



## Report to Governors on Special Educational Needs and Disability (SEND)

### 2022/23 SEND Report - Tonya Russell- SENDCo - 28.11

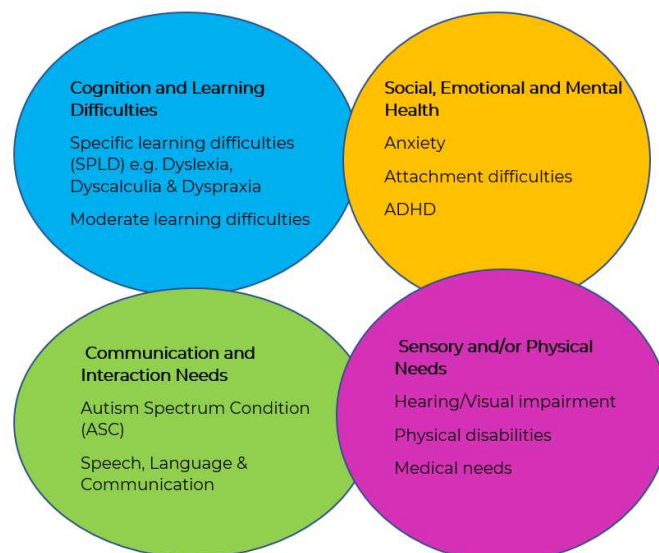
An appropriate Special Educational Needs and Disability (SEND) policy underpins this report and includes explicit reference to students with SEND. This is reviewed annually. Please find a glossary of acronyms at the end of the document.

Kingsdown School is a mainstream secondary school which welcomes students with a wide range of needs.

#### 1. The aims of the SEND information report:

- To set out how Kingsdown School will support and make provision for students with SEND.
- To set out how Kingsdown school’s SEND policy is used.

We provide for the following types of SEND:



#### 2. Kingsdown SEND profile

Across the school there are **18%** of students with SEND needs. Please note all the tables include students located within our specialist resource provision (SRP) onsite.



Type of support	Number of Students
Special educational needs (SEND) support	122
Education, Health and Care plan (EHCP)	57

Kingsdown School has 106 students who are coded as 'SEND Support' (K coding). These students 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.

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

Number of SEND students in total (including EHCPs)	2020/21	2022/23	2023/24
7	46	34	51
8	41	50	32
9	35	37	43
10	25	29	27
11	28	29	25
Total	175	179	179

Below, the intersectionality map shows the number of SEND Support students (highlighted blue) in various categories such as pupil premium and EAL, and the number of EHCP students



in the same categories (highlighted green), these numbers can then be compared with the whole school population.

	All	SEND (K)	EHCP	PP	FSM	EAL	CLA	YC
All	999	122	57	289	259	72	7	72
SEND K		122		48	42	1	2	14
EHCP			57	22	20	0	0	1

### 3. Types of SEND Needs:

SEND Need	No. students 2019	No. students 2020	No. students 2021	No. students 2022	No. students 2023
Autistic Spectrum Disorder	54	*30	47	60	68
Attention Deficit Hyperactivity Disorder (ADHD)	20	25	38	42	50
Hearing Impairment	5	3	8	8	6
Moderate Learning Difficulty	13	28	17	26	33
Physical Difficulty	9	8	8	6	6
Severe Learning Difficulty	0	0	0	0	0



Specific Learning Difficulty	47	61	42	68	67
Speech, language or communication need	4	1	1	14	6
Visual Impairment	4	4	7	5	5

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

#### 4. Education Health and Care plans (EHCP)

We currently have **58** students who have been awarded EHCPs 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 currently two applications pending and one to be submitted shortly. The table below highlights the number of students with EHCPs between 2019-2023. This year there is a dramatic increase in the number of students with EHCPs overall in the school, with the largest increase in year 7 and 11. This reflects the current increase in needs of students in Swindon and the fact that places in specialist provisions are less available due to increased demand.

Year Group EHCP	2019	2020	2021	2022	2023
7	7	9	14	10	15
8	8	4	11	12	11
9	7	5	11	9	12
10	12	8	4	10	11
11	8	11	5	3	9
Total	42	37	45	44	58

Annual reviews are held yearly for all students with an EHCP to ensure all targets are appropriate and being met by the school. Students and parents and carers are always heavily involved in the EHCP process contributing to and attending annual reviews. Throughout the



year our SENDCO collaboratively works with students with EHCPs, their parents/carers and sometimes outside agencies to ensure provision is effective and appropriate in meeting their needs.

## **5. SEND funding**

Students with EHCPs receive a range of different funding depending on their need. This ranges from no funding to around £17K 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 SEND additional funding allocated to the school, CLA allocation where appropriate, DA funding among others. These include:

- Academic support to include Literacy and numeracy (including staff and resourcing).
- Dyslexia intervention (staff time, resources and class intervention).
- ESL intervention (staff time, programmes of support and resources)
- Therapeutic support to include, Trailblazers support and ELSA support (including resourcing and staff), Resilience support (including Higher Level ESCs and resourcing), Platform support (including staff and resourcing)
- Traded time 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 needs.
- Bespoke curriculum changes for those with high need to include enterprise placements at the Platform Project.

## **6. Transition**

Students with EHCPs in Key Stage 4 are supported through the annual review process with their movement into further education in mind to ensure they have the support and guidance they need. 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.

Year 6 transition is mainly managed by our year 7 Progress Leader, Mrs Robertson. SEND information is collected from primary schools by Mrs Gilbert, our Inclusion Coordinator. We visit all primary schools to meet with the students, class teachers and SENDCO to get to know our students before they start at Kingsdown School. This is to ensure SEND information is ready for teachers to access through our whole class action plans when students start, so their transition to Kingsdown School is as smooth as possible. Lesson observations of year 6 students are also carried out by the SENDCO and the Inclusion Team to help further with transition. During the summer we hold a year 6 Summer School to further support transition.

Our SENDCO attends year 5 and year 6 annual reviews, so Kingsdown School is as prepared as possible to support the needs of students with EHCPs. Additional transition is offered to all students with EHCPs and to students who are extremely anxious and vulnerable.

## **7. 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 Individual Learning Suite 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. All our visually impaired students have adapted resources where needed to support their learning such as magnifiers. Amendments to the uniform policies have also been made where needed to support. In addition, visually impaired students have the use of Chromebooks, where work is emailed across to them so they can magnify resources 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.

## **8. Identifying students with SEND (for mainstream schools):**

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

- A student's early history and/or parental concern
- External agency report e.g. 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 require 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, support and pastoral staff to support our assessments. In addition, we use baseline assessments both academic (Access Numeracy, Reading Assessment Tests and GL assessments) and SEMH (Boxhall profiles) to base our intervention on. Following these results and information gathered we target our intervention to support students either within the classroom, through the intervention programmes or via outside agency support.



If parents have concerns relating to their child's learning or inclusion then initially they can discuss these with their child's subject teacher, form tutor or progress leader. This then may result in a referral to the school SENCO, Mrs Russell. The Inclusion Team also run SEND coffee mornings where concerns can be raised. Concerns from parents can also be raised at the SENCO clinic that takes place twice a week with sessions available within school hours and after school hours.

## **9. Curriculum**

Teaching at Kingsdown School includes scaffolding and adaptive teaching as part of Quality First Teaching. This means that teachers use a variety of strategies and resources to make sure all students with SEND can access the curriculum. These strategies vary depending on information on students' Student Profiles. Strategies that are most common include:

- Scaffolding for literacy, including key word lists, writing frames, and sentence starters;
- Individual behaviour support strategies such as visual prompts, individual reminders, target cards, and adjusted seating plans;
- Multi-sensory learning including picture clues on all presentations and worksheets; opportunities for practical learning; opportunities for speaking and listening activities; colour-coded materials to support understanding;

Students with SEND each have a Student Profile which outlines the nature of their needs, and strategies to support them. The Student Profile is shared with all teachers to ensure they are aware of each child's individual needs. Student Profiles are shared through the school management information system, Bromcom, to ensure easy access for teachers and support staff.

In year 7 -10, we have an Inclusive Pathway Curriculum (IPC), this is a class where a nurturing approach is taken to support SEND students and students who are vulnerable and underachieving. Attainment and reading ages are used to make an informed decision about which students should be part of the IPC groups in each year. SATs scores and primary SENCO information, collected during transition, is used to decide which students are placed in the year 7 IPC class. Students' in IPC classes follow the same curriculum as the rest of their year group, but the curriculum is taught at a slower pace with more scaffolding and differentiation. IPC classes have Fresh Start intervention timetabled into their fortnightly timetable. In addition to this, IPC classes have less students in them and are supported by a class ESC, to ensure the ratio of students to adults is low. This ensures that a lot of individual support can be given to students if and when they need it. The IPC provision has been extremely successful, with most students making exceptional progress in relation to their reading age, attainment and social skills. This has meant that some students in IPC classes have been able to move into mainstream classes at the end of the academic year.

## **10. Monitoring**

The Senior Leadership Team, SENDCO, Heads of Departments and the Inclusion Team regularly carry out learning walks to monitor how strategies on students' Student Profiles are being used in lessons. This is to ensure the effectiveness of these strategies can be assessed in relation to meeting students' needs. This also ensures individual praise and constructive feedback is given to teachers.



Students with SENDs progress are monitored in a number of ways. Three times a year attainment is reported to parents. The Raising Standards Lead (RSL) process ensures that teachers, heads of department, progress leaders, the SENDCO and SLT analyse the data within parent reports. Achievement is celebrated and strategies are put in place to support any underachievement, including the underachievement of any students with SEND.

## **11. Additional support**

Students with the most significant SEND may be supported by Education Support Champions (ESCs). When this type of support is provided the focus is on helping the student to become as independent as possible, so they can access Quality First Teaching in a classroom alongside their peers.

Quality First Teaching is our first step in responding to students with SEND. However, there are times when some students need additional support. The amount, frequency and type of support will depend on the needs of individual students. Sometimes this support will take place in the classroom, by the class teacher or ESC. Other times, students may be taken out of the classroom to work on a specific intervention programme either 1:1 or in a small group.

Although this is not an exhaustive list, here are some of the out of class intervention programmes we provide:

- Freshstart
- Maths Watch
- Handwriting
- Art Therapy
- ELSA
- Bereavement support
- Friendship support
- Talkabout, social skills
- ADHD support
- EBSA intervention
- Emotional regulation

All students in Key Stage 4 are tested with GL Assessment Exact. The purpose of this is to identify which students need additional support in exams by qualifying for access arrangement. A number of students each year qualify for 25% additional time, a scribe and/or a reader.

## **12. Staff expertise and development**

The SENDCO is fully qualified and completed her NASENCO award in 2023. She is an experienced teacher with over 16 years' teaching experience. Kingsdown School's expectations are that all teaching staff are responsible for students with SEND in their classroom and have the support of the SENDCO to ensure good progress and attainment of all students. All teachers are expected and committed to having a good understanding and awareness of SEND. This is achieved through on-going CPD. CPD has included how to adapt teaching through our whole class action plans and quality first teaching. Through the school year, a number of staff training sessions are spent on SEND and new practices. ESCs are trained to support the learning needs





of all the students including targeted support for students with high needs, to enable them to access a mainstream curriculum.

This academic year, three members of our Inclusion Team, Mrs Gilbert, Mrs Winterborn and Mrs Hewitt commenced training on the ELSA programme. ELSA stands for Emotional Literacy Support Assistant and is a national programme of staff training to support students with SEMH needs. It supports practitioners in developing the emotional literacy and overall resiliency of vulnerable students and it is run by the Educational Psychology service. Examples of things covered on the course are social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focus and friendship.

Staff within the Inclusion Team continue to be developed. Training delivered by our Higher Level ESCs has taken place over the last year to ensure skills of delivering interventions are refined and the knowledge base of the staff is wide. An outside provider has also been used to Team Teach some of our ESCs. 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 Fresh Start programme.
- Dyslexia training from the Swindon dyslexia Service
- Safeguarding
- Effective support within the classroom
- Differentiating adult speech (SPAL).

### **13. Work with external agencies**

We work closely with numerous outside agencies in Swindon including the EP service, Autism Outreach, Trailblazers, SEMH outreach and Mosaics of Life. These outside agencies 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 Speech and Language and Cognition and Learning Advisory Support Services (CLASS) are far more bespoke and will support a few individuals when needed.

### **14. 2023/24 Priorities**

Where attainment is significantly below expected, students in Key Stage 3 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 students with high needs and resources such as Chromebooks provided for all. Student Profiles have been developed to enhance and support the teachers' knowledge of our students and are now easily accessible. In addition, the IPC classes now run from year 7 to year 10. These classes are 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. The growing number of students with SEMH needs and complex needs is reflected in the amount of traded time purchased from the Educational Psychologist Service, which will work with students to remove their barriers to learning and to provide additional training for staff.

**15. Contact Details**

Contact details for SENDCO

**Tonya Russell:** [SENCO@kingsdownschool.co.uk](mailto:SENCO@kingsdownschool.co.uk)

Contact Details for ASC Manager

**Fiona Girling:** [fgirling@kingsdownschool.co.uk](mailto:fgirling@kingsdownschool.co.uk)

Contact Details for Designated Safeguarding Lead

**Karen Agambar:** [kagambar@kingsdownschool.co.uk](mailto:kagambar@kingsdownschool.co.uk)

Further information regarding the Swindon's local offer can be found at  
[www.swindon.gov.uk](http://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, 4<sup>th</sup> 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