

Report to governors on special educational needs and disability

1. SEND profile

TYPE OF SUPPORT	NUMBER OF PUPILS
Special educational needs (SEN) support	7
Special Educational Needs (SEMH) Code K	29
Education, health and care (EHC) plan	0

AREAS OF NEED	NUMBER OF PUPILS
Specific learning difficulty (SpLD)	2
Moderate learning difficulty (MLD)	5
Severe learning difficulty (SLD)	0
Profound and multiple learning difficulty (PMLD)	0
Social, emotional and mental health (SEMH)	29
Communication and interaction need	0
Sensory and/or physical needs	0

2. EHC plans

No students on roll have an ECHP at present.

3. Identifying pupils with SEN & Supporting them in school

Upon arrival all students undertake baseline assessments in literacy and numeracy. These are accompanied by subject specific baseline assessments and further teacher observation. Most students will

undertake a dyslexia screening assessment. Students identified by the maths teacher also undertake dyscalculia assessments. These are used to inform planning, teaching and learning.

- 6 students have been identified as exhibiting signs of mild dyslexia
- 2 students have been identified as showing signs of moderate dyslexia
- 1 student needs referring for additional support and assessment for a potential dyslexia diagnosis
- 2 students have been identified as showing signs of mild dyscalculia
- 1 student has been identified as showing moderate signs of dyscalculia. This is the same student who requires additional dyslexia assessment.
- 12 students have been identified as experiencing visual stress following assessment and provided with overlays, coloured paper/books where practical. All teaching staff are informed of this via the SEND tracker to enable digital media to also be presented appropriately.
- Behavioural and social, emotional and mental health needs are assessed by the Pastoral Support Officer and plans put in place to support these needs in class.
- All academic and SEMH identified needs are used to inform the students Individual Learning Plan (ILP) which is regularly reviewed and updated.
- 8 students are receiving 1:1 targeted support for literacy. This takes place during GCSE English lessons. The student works with an allocated Teaching Assistant once a week on specific topics. They also have in class support allocated for their other two lessons.
- TA support has been timetabled and targeted this year to ensure that all students identified as requiring additional support by subject teachers are supported appropriately.
- Book Looks this term will be focused upon differentiation for SEND.

All staff have access to the SENDCO's intervention spreadsheet which details the following for each student and is used to inform teaching. This is updated regularly as needs change and develop.

- Reading comprehension and spelling ages
- SEN code
- Pupil Premium entitlement
- ECHP status
- English as an additional language need (EAL)
- Dyslexia, dyscalculia and visual stress indicators and level of need
- ADHD and ASD indicators
- Exam access requirements
- What level of support is required e.g. 1:1 or in class and for what identified need
- Observations, teaching and learning tips, outcomes and next steps

The opportunity to sit Functional Skills Examinations in literacy and Numeracy will be reintroduced this year (in addition to GCSE English and Maths) to ensure that all students will have access to suitably levelled qualifications and can move on to their next steps with nationally recognised accreditations and a feeling of success. This has been implemented because literacy levels are clearly below expected levels

due to a number of factors. They are significantly lower this year for those students who did not attend school during lockdown but were entitled to do so.

A cross-curricular Covid Catch Up Plan for literacy has been developed by the SENCO for which all departments are accountable. A section of this also relates specifically to the English department and outcomes and progress will be reviewed regularly. A copy can be seen on the school website.

In terms of literacy (reading comprehension and spelling) 50 % of pupils were 20% or more below expected levels for their age following screening in September 2021. 48.5% were up to 10% below expected levels and only one student (1.5%) was at expected levels.

More detailed and broken-down data is available from the SENDCO in addition to all progress graphs etc. for students who have been screened more than once. Year 11 students who were with us last year have shown a positive trajectory of improvement.

The average year 10 reading comprehension age is currently 10.57 and the year 11 average stands at 11.74. This does create issues for some students when accessing a GCSE level curriculum.

We will be trialing the use of reading pens for some students in November 2021 in order to assess their benefits.

4. Progress made by pupils with SEN

Progress is monitored regularly for students. Student Intervention logs are completed daily for students who have received 1:1 support. The intervention is summarised and next steps recorded to enable us to plan for progression. These are completed by the TA or teacher who has undertaken this intervention. Half termly this is fed into the overall SEND intervention spreadsheet to monitor progress and plan for the next steps.

In terms of last years leavers (2021) a greater number of students achieved grade 4 or above in English and Maths. These were mostly students who attended school regularly during the Covid lockdowns. All students were again K coded and just over 80% had a positive destination at the beginning of October 2021.

One student had an ECHP and has progressed into further education and training. This particular student arrived at Kickstart in year 10 with 2.2% attendance as a number of local school placements had failed him. He left us with his attendance at 98%. He achieved grade 4 in GCSE English and maths in addition to a number of other level one and two qualifications and GCSE science. His reading comprehension level increase by 2 years and ten months and his spelling age by 1 year 2 months. Most importantly he grew in confidence, his self esteem improved and he developed positive relationships with his peers and staff which enabled him to prepare for his next steps. Through the year 11 review process we were able to plan for his future needs to enable a smooth transition into his next steps.

5. SEND funding

Funding in regards to SEND is spent and allocated in relation to particular needs of students, with the sole purpose of giving them access to the utmost support within school. Where an EHCP is in place funding is requested and used to support the individual needs of the student in order to facilitate bespoke support. Other SEND funding is used to support students as and when needed in order to facilitate appropriate support. The spending of funding is overseen by the school Head Teacher, however allocation of spend is delegated to the SENDCO and support staff in order to recommend appropriate spending.

Pupil premium spend to support SEND is allocated across the following categories in the main:

- Exam entries, late fees and re-sits
- Additional academic resources (support aids, text books, revision guides etc)
- Academic assessment tools
- Enrichment activities
- Reward schemes and incentives linked to behaviour (trips, vouchers etc)
- Transport to improve attendance (bus tickets and taxi fares)
- Alternative provision
- Careers advice and support to improve outcomes and destinations

6. Staff development

External CPD Undertaken

The National Award for SEN Co-ordination – Jan 2020- Jan 2021 (AL)

British Dyslexia Association – Introduction to Dyslexia and Dyscalculia Screening 2020 (AL & MR)

Understanding Neuro Diversity – 2020 (AL & JK)

NEU SEND Help Conference 2021 – On Line Workshops – Pathological Demand Avoidance, Sensory Processing and Quality First Teaching Strategies for SEND (AL)

Helping with Phonics – BDA – Online Workshop – October 2021 (AL)

Resources for Dyslexia – BDA – Online Workshop – October 2021 (AL)

ADHD – Strategies for support in the classroom – NEU sponsored Training – 2020 (AL)

Reading Pens – Support and strategies to engage struggling readers – 2021 (AL & MR)

Internal CPD

Encouraging Reading and Literacy in the Classroom (all staff) delivered by AL

SEND Differentiation through Book Look (teachers) – 20/10/21

Introduction to SEND tracking and Student Intervention Logs (all staff) – September 2021 – delivered by AL
Understanding Reading and Spelling Age Data (all staff) – September 2020 – Delivered by AL

Planned External CPD

Level 5 Certificate in Dyslexia; Literacy, Support and Intervention – January 2022 (MR)

Planned Internal CPD

Dyslexia and Dyscalculia introduction for all staff

Reading Pens – Uses and benefits – all staff

Engaging the reluctant reader – strategies for support across the curriculum

Differentiation for SEND – Teaching Staff

7. Work with external agencies

LSAT

LCT SENDCO Network

NEU SEND Focus Group

Future Focus