



Report to Governors on Special Educational Needs and Disability (SEND) – 2019/20 SEND Report

The Kingsdown SEND policy underpins this report and is reviewed annually. This is reviewed annually.

Since September we have continued to embed practice within the Inclusion Department at Kingsdown School. In term 6 the SENDCO went on maternity leave and the Deputy SENDCo has been seconded to fulfil the SENDCo element. A member of the SLT continues to lead on this strategic area.

From September 2019 we further embedded our intervention approach where Inclusion staff were used to support students on a 1-1 basis through intervention programmes. Five hubs are used, they are; Health, SEMH- Behaviour, SEMH- Emotional, Literacy and Numeracy. The needs of our students were assessed through the SEN data and the size of each hub is 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 has continued to secure practice with the hub staff. Coordination between Maths, English and Inclusion has continued to ensure we have a coordinated approach to the intervention that takes place. The impact and progress of SEN students is tracked and monitored after every data capture.

Kingsdown has continued to share best practice, this included visits from both Swindon and RLT schools. The SENDCO also presented Kingsdown Inclusion model to SASH.

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

Across the school there are 22% of students with SEND needs.

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

Type of support	Number of students
Special educational needs (SEN) support	197
Statement of SEND	0-all converted by October 2018
Education, health and care (EHC) plan	37



EHC plans

We currently have 37 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 2019/20.

Year Group EHCP	2017	2018	2019	2020
7	7	7	7	9
8	11	6	8	4
9	6	13	7	5
10	5	6	12	8
11	4	5	8	11
Total	33	37	42	37

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. In April 2020 a new SRP manager was appointed and inducted. Additional administrative capacity has been added to the Inclusion team.

We have 157 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, behavior, 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	2019/20
7	52	25	33	40
8	47	51	27	37
9	63	45	48	36
10	43	56	40	51
11	52	44	49	33
Total	257	221	197	197

There are currently 72 students who are both SEND and disadvantaged.

2. Types of SEND Needs:

SEN Need	No. students 2017	No. students 2018	No. students 2019	No. students 2020
Autistic Spectrum Disorder	33	47	54	*30
Hearing Impairment	6	2	5	3
Moderate Learning Difficulty	74	56	13	28
Other Difficulty/impairment	5	3	1	2
Physical Difficulty	10	6	9	8
Severe Learning Difficulty	1	0	0	0
Social and Emotional Difficulty	34	45	35	*30
Specific Learning Difficulty	33	44	47	61
Speech, language or communication need	9	3	4	1
Visual Impairment	2	2	4	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 students 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
- Analysis of baseline data eg Access Tests which give us Reading and Maths ages.
- 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 (Access, 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 8 Analysis made by Year 11 students with SEN 2019/20

	P8 Score	English	Maths	EBacc	Open
SEND	-0.50	-0.84	0.13	-0.29	-0.91
Non-SEND	0.33	0.37	0.36	0.27	0.33
SEN Gap	-0.83	-1.22	-0.23	-0.56	-1.24

This table above is of significant concern to the school. Each Head of Department completed detailed examination analysis which particularly focused on the performance of their SEND students. Heads of Department have all completed 60 day plans which focus on reducing gaps in the performance of our students particularly those with SEND.



The Inclusion Strategic Lead has also written a 60 day plan which again identifies key actions to radically reduce the SEN gap and across all year groups. * See Attached

Plans to address this include working on reading and comprehension as well as working with staff to ensure that lessons are scaffolded to ensure that all students progress. In term 2 there is a further review of our Curriculum Model and here one of the key questions is to review the curriculum provision for SEND students from Year 7 onwards. From our Ofsted Report in January 2020 we have continued to track and intervene with students at risk of being excluded from the school.

5. SEND funding

This years SEN funding has been spent on the following areas:

Staff training

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 writing frames, seating plans, carefully chosen working groups and resources such as 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.

Bespoke Interventions

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, DA 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 the 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.



The SENDCo and Deputy SENDCo ensure the referrals are appropriate, timely and monitored for impact.

6. Continuous professional learning and development

A significant amount of training took place at the start of the academic year 2019/20 and throughout the COVID period. All staff in the Inclusion Hubs were trained on how to deliver 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, Group work for self-harm, the anxious and vulnerable through TAMHS and Social Stories for ASD students.
- Literacy- use of the Freshstart programme, dyslexia training from the Swindon Dyslexia Service
- Numeracy- Springboard programme 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 all of the hubs have completed additional mental health training on self harm, eating disorders, attachment and anxiety. The Deputy SENDCo has completed her training in the Certificate of Competence in Educational Testing.

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.

8. 2020/21 Priorities

From analysing the KS4 CAGs in August 2020, we have identified a significant gap between our SEND and non-SEND. This gap exists across a significant number of departments. Work has begun between the strategic lead for Inclusion and the Deputy Head leading on teaching and learning and the curriculum. Here the restless teacher programme will provide teachers with invaluable feedback to support students. This will sit alongside staff CPD particularly around scaffolding.

From analysing KS3 and 4 data we know that there is further work and training to do in further developing student profiles as the key source of information to support teachers in truly knowing their students well.

From the OFSTED report of January 2020, the FTE rate for SEND students was highlighted as an area for improvement. The strategic lead on Inclusion will

continue to chair the student support panels and ensure that the right questions are asked when discussing students who exhibiting challenging behavior's and being exited from classroom.

9. Contact Details

Contact details for Inclusion

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Contact Details for Centre Manager

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Contact Details for Designated Safeguarding Lead

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

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