



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

2020/21 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.

At Kingsdown School we support students with an intervention approach. The department is divided into different hubs, each catering for a different SEND. Students are referred to the hubs from external agencies, teaching staff and support staff within the school in addition to those automatically referred due to Literacy and Numeracy assessment data, attendance and attainment and allocated to key workers depending on need.

The hubs are as follows: Resilience (supporting those with poor attitudes or engagement), Thrive (supporting those who are anxious and vulnerable), Literacy, Student Focus (supporting those who have high needs or an Education and Health Care Plan), The Platform (for school refusers and low attenders) and the Autistic Spectrum Centre (supporting those with high needs Autism). The needs of our students are assessed through the SEND data and the size of each hub is matched to this. Each hub follows evidence-based intervention programmes and the impact of these is measured. Our practices are regularly reviewed to ensure our students are receiving the most effective and timely support available so that no one with a learning barrier is disadvantaged due to this. Comprehensive training of our staff continues to secure best practice within the hub staff. Communication between teaching and Inclusion staff members ensures staff know students well and are meeting their needs in the classroom. Impact has been encouraging. However this year lockdowns meant a dramatically reduced amount of intervention took place due to time restrictions and staff being used elsewhere to support vulnerable students through remote learning. Students on the hubs' caseloads were monitored and communicated with on a weekly basis and intervention for some was run online. Kingsdown has continued to share best practice, this included visits from both Swindon and RLT schools.

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 19.6% 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	130
Education, health and care (EHC) plan	45



EHC Plans

We currently have 45 students who have been awarded EHC plans within Kingsdown School. The number will increase throughout the year as we actively pursue EHCPs for our students who would benefit from the support they bring. There are three applications to be submitted shortly. The table below highlights the numbers between 2017-2021. This year we have dramatically increased the number of EHCPs in our Year 7 as the needs of students in Swindon increase and places in specialist provisions become less available due to increased demand.

Year Group EHCP	2017	2018	2019	2020	2021
7	7	7	7	9	14
8	11	6	8	4	11
9	6	13	7	5	11
10	5	6	12	8	4
11	4	5	8	11	5
Total	33	37	42	37	45

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. Lockdown due to COVID has complicated matters and dates for reviews had to be moved around these. One annual review was not completed within the year due to a lack of engagement by the parent. 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. Our Careers Coordinator Barbara Parry has been influential in ensuring all our SEND students have appropriate and informed pathways to follow after Kingsdown. Parents can seek support through SENDIASS (previously the parent partnership service) for this process if needed. In April 2020 the SRP manager resigned and Lee Hathaway has successfully moved into this role as Centre Manager.

We have 130 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 but these students have needs that do not meet the threshold for an EHCP. We also have a number of students with an 'F' code (62) which is allocated to our students who receive support through the Inclusion Department for a variety of needs including, attitude and engagement, literacy/numeracy or emotional support. This F code is transient and removed when intervention ceases. In addition we also have 40 coded as D for dyslexia or dyslexic tendencies.

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)	2018/19	2019/20	2020/21
7	33	40	46
8	27	37	41
9	48	36	35
10	40	51	25
11	49	33	28
Total	197	197	175

There are currently 73 students who are both SEND and disadvantaged. The number of students on the SEND register has declined due to effectiveness of the interventions we offer.

2. Types of SEND Needs:

SEN Need	No. students 2019	No. students 2020	No Students 2021
Autistic Spectrum Disorder	54	*30	47
Hearing Impairment	5	3	8
Moderate Learning Difficulty	13	28	17
Other Difficulty/impairment	1	2	2
Physical Difficulty	9	8	8
Severe Learning Difficulty	0	0	0
Social and Emotional Difficulty	35	*30	40



Specific Learning Difficulty	47	61	42
Speech, language or communication need	4	1	1
Visual Impairment	4	4	7

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

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 (especially MLD where intervention raised academic achievements) have 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. Disabilities and Access

Kingsdown has much of its teaching and learning space at ground floor level, and some access ramps and toilet facilities have been installed in those areas. Kingsdown has two lifts providing access to the Virtual Learning Centre (ICT) and to some science laboratories; however, wheelchair users would not be able to gain access to some upper floors. This year any raised areas or obstacles have been clearly marked with yellow paint and yellow nosing has been added to all stairs so that our visually impaired students are able to avoid injury from these. All our visually impaired students have adapted resources where needed to support their learning such as magnifiers, amendments to uniform policies have also been made where needed to support in addition to all having the use of chromebooks where work is emailed across to students and they magnify this to suit their needs.

We run a Personal Development curriculum and assemblies to promote equality and inclusion with the students and have a clear reporting and action structure for all to use where situations of discrimination arise.

4. 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
- 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 behaviour/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 Numeracy and 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.

5. Progress and Attainment made by students with SEN 2020/21 Year 11

	Whole Cohort	SEND
Progress 8	-0.12	-0.54
Attainment 8 ¹	51.4	37.9
% 5 GCSE (7+)	19.3%	9.4%
% 5 GCSE (5+) inc. E&M	57.8%	37.5%
% 5 GCSE (4+) inc. E&M	71.9%	53.1%
% Grade 7+ EM	17.0%	3.0%
% Grade 5+ EM	62.0%	41.0%
% Grade 4+ EM	76.0%	56.0%

Due to COVID students' grades this year were based on teacher assessed grades rather than formal examinations. Results aren't therefore comparable to previous years. However, results show that there is a continued gap between SEND student attainment and progress and the overall cohort results. Students with SEND achieved lower overall attainment (please note many students with low attainment are coded as SEND due to this, therefore results are skewed). They also achieved lower progress meaning students with SEND did not make as much progress from their starting point as other students. This needs to be a continued focus into next year for SEND students. Actions described below have been initiated to realise this.

6. SEND funding

Students with EHCPs receive a range of different funding depending on their need. This ranges from no funding to around £33K high needs additional funding (on top of the allocated funding for all SEND students). 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, DA funding among others). These include:

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- Academic support to include the Literacy and Student Focus Hub (including staff and resourcing).
- Dyslexia intervention (staff time, resources and class intervention).
- ESL intervention (staff time, programme of support and resources)
- Therapeutic support to include, Trailblazers support and the Thrive Hub (including resourcing and staff), Resilience support (including the Behaviour Interventions Coordinator and Resilience Hub staff and resourcing), Platform 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. although these have ceased temporarily due to COVID.
- Additional interventions eg Yoga for anxious and vulnerable etc. again these ceased due to COVID.

Ruth Green as SENDCo the leads of each hub ensure referrals are appropriate and timely through an Inclusion Panel that meets weekly to discuss these and all interventions are monitored for impact.

7. Staff development

Staff within the Inclusion Department continue to be developed. Training within hubs has taken place over the last year to ensure skills of delivering interventions are refined and the knowledge base of the staff is wide. In addition to this specific training staff were also trained on whole school initiatives eg. Google Classroom and attendance, championing and enrichment. The specific Inclusion based training continues within the department for all new staff in the following areas:

- SPARKs programme for Dyspraxia
- CBT training.
- ELSA training through the Education Psychology Team in Swindon
- Social Stories for ASD students.
- Literacy- use of the Freshstart programme, dyslexia training from the Swindon Dyslexia Service
- Safeguarding
- Effective support within the classroom
- Differentiating adult speech (SPAL).

The current structure and training that has taken place allows students to be supported appropriately now according to their need. The structure within Inclusion has altered slightly this year due to the Deputy SENDCo leaving her position. This role was not replaced however another staff member (Mrs Scotford) has now joined the team to support the curriculum side of Inclusion. She works with Heads of Department, data analysis, curriculum and develops teaching strategies to ensure all our SEND students are able to access and progress within the classroom.

8. Work with external agencies

We work closely with numerous outside agencies in Swindon including the EP service, Autism Outreach, Trailblazers 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.

9. 2021/22 Priorities

There continues to be a gap between the progress of our SEND and non-SEND students. This gap exists across a significant number of departments. Work has begun on reducing this and a number of changes have been put in place. Where attainment is significantly below expected, students in KS3 are now allocated to classes to support a speedy development in literacy skills and a modified curriculum and teaching strategies support the understanding and progress of these students. A team of specially trained ESCs are in place to support students more effectively in class and enhance their progress. A team of teaching staff have been trained to support and deliver lessons to our high needs students and resources such as Chromebooks provided for all. Student Profiles have been developed to enhance and support the teachers knowledge of our students. In addition two new groups have been formed, Accelerate and Consolidate, which are both designed to support students who have additional needs that are preventing their progress. These classes are fluid and support students appropriately with their curriculum provision and learning experience so that they can develop academically despite their needs.

From the OFSTED report of January 2020, the FTE rate for SEND students was highlighted as an area for improvement. The weekly Student support panel will ensure that the right questions are asked when discussing students who exhibiting challenging behaviour's and being exited from classroom. In addition a new intervention (a high intensity programme designed to prevent students moving to exclusions or EOTAS in the future) Stepping Up has begun in order to prevent the FTE rate for students being so high.

9. Contact Details

Contact details for Assistant Head for Inclusion and SENDCo

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Contact Details for ASC 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

ESL- English Second Language

EOTAS – Educated Other than at School