

SEND Report 2018-19

What is the SEND Report?

This report gives an overview on how our school provides support for students with special educational needs and disabilities (SEND) and the impact of this work.

To find out more about the new SEND code of practice please refer to the '*SEND code of practice* Department for Education website. Other Key documents this report links to;

- SEND policy
- Admissions policy
- Behaviour for Learning
- Attendance policy
- Wakefield's Local offer - <http://wakefield.mylocaloffer.org/Home>

School Name	The King's School
Head of School	Dominic Pinto
SENCo	Grace Brown
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Telephone	01977 601701
Age range	11-16
SEN Governor	Simon Kaye

Our Approach

We are highly inclusive, passionate and dedicated to, ensuring that all our students meet their full potential. In practice this means we work hard ensure all students receive as broad and balanced curriculum, whilst providing individual support and targeted interventions where they are needed. We are committed to providing an inclusive education that creates an ethos, environment and culture that is sympathetic to, and understanding of, the issues involved in providing a fair and appropriate education for students with Special Educational Needs or Disability. In order to create a fully inclusive school we aim to:

- Educate children and young people in a mainstream setting wherever possible
- Value equally all students
- Highlight that all teachers are teachers of students with Special Educational Needs and Disabilities
- Differentiate so that all students have access to a broad, balanced and relevant curriculum that meets their needs
- Take into account the views of the child
- Work in partnership with parents/carers in promoting a culture of co-operation
- Support the work of the Local Authority and external providers so that the child's full potential can be reached

In order to achieve these aims we operate a WAVES system of support depending on a child's needs (see appendix) and whilst quality first teaching is at the forefront of everything we do, we do have flexibility in our curriculum to offer specific interventions where they are needed to support a child's development. These includes a bespoke Literacy support pathway for up to seven lessons a week in KS3 which has a strong focus on

the development of reading skills as we recognise this is one of the key barriers to students fully accessing the wider curriculum. Every child with SEND has a pen portrait which is shared with all key staff and key worker. The pen portrait is a single sided A4 document which highlights the key strategies and adaptations teachers need to have in place.

SEND Cohort Information

Criteria	Data
Total number of students on roll	1024
% of students with EHCPs	1.9%
% of students identified as SEND support	8.0%
% of school population with SEND provision	9.8%

SEND by year group 2018-19			
Year	SEND K	SEND E	Overall
7	13%	1%	14%
8	7%	2%	10%
9	8%	1%	10%
10	6%	1%	7%
11	5%	3%	8%
Overall	8.0%	1.9%	9.8%

This is final data for 2018-19 (January 2019 census data).

Impact

We measure the impact of our work on a 1 to 1 basis as we recognise that each child is an individual with different starting points and needs. Below are a flavour of the broader headlines we look at from a top level.

Headline Measures				
	Progress 8	National (SEND)	Basics	National (Basics SEND)
SEND E	-0.68	-0.61	0%	64%
SEND K	-0.54	-0.61	40%	64%

Attendance			
	2018-19	National SEND	National All
SEND E	94.6%	91.6%	94.8%
SEND K	92.3%	92.2%	94.8%
Persistent Absence			
SEND E	26.3%	22.7%	12.7%
SEND K	21.8%	21.7%	12.7%

This data includes all absences reported during the autumn term 2018 and the spring term 2019.

Destinations

- 100% of SEND E and SEND K (10 with EHCP or MSP) students have gone onto further education
- There are no NEET SEND students
- SEND students accessed and enhanced transition programme to support them moving into KS5

Identification

- Additional transitional visits for students who have EHCP Plans with parents/ carers to enhance parental engagement
- We regularly discuss individual student performance and any barriers to learning and through these conversations students may be identified to be evaluated for SEND needs
- Additional trust SENCO meetings to discuss transition from primary to secondary, including key students and strategies
- Termly update to the SEND register to look at any students who require adding to the list and access to additional support
- Open Evening for year 6 students to speak with the SEND Team to discuss provision and meet with key staff
- Coffee mornings in school to discuss with parents the external SEND support on offer any support from the local authority
- Termly SEND external agency drop in to discuss any students who may present with any underlying SEND needs

Parental Engagement

- Termly parent/carer Coffee Mornings are held which offer the opportunity to speak to key SEND staff, SEND student key-workers and staff from external services and agencies
- Termly SEND Newsletter that shares key information around SEND provision and celebrates student successes
- Annual individual feedback meetings in which parents/carers are invited to feedback about how we can better support their child in the next academic year
- Enhanced transition work with parents/carers, services and agencies and primary school staff to share crucial information and strategies through an enhanced programme of transition into secondary
- Parents/carers and students are integral to the review process for MSP and EHCP and are always represented and invited in line with guidance
- A range of SEND students are invited to termly Head of School's Breakfasts in which they are invited to share their views on aspects of provision and their school experience
- Key workers are allocated to students with EHCP and MSPs as a point of regular pastoral contact for both students and parents/carers
- Students to be involved in extra-curricular activities that support local and national charities and surroundings
- Parent consultation evenings (at which the SENDCo is present and available for appointments) and termly student progress reports
- Comprehensive annual reviews for students with a statement of SEND

Evaluation

- Student Voice used to evaluate how well SEND students are supported in lessons and around school
- Head of School breakfast used to discuss how well students are supported in lessons and around school
- SEND students are given additional reports to measure none academic and academic progress
- Parents evenings are used as a way for the SEND department to communicate the progress that students make and the next steps in their learning journey
- Academic reports are sent out annually to measure progress and attainment against aspirational bespoke targets
- Intervention impact for literacy interventions such as Lexia, Accelerated Reader and Ruth Miskin

- NEET figures and transition into further education, employment or training are shared for SEND students.

Training and Staff Development

We have a strong focus on quality teaching first, alongside a broad and balanced curriculum for SEND students. Through our weekly teacher CPD package we have covered in detail key topics on inclusion, differentiation, the effective implementation of pen portraits and the implementation of reasonable adjustments. Alongside this specific training sessions have been held in the following areas.

- Three ELSA trained specialists
- Ruth Miskin Literacy Intervention
- Lexia trained specialists
- Dyslexia
- Autism
- Deaf Awareness
- Epi-Pen
- Diabetes
- Touch typing
- Accelerated Reader
- Rainbow words
- Drawing and Talking
- Transition

In addition to this we have a strong culture of collaboration across our Trust of schools and hold regular network meetings to share good practice.

Co-Curricular

We offer a broad co-curricular programme to all year groups and all student groups which covers sports, arts, academic achievement and practical skills. SEND students are well-represented in Enrichment across a range of activities.

Number of SEND students in school	97
SEND students attending Enrichment	40
% of SEND students attending	41%
% of SEND students as a group attending Enrichment	9%

The above indicates that attendance at and participation in enrichment is in line with the percentage of SEND students as a whole. This does not include before and after school SEND specific interventions (outlined in the interventions section). It is a strength that several students with SEMH difficulties are engaged with sports (in particular rugby), whilst others are developing self-confidence and resilience by participating in the main school show

- Breakfast club provides social opportunities at breakfast
- Extra-curricular activities will be supported by LSAs and teaching staff
- Adequate and trained staff deployed on trips to manage and meet the requirements of risk assessments
- Vulnerable and SEND students to be encouraged and invited to attend and take part in activities in the wider community

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- Parents/carers of vulnerable and SEND students to be encouraged to volunteer time to help with the activities in the wider community
 - Parents/carers to be consulted prior to trips/activities and advise of any special arrangements.

Enhanced transition package

- Additional transitional visits for students who have EHCP plans with parents/ carers to enhance student well-being
- Additional transitional parental meetings to build positive relationships, share information on individual students, and enhance parental engagement
- Trust SENCO meetings throughout the academic year to discuss transition from KS2 to KS3 and share information/strategies
- Visits to feeder schools to meet with key staff to discuss successful strategies that can be deployed with SEND students prior to their progression to KS3
- Open Evening for Year 6 students to speak with the SENCO and SEN team to discuss inclusion, school provision and curriculum offer
- Coffee morning drop in prior to the summer holidays, in which EHCP parents can meet with key SEND staff in school to discuss their child
- Students with EHCP plans have additional transitional visits to post 16 providers and colleges prior to them completing Year 11
- EHCP students have additional careers meetings with external providers to allow them to have a more comprehensive transition package
- EHCP students have additional support from form teachers in completing their UCAS College Applications

Working collaboratively with external agencies and services

- The school works with numerous external agencies to make sure that SEND students get the best education possible. These include Ed Psych, SENART, WESAIL, CIAT, SALT, SEMH, Hearing Impairment and many more
- The school works closely with the local authority to make sure that there is a joined up approach in terms of supporting all SEND students in our care
- These external agencies have regular drop in sessions throughout the year where parents can speak to them for advice and re-assurance regarding their child
- These external agencies also deliver drop in sessions and CPD to staff throughout the year.

Supporting SEMH

- Students with SEMH difficulty have access to work with trained ELSAs in school, as part of regular sessions or one off SEMH 'First Aid'
- There is a referral process and tracker in place for the extended pastoral team who refer students with SEMH needs to relevant external agencies and services where appropriate
- These include Future in Mind, Kooth, CAMHS and STAR Bereavement services
- The Student Liaison Officers are a non-teaching pastoral team who work in conjunction with the DSL and DDSL to ensure on the ground support for students with SEMH difficulty
- Students also access SMSC curriculum time which consider SEMH and how they can promote and practice positive SEMH
- Where appropriate, risk assessments are made and shared with relevant staff to support severe SEMH difficulty and risk of self-harm.

Disabled Provision

- Staff receive relevant CPD on specific, individual student disability and medical conditions which are debilitating
- Adaptations to the timetable and rooming where necessary to ensure accessibility in the building
- Where lessons are inaccessible, students are able to work in the Thornton Suite or the Learning Resource Centre and work is provided from the lesson as well as study support from an LSA or supervising staff
- PEEPS are in place in the event of an emergency which support the safe movement of disabled or injured students
- Risk assessments are completed where appropriate and shared with relevant staff to ensure the safe movement of students with a disability around the building and facilities.

Complaints

- We are open and honest and will always try our best to rectify any issues that arise. We are keen to receive feedback and regular communication. Experience tells us that the earlier we can hear about problem, the quicker we can resolve or explain.
- If you have a concern regarding your child's educational needs, contact the school SENDCO or Deputy SENCO in the first instance and they will hopefully be able to resolve the situation.
- If the agreed outcome is not satisfactory then please refer to the complaints procedure on our website, or contact the Head of School's PA.



Wave 1- Quality first teaching and universal intervention strategies	Wave 2- Targeted support for individuals or small groups.	Wave 3- Specialist individual support.
<ul style="list-style-type: none"> • High expectations and challenge for all learners. • Clear learning focus and differentiated outcomes in all lessons. • Modified teacher language. • Differentiated teacher planning which is flexible and responsive to individual students e.g Bloom’s targeted questioning/ Metacognition. • Behaviour for Learning at the heart of lessons- consistent consequences linked to whole school ethos and expectations. • Pastoral support through form tutors, non- teaching Student Liaison Officers (SLOs) and Progress Leaders (PL). • Access to a variety of options choices at KS4. • Access to a wide variety of extra-curricular and enrichment activities. • Regular data collection and analysis to identify early underachieving subgroups and individuals. • Access to additional after school ‘achieve’ sessions. • Weekly DEAR- Drop everything and read. • SMSC targeted assemblies. • Form Time Reading. • Accelerated Reader for all Year 7 and 8 students. • Extensive programme of PSHCE/ SMSC/ British values, including drop down days. • High quality inclusion CPD for all teaching staff. • Use of Show My Homework. • Class charts - Teachers ‘know their class’ and are aware of individual needs. • Appropriate learning environment- Meet and greet, inspiring classroom displays, water fountains. • After school homework support club. • Epraise. 	<ul style="list-style-type: none"> • Year 7 & 8 nurture group: reduced curriculum to increase literacy/numeracy lessons. • DEAR- Peer led reading support. • Social time intervention: Form time. • Reduced class sizes for low ability groups in core subjects. • Allocated member of staff for students on alternative provision. • Increased access to ICT. • Additional taster session for college & support with transition and application. • One-page Pen Portrait student profile. • Additional KS2-KS3 transition sessions. • LSA’s receive regular CPD throughout the year to promote student independence and confidence. • Access to time out/ individual work areas. • SEND Homework club. • Targeted participation in after school clubs e.g cooking club, gaming and homework. • Targeted participation in trips and team building days. • Examination access arrangements assessments Year 11. • Star Of The Week Postcards. 	<p>The level of wave 3 interventions students receive will be determined by the amount of SEND ‘top up’ funding.</p> <ul style="list-style-type: none"> • LSA support allocated where appropriate in lessons. • Access to specialised equipment to support individual learning in consultation with appropriate external services. • Access to appropriate external services and agencies – SENART, SENDIAS, SALT, WESAIL, CIAT, EP. • Regular SEND parent/carer coffee mornings. • Additional termly progress update to parents. • Annual EHCP review meetings. • Examination access arrangements (e.g. reader scribe). • Transportation to and from school where funding has been provided. • Travel Training Year 11. • Behaviour for learning- reasonable adjustments made where appropriate. • Access to specialised interventions.