the local colleges. Other agencies are used on a needs basis.

Liaison

Swindon Borough Council has created a Project Board with representatives from Education, Health and Social Care across Children's and Adult Services. David Williams the SENDCo at Kingsdown School attends all the meetings as one of the Lead SENDCos in the borough. The Board also includes representation from young people and their parents and carers, and the voluntary and community sector. The SEND Project is part of two major change programmes with Swindon Borough Council: Managing Adult Demand, and Strengthening Families. As a result it reports directly to the Director of Children's & Adult Services, who in turn reports to Corporate Board and the Cabinet. The forum promotes a joint approach to assessing a child or young person's special educational need(s) across Education, Health & Social Care which spans the 0-25 age range.

Professional Development

Staff discuss student progress every day, and specific training is built in to the Friday Week 2 Curriculum Time. Several staff are currently undertaking professional qualifications in SEND.

Parent/Carer Involvement in the provision for students with SEN, disabilities, and/or medical needs

Annual Reviews, TACs, Corrective Reading parent sessions, parents' evenings, daily e-mails, phone calls, and meetings take place.

Parents developing the students' learning at home, supporting them with prep (homework), interventions, and/or reading has a big impact on student progress.

With the changes in SEND, Kingsdown has been working closely with Swindon Borough Council to develop the graduated approach. Please see diagram below for the model of SEND support at Kingsdown under the new SEND reform. If you have any questions, please contact David Williams, SENCo, on Swindon 837120. For further information on services available within Swindon, please see the Swindon Local Offer at <http://children.mycaremysupport.co.uk/>

