



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

SEND Report November 2018

At Kingsdown School we offer an inclusive education for our students who have a wide variety of additional needs. Each are valued members of the Kingsdown Community and we pride ourselves on ensuring all are catered for so they can access a broad and balanced curriculum within the school. Kingsdown School is committed to equal opportunities and students are encouraged to reach their full potential no matter what their additional need. On site we are privileged to offer an Autism SRP and we are proud of the opportunities this offers those educated within this and the wider school context.

The following report gives an insight into the needs and developments within Kingsdown’s Inclusion department for 2017/18 and makes reference to next steps that have taken place in response to these. An appropriate SEND policy underpins this report and includes explicit reference to students with SEND. This is reviewed annually.

1. Kingsdown SEND profile

Type of support	Number of pupils
Special educational needs (SEN) support	204
Statement of SEN	3
Education, health and care (EHC) plan	36

EHC plans

We have 39 students on equivalent EHCPs at Kingsdown. 36 of these are EHCP and 3 remain as statements (all KS4). 15 students with the EHCPs are based in our ASD unit.

Year Group EHCP	2017	2018
7	5	7
8	7	7
9	11	6



10	6	13
11	5	6
Total	33	39

Students and Parents/Carers are involved heavily in the EHCP process contributing to the annual reviews and liaising with the SENDCo on a regular basis. 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.

Types of SEND Needs:

SEN Need	Number of Students 2017	Number of Students 2018
Autistic Spectrum Disorder	33	47
Behaviour, Emotional, Social Difficulty	3	1
Hearing Impairment	6	2
Moderate Learning Difficulty	74	56
Other Difficulty/impairment	5	3
Physical Difficulty	10	6
Severe Learning Difficulty	1	0
Social and Emotional Difficulty	31	46
Specific Learning Difficulty	33	44
Speech, language or communication need	9	3
Visual Impairment	2	2

Over the last few years the needs of our students have changed. We see a greater number with mental health concerns, those exhibiting challenging behaviour and low attainment as they enter Kingsdown. In addition Kingsdown continues to cater for those with physical impairment such as hearing disabilities, conditions such as ADHD and other barriers to learning that can be managed in a mainstream setting.

In September we have had a significant change to the Inclusion Department, moving from a flat structure where the SENDCo managed all, to the staff being allocated into hubs based on their skills and interests. Five hubs have been used to include Health, SEMH- Behaviour, SEMH- Emotional, Literacy and Numeracy. The needs of our students have been assessed through the SEN data and the size of each hub matched to this. Training has been given to the hub staff and the intervention used has been taken from schools nationally and within the River Learning 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.

The SEND policy was amended to reflect the changes in the Inclusion structure at the end of last year.

2. 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 will then target our intervention to support the child either within the classroom, through the Hubs or via outside agency support.

3. Progress made by pupils 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	0.01	-0.19	0.13	0.44	-0.38

English and the 'open' bucket subjects saw the largest gap in progress between non- SEND and SEND students however the students with SEND outperformed non-SEND marginally in Maths and in the EBacc subjects.

2018/19

In response to these results the interventions that have historically been used with the old structure have been amended and new evidenced based for impact, interventions have been assessed, purchased and staff trained on how to deliver these. These are rolling out in term 2 of this year. The interventions that are being used for SEMH students have also been addressed and now a wide suite of interventions, each targeted at different needs, are in place to support students in the three SEMH hubs- health, emotional and behaviour. It is too early to assess the impact of these at this time but baseline assessments for each have been completed, these will be repeated to assess the effectiveness of each intervention.

4. SEND funding

The key to good progress for SEND students, as with all, lies in the classroom with quality teaching. All students should receive differentiated lessons where their needs are accommodated for. Staff have received training and information regarding our SEND students in both how to cater for these and what their needs are. They will 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.

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 (75 of our SEN students are PP). 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)
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- 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.

5. Staff development

At the end of 2017/18 and the beginning of this year there has been a significant amount of training and development to reskill the team in the new structure. The new SENDCo (Ruth Green) starts the National Award for Special Educational Needs Coordination in January. The Deputy SENDCo (Clare Halsey) is to be trained in the Certificate of Competence in Educational Testing this year also. Each hub (including members of the ASD unit) have been trained in 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.

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

6. 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, Treehouse, 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.

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Further information regarding the Swindon's local offer can be found at

www.swindon.gov.uk
