

Annual SEND Report to Governors March 2019

At Kingsmead School we believe it is essential to provide a well-balanced, challenging curriculum for all students. 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 students with the best possible outcomes in preparation for life-long learning. We believe it is important that students 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 students, including those with SEND by working in partnership with parents/carers and listening to students.

School SEND Profile

At present (March 2019), there are 107 students currently on the SEND Register. This accounts for 11.7% 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 Roll	Total No of students on SEND Register	% of SEN Students	SEN Support	Statement or EHCP
Year 7	190	30	15.8	26	4
Year 8	197	33	16.8	27	6
Year 9	175	14	8.0	12	2
Year 10	170	14	8.2	12	2
Year 11	183	16	8.7	14	2
TOTAL	915	107	11.9	91	16

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	11	4	14	1
Year 8	11	5	16	1
Year 9	5	1	4	4
Year 10	8	2	3	1
Year 11	7	2	6	1
TOTALS	42	14	43	8

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 our students. 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 students 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 students who are not meeting age related expectations
- Class teachers continually monitoring the students 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 student identified on the SEND register receives 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, such as speech therapy programmes and off-site curriculum enrichment activities.

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 2018

Of the 7 students in last year's year 11 who were on the SEND Register, there were many individual successes and pleasing results.

We are always aiming to reduce barriers to learning and there is still the need to focus on ensuring that all students with additional needs make similar progress in line with other students in the school and nationally, according to their ability.

Resourcing and Plans for Development

The school SEND Budget is largely focused on supporting:

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

Key Successes from 2017-18

- The ongoing high quality support given by a skilled and flexible team of TA's, including securing the training for our own ELSA (Emotional Literacy Support Assistant)
- Developing and maintaining our Forest School (KS3) and Outdoor Education (KS4)
- Close links with Applied Learning to offer our students extended work experience opportunities

- Development/ expansion of Life Skills work for our High Needs students

Key Priorities for 2018-19

- Continue to focus on raising standards of achievement for all SEND students
- Continue to explore new interventions with subject staff to enhance the learning experiences and progress of SEND students with a particular focus on Maths
- Ongoing implementation of national core standards and a focus on effective differentiation across Learning Teams
- Provision of support for new Assistant Headteacher, Inclusion
- Continue to investigate ways to reduce pressures on admin staff with regard to the increased volume of paperwork