

Annual SEND Report to Governors December 2016

At Kingsmead School we believe it is essential to provide a well-balanced, challenging curriculum for all pupils. We are committed to ensuring that all students, including those with special educational needs and disabilities (SEND), receive their right to a high quality, accessible and balanced curriculum.

Our aim is to provide all children with the best possible outcomes in preparation for life-long learning. We believe it is important that children acquire skills, knowledge and confidence that can be applied to all future learning experiences, including social, physical and spiritual development. We endeavour to raise aspirations and expectations for all pupils, including those pupils with SEND by working in partnership with parents/carers and listening to students.

School SEND Profile

At present (December 2016), there are 52 students currently on the SEND Register. This accounts for 6.5% of the school population as a whole.

The breakdown of these students in Year groups is as follows:

Year Group	Total No of students on SEND Register	SEN Support	Statement or E.H.C.P.
Year 7	13	12	1
Year 8	18	14	4
Year 9	10	9	3
Year 10	4	3	1
Year 11	7	5	2

Identifying Special Educational Needs

Student's needs may be categorised into four bands areas, these include:

- Communication and Interaction
- Cognition and Learning

- Social, Emotional and Mental Health
- Sensory and/or Physical

Types of SEND (broadly dictated by the Primary Need).

Year Group	SEMH	Communication & Interaction	Cognitive & learning	Sensory/ Physical
Year 7	3	2	5	3
Year 8	7	2	5	4
Year 9	5	2	2	1
Year 10	3	1	1	0
Year 11	5	0	2	0

Early identification

We believe that early identification of special educational needs, whether it is social, emotional, physical, communication or a specific learning difficulty, is crucial to the wellbeing of all of our children. To support us in our early intervention we:

- Actively engage in a robust SEND transition programme with feeder primary schools.
- Attend all transfer reviews for all pupils with SEND transferring to us
- Provide additional support during the transition process.

Further Identification

Assessment of our students continues throughout their time with us. We do this by:

- Analysing assessment data no less than termly to identify children who are not meeting age related expectations
- Class teachers continually monitoring the children in their class through observations, discussions, marking and written feedback.
- Providing all adults with the opportunity to discuss concerns at any time (I.e Phase or SEN Meetings)
- Liaising with parents.

Provision

Any students identified on the SEND register receive additional support. This support is outlined in the SEN departments planning and on regular Student Support Plans or Annual Reviews if appropriate.

A wide range of interventions are in place to support students with SEND including 1 to 1 support, In class support, small group work and specialist interventions.

Parents/Carers are invited to meet at least termly with the relevant professionals to review progress and agree future plans.

For further information, please see the School Local Offer on the school website.

Progress of SEND students 2016

Of the 15 students in last year's year 11 who were on the SEND Register, there were many individual successes and pleasing results.

However, there is still progress to be made to ensure that all students with additional needs make similar progress in line with targets as do other students in the school and nationally.

Resourcing and Plans for Development.

The school SEND Budget is largely focused on supporting:

- TA hours to support pupils with SEND
- CPD for all staff
- Resources
- Support and advice from outside agencies

Key Successes from 2015-16

- The transition into a new work base (The Inclusion Centre).
- The further development of the four Team leader roles – including the appointment of a Team Leader for SEMH.
- The high quality support given by a skilled and flexible team of TA's.

Key Priorities for 2016

- Continue to focus on raising standards of achievement for all SEND students
- Continue to develop the full range of interventions with all staff to enhance the progress of SEND students.