



Kingdown School

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Kingdown School SEND
Information Report
Updated November 2017

Written by Sue Fulbrook (SENCo) in conjunction with the Curriculum Support Department and students at Kingdown School

1. What kinds of Special Educational Need are provided for at Kingdown School?

Kingdown School is pleased to offer an inclusive education which provides for students who may have needs in areas defined by the Special Educational Needs Code of Practice 2015:

- Communication and Interaction needs
- Cognition and Learning needs
- Social, Emotional and Mental Health needs
- Physical, sensory and medical needs

2. How does the school know if a student needs help?

Firstly, we liaise closely with the primary schools in the Warminster area and, where necessary, beyond in order to identify students who may need support as soon as they start at Kingdown School. We visit primary schools and, when invited, we endeavour to attend annual reviews or TAC meetings for students in need. Increasingly within the academy trust, we are visiting students in their primary school in order to observe them in their own environment prior to making arrangements for transition support.

Literacy and Numeracy

Secondly, in Year 7, we complete screening tests for reading and spelling. Some children will undertake a screening test in numeracy as well. This enables us to identify students with learning difficulties which need addressing in basic skills. In addition, we use Cognitive Ability Tests to help provide a fuller picture of the learning profile of a child.

If a student is a late-starter, they will also be assessed in this way shortly after their arrival.

Accessing the Curriculum

Furthermore, we use an online data package called go4schools to monitor levels of academic attainment by subject. Parents are able to access their child's profile through a personal login and password. This is another tool which helps to identify underachievement which allows us to assess the reasons behind a lack of progress.

Should we have concerns about a student, parents/carers will be contacted as soon as possible so that they are informed of our concerns. A plan will then be put in place which is monitored. Following evaluation, it may be decided that further assessment by a specialist may be required. This assessment helps to analyse a student's performance in order to obtain a detailed picture of the nature of any difficulties. At every stage of this process, we will involve the student and parents/carers.

We also offer extended transition programmes to Year 6 SEND students who are identified as vulnerable, be it for social/emotional or academic reasons. On these extra days, we undertake informal observations of the children in order to inform our practice and identify any additional provision which may be required.

3. What should parents/carers do if they think their child needs support?

If parents/carers have concerns about their child, they should contact the child's tutor in the first instance. The tutor will then follow-up any concerns with the teachers of the student and pass on necessary information to the SENCo and her team. Parents should approach

the school as early as possible in order that problems can be solved as speedily as possible. We employ a graduated response to supporting our students. This is in line with the Special Educational Needs Code of Practice 2015 and ensures that students receive appropriate levels of support.

4. What provision is available for students with SEND at Kingdown?

Provision is organised into waves at Kingdown. Our wave 1 and 2 provision is designed to go alongside the support that is offered to all students at Kingdown. We believe that, wherever possible, students with SEND should be included in all areas of the curriculum and that their needs can be met effectively within our core offer, i.e. the curriculum that is offered to all students. Sometimes, a student has needs that cannot be properly met in this way and, in that case, we may decide, in agreement with parents and the child, to put in place some alternative or special educational provision at Wave 3 or 4. Please see the chart in the Appendix for details of the interventions that are currently offered at Kingdown School.

5. How do we monitor the effectiveness of provision for SEND at Kingdown?

Class teachers are responsible for the progress of all the students in their classes including those with SEND. Teachers meet regularly with their Line Manager to discuss pupil progress against targets. In addition, the SENCo analyses data after each collection to monitor the progress of students at SEN Support or who have a statement or EHC Plan. She then plans any agreed action deemed necessary.

Our Middle and Senior Leadership Teams also analyse progress information in order to ensure that students are making at least expected progress. The SENCo will also be involved with curriculum planning to ensure that children and young people with SEND are receiving a full and inclusive education. The SENCo and her team regularly discuss the effectiveness of interventions and evaluate how this provision is helping and, moreover, whether more needs to be done. A full analysis of the effectiveness of intervention is undertaken annually.

In addition, in each department there is a member of teaching staff who is the “champion” for students who have SEND or are part of a vulnerable group. This member of staff scrutinises the performance of students with SEND and reports on any department level intervention which is in place.

6. How successful was intervention for students with SEND during 2016-17?

Each year, the SENCo conducts a full analysis of the effectiveness of intervention programmes at Kingdown School. During the academic year 2016-2017 most students successfully met the intended outcomes for their interventions.

Our paired reading programme enabled many students with a reading age of under 9 to make significant progress particularly in reading comprehension. In fact, the average progress for reading accuracy amongst the paired reading group was 17.3 months which is over double the usual rate of progress. Reading comprehension improved on average by 16.9 months which is also double the usual rate of progress in an 8 months period.

The basic literacy intervention programme for our students with all-round weak literacy skills is furnishing students with increased reading ages and spelling ages. These students are those who find literacy the most challenging in the school. The table below shows average progress in months based on the intervention running for 8 months in the case of Year 7 and 9 months for Years 8 and 9.

	Reading accuracy	Reading comprehension	Spelling
Year 7 average months progress	17.9	4.1 (many at test ceiling already)	7.6
Year 8 average months progress	8	19.3	5.9
Year 9 average months progress	11.3	26.5	6.2

Speech and Language Therapy results indicate that the vocabulary of those on the programme is widening for the most part. Numeracy intervention is particularly successful with huge progress being made in a short time frame of six weeks (between 3 months to 3 years 8 months progress).

Emotional Literacy Support Assistant interventions showed an average progress of 6.6 ELSA points which is the difference between moving from one band to another. ELSA is monitored by questionnaires created by GL assessment pre and post intervention.

Students generally enjoy their intervention work and can identify areas in which they feel they are progressing. Students also feel that they are applying skills learnt in intervention lessons across other areas of the curriculum. This is evident from student voice questionnaires.

GCSE results for SEND students varies year on year depending on the cohort of students. This makes it difficult to compare year on year performance. However, progress is improved from 2 years ago. The core data is summarised below. Progress 8 and Attainment 8 are the new key measures used by the government.

	2018 prediction	2017 result	2016 result	2015 result
Progress 8	-0.2	-0.6	-0.3	-0.7
Attainment 8	2.6	2.6	3.5	3.1

Perhaps of greater importance is the fact that over 95% of students with SEND in Year 11 in 2017 are now in education, employment or training. This demonstrates that the vast majority have the skills, qualifications and attributes to move on to the next stage in their life.

7. How do we monitor progress of students with SEND?

The progress of students with SEND is monitored via the school's data collection reports as is the case for all students. These outline a student's expected performance and attitude to learning in all subjects. Furthermore, students on specific interventions in the SEN Support category meet with a member of the Curriculum Support team to analyse progress particularly in the light of an intervention being put in place. Parents will also be consulted for their views. In addition, those students with a statement or EHC Plan will also have a formal annual review on top of the other monitoring systems outlined here. Some students have a Kingdown My Support Plan and this is monitored regularly in line with the SEND Code of Practice 2015.

We welcome contact from parents outside of formal meetings in order to provide the best possible outcomes for the students.

8. How will school staff support students with SEND within the core curriculum?

Kingdown School firmly believes that differentiation is at the heart of inclusive practice. As far as possible, all staff differentiate for the students in their classes all day every day. Staff have received training on differentiation and have the necessary skills to provide for the needs of SEND students. Differentiation enables the personalisation of learning so that individuals can learn in their unique way and make progress at their expected level.

A member of the Curriculum Support team will also assist a student with SEND to draw up a Learner Profile which outlines their strengths, interests, what they find difficult and how to best support them. This document helps staff to remove barriers to learning. It is designed to operate as a One-Page Profile for an individual. Staff are expected to read and take note of key points pertinent to their subject and teaching for students with SEND who they teach.

Sometimes, students will be assessed for exam access arrangements. This will make sure that young people with learning difficulties have fair access to external exams. These procedures are also applied to internal assessments. A record is kept of all applications for access arrangements and a spreadsheet compiled to inform staff.

We have a team of Teaching Assistants at Kingdown School. Sometimes students with SEND will access in-class support. Most of our TAs are linked to a designated subject area so that they gain expertise in that specific area in order to best support students. We have three specialist ELSA (emotional literacy) Teaching Assistants, two specialist Speech and Language Higher Level Teaching Assistants and a Senior TA who works with children with sensory needs. Another HLTA oversees students with physical difficulties and a further HLTA is specialist in the teaching of literacy. We also have a Senior TA who assists with transition work and with students who may have English as an Additional Language (EAL).

9. How accessible is the school site both indoors and outdoors?

Kingdown School is a large secondary school and students move between classrooms at each lesson changeover. The site is accessible for all. Every building has a level or sloped access. Paths are clear and accessible to wheelchair users. The Science block has a lift to the upper floor. We have evac-chairs at upstairs locations in order to safely evacuate students with mobility issues in the case of a fire alert. If there is a question of accessibility

with regards to a child's disability, this should be discussed with the school prior to admission to ensure that the necessary adaptations can be considered.

10. How is the decision made about how much and what type of support students will receive?

At Kingdown School, we make our very best endeavours to ensure that the student and their parents/carers are at the heart of the decision making process in terms of support. Support is tailored to the needs of the individual as far as resources allow. Some interventions have limited places and therefore a decision on access to these is taken based on level of need. In addition, we undertake individual assessments in order to pinpoint the most appropriate provision for an individual. See Appendix for types of support on offer.

11. What extra-curricular clubs and visits will students with SEND be involved in?

All extra-curricular clubs and visits are accessible for students with SEND. The only time a student may be withdrawn from a club or trip is where there is a safe-guarding issue which could endanger the student, other students or staff which cannot be resolved.

There is a wide range of extra-curricular clubs and some are supported by TAs. Parents are given information on the clubs available through the weekly news bulletin, Kingdown Week, and via the school's website. Multi sports club runs on Thursdays and is led by a member of the Curriculum Support team who also teaches PE. In addition, Lego club is also supported by TAs and older students with SEND. There is an SEND science club also on a Thursday which is for younger students wishing to do more practical science work alongside older students needing support with GCSE revision. There are many department-based clubs that offer support after-school in their subject area.

Parents/carers are always consulted about trips and visits. A letter is sent home in the first instance often via email. If parents/carers have concerns about their child accessing a trip, they should immediately contact the trip leader so that concerns can be addressed. We are committed to adapting provision so that students with SEND have fair and equal access.

A "haven" room is available at each break time which is supervised by a member of staff. The Haven is intended to be used by very vulnerable students to provide them with an area in which they feel safe at break times. Staff are available to chat and discuss any concerns with students and may offer activities during this time. It is intended to be a "quiet" room. Student voice questionnaires carried out during June 2017 showed that students very much value this facility. They feel safe, supported and say that it is a forum to meet like-minded people.

12. What support is available for a student's social and emotional development?

The primary system in place is our excellent pastoral support programme. We have a system of vertical tutoring. This means that the school is divided into six houses, each with eleven or twelve tutor groups. Each tutor group is led by a teacher and has students from every year group. The 6th formers act as mentors for younger students and a family ethos encourages a sense of belonging and aspiration. Each house is led by a Head of House who is responsible for students' overall well-being as well as overseeing their academic progress.

Other support mechanisms we offer are:

- peer mentoring
- 6th form mentoring
- adult mentoring
- anger management
- ELSA TA input
- a medical needs room for students who, temporarily, may not be able to access some classrooms due to an injury
- an alternative provision centre called The Link situated over the road from main site
- school nurse
- school counsellor
- strong anti-bullying procedures
- an onsite CAMHS practitioner
- access to Kooth online counselling

The school is a designated Thrive Hub school.

Our anti-bullying policy can also be found on the school's website. One of the school's deputy heads (Miss Ronxin) is responsible for the implementation of the anti-bullying policy and she regularly reports on bullying statistics to the Senior Leadership Team. At Kingdown School, we take all allegations of bullying or mistreatment of others extremely seriously.

13. What specialist services are accessed by the school?

The school accesses services from:

- Educational Psychology Service
- Education Welfare Service
- Specialist SEN service (SSENS)
- SSENS pastoral support
- Child and Adolescent Mental Health Service
- Hearing Impairment and Visual Impairment team
- Speech and Language therapy
- Family Intervention team
- Social Care and Multi-Agency Safeguarding Hub
- Virtual Schools
- EMAS
- School nursing team

By engaging with the Wiltshire SARF, CAF or My Support Plan process, parents/carers can help to ensure that we make the necessary referrals to the outside agencies. We will consult parents/carers prior to making a referral. These services provide an invaluable support to families and the school. At times, as a school, we will ask for additional advice on how to meet a particular child's needs or for more assessment than we are able to offer in-house. Specialist Services are utilised in more complex cases of SEND.

14. What training have the staff had or will be having?

All staff sign up for training in aspects of SEN on a regular basis. Staff receive annual updates via the staff SEND Information Pack. Staff have had the opportunity to attend training on various SEND topics from learning difficulties, inclusion of children with behavioural difficulties to attachment disorders, ADHD and medical needs. These opportunities will continue in the current academic year through our in-house CPD (Continuing Professional Development) programme. In addition, relevant staff also received hearing impairment training and attachment disorder training.

15. How are parents/carers involved in the school?

Parents/carers are invited into school on a regular basis. This may be through:

- Parent Information Evening
- Open Days
- Talk and Tours
- Website information and Kingdown Week
- Open Evening
- Parent Forum
- Options Evening at Year 9 and 11
- Parent Teacher meetings
- Annual reviews

Other meetings are arranged with staff on an individual basis. School are also regularly in touch with parents/carers via email or telephone as and when required.

16. How are students consulted about their education?

We have a number of opportunities for students to contribute to the pupil-voice of the school. There are house councils, a school council, a Teaching and Learning Council, SLT Direct and indeed other less formal opportunities for students to express their views.

Students are expected to be in attendance at all teacher and parent meetings in order to contribute their thoughts. Students are consulted prior to an annual review and are invited to attend the meeting. All SEND students are invited to attend any additional meeting with their parent/carer.

Student-voice surveys involving pupils with SEND are also carried out annually within the Curriculum Support department.

17. Where can parents and carers find out more information about the services provided in Wiltshire for young people with SEND?

As part of the new Code of Practice, local authorities are required to set out their "Local Offer." Wiltshire's Local Offer can be found [here](#). This website is a huge source of information on everything connected with SEND.

18. How will Kingdown help to prepare SEND students for the next phase of their education and for adult life?

We operate an outcomes focussed practice when reviewing the needs of our students with SEND and as such try to focus on the skills that need to be acquired in order for children and young people with SEND to be ready for the next steps in their lives. We have a school careers advisor (Mr Marlow) who meets regularly, particularly with Key Stage 4 students with SEND. He is able to advise and assist with college or sixth form applications. He also arranges work experience where appropriate.

We consult with the appropriate outside agencies where necessary in order for the necessary provisions to be in place at the next phase of education. We liaise with colleges and pass on paperwork. Last year, we began developing a transition programme for young people with EHC Plans alongside the local college. This work is ongoing where there is need.

A strand of our Key Stage 4 and 5 curriculum is designed specifically for students who find learning more challenging. We offer life and work skills courses in this area of the curriculum. We also offer level 2 courses at 6th form which are designed for students who do not achieve the grades to access level 3 courses. This course runs for Year 12 and prepares students effectively for their next phase in education. Students have the opportunity to continue to study the core skills of English and Maths whilst developing vocational skills through the Access to Further Education and Apprenticeship strands of the route way. Most students go on to study level 3 courses at Kingdown or transfer to college at the end of the course.

19. What should parents/carers do if they have a concern?

Many issues can be resolved by speaking directly to a child or young person's tutor. This member of staff can be contacted via email or telephone and they will endeavour to reply to a query as soon as possible. Our staff are all approachable. Where speaking to the tutor has not settled an issue it may be referred to the student's Head of House or the SENCo. If, after a teacher has been approached about a SEND concern and a satisfactory resolution has not been found, then the SENCo should be contacted. It is hoped that most concerns can be resolved by discussion and agreement, however, if necessary the Headteacher will become involved. If this proves unsatisfactory, then a formal complaint should be made to the Chair of Governors. The complaints procedure can be found [here](#) on the policies section of our website.

20. Who can be contacted for further information?

Our Senior SEND Administrator, Heather Taylor should be contacted with questions on 01985 215551 or via email on hrt@kingdown.wilts.sch.uk. Kingdown School's SENCo is Mrs Sue Fulbrook who can be contacted on 01985 215551 or via email to fb@kingdown.wilts.sch.uk

21. Appendix

Kingdown School SEND Offer 2017/18

Nature of Need	Wave 1	Wave 2	Wave 3	Wave 4 Wave 1,2,3 and...
Communication and Interaction	<ul style="list-style-type: none"> • Classroom differentiation • In class TA support • Exam Access Arrangements • Individual careers advice and support with next placement 	<p>Wave 1 plus:</p> <ul style="list-style-type: none"> • SEND PE events • Meet and Greet • Ear defenders/ear plugs issued • Individual assessment • Visual timetables • Use of visuals to support understanding • Adult mentoring • ELSA • 5 point scales • Maths club • Homework club • Access to The Haven 	<p>Wave 1/2 plus:</p> <ul style="list-style-type: none"> • SaLT referral • EP referral • SSENS referral • Small group or 1:1 SaLT run by Specialist TA • TA Keyworker Scheme • Extended transition • Raising the game • Yr 11 SEN mentoring • Lego therapy 	<ul style="list-style-type: none"> • EHC Plan • My Support Plan
Cognition and Learning	<ul style="list-style-type: none"> • Classroom differentiation • Homework Club • Exam Access Arrangements • Group literacy screening • Group numeracy screening • Alphasmart use in class • Intermediate English/Maths intervention • Individual careers advice and support with next placement • Additional literacy time and reduced MFL time in Year 7/8. • In class TA support 	<p>Wave 1 plus:</p> <ul style="list-style-type: none"> • KS4 Target/catch up groups within department areas • Individual assessment including dyslexia screening • Personal netbook with co-writer or iPad issued • SEND PE events • Lexia intervention • Spelling 6 week intervention • Handwriting pens issued • Tutor time numeracy intervention • Maths club • Homework club • Use of coloured overlays and/or tinted books • Invite to science club • Access to The Haven 	<p>Wave 1/2 plus:</p> <ul style="list-style-type: none"> • Basic Literacy provision – withdrawn from MFL • Basic Numeracy provision – small group maths class • Blue Route KS4/5 supported provision • EP referral • SSENS referral • Y7 Learning Centre Provision • Phonics booster 1:1 • TA Keyworker Scheme • Extended transition • Paired reading • Yr 11 SEN mentoring 	<ul style="list-style-type: none"> • EHC Plan • My Support Plan

Social, Mental and Emotional Health	<ul style="list-style-type: none"> • Tutor monitoring • Tutor report • Seating plan – position in classroom • Exam Access Arrangements • Individual careers advice and support with next placement • In class TA support 	Wave 1 plus: <ul style="list-style-type: none"> • Referral to HoH • Individual report • Social skills sessions • Anger management • ISR access • SLT report/mentoring • Adult mentor • School Counsellor • Raising the Game • Art Therapy 6 week course • ELSA 6 week course • SEND PE events • Meet and greet • Fiddle toys issued • 5 point scales • Time-out card • Access to Kooth • Access to on-site CAMHS practitioner 	Wave 1/2 plus: <ul style="list-style-type: none"> • Sessions/alternative provision off site • The Link • Outside Agency Referral/CAF • School nursing team referral • Ongoing/long-term ELSA support • TA Keyworker Scheme • Extended transition • Yr 11 SEN mentoring • Lego therapy 	<ul style="list-style-type: none"> • EHC Plan • My Support Plan
Sensory and/or Physical	<ul style="list-style-type: none"> • Seating plan – provision in classroom • In class support • Exam Access Arrangements • Individual careers advice and support with next placement • Temporary access to Springboard 	Wave 1 plus: <ul style="list-style-type: none"> • Escort • Scribe • Reader • Alphasmart/laptop/ipad • SEND PE events • Meet and Greet • Handwriting pens issued • Evacuation plan/risk assessment • Use of mats to grip books • Ear defenders/ear plugs issued • Access to The Haven • Toilet card • Consideration of alternative changing venue for PE • Fine motor intervention 	Wave 1/2 plus: <ul style="list-style-type: none"> • Specialist equipment/support • Use of lift • Some alternative provision • TA Keyworker Scheme • Extended transition • Yr 11 SEN mentoring • SSENS referral • Medical needs team referral • Access to Springboard long-term and ELSA provision 	<ul style="list-style-type: none"> • EHC Plan • My Support Plan