Annual SEND Report to Governors 2019/2020   Primary

Name of Academy	Kingsmoor Academy
SENCO	Christine Demetriou and Andrea Millard
Date of Report	20.10.20
SEN Governor	David Simmons

SEN profile				
Total Number of pupils on SEN register 2019-20				
SEN Support	Education, health and care plans	Statements	% of academy population	
35	2	0	SEN support	EHCP
% boys and girls Boys = 22 Girls = 13	**SEN and Pupil Premium % of SEN cohort:** 8	*SEND needs breakdown should be shared with Governors using needs analysis template*		

Identifying pupils with SEND

- Please see **Appendix B** outlining Kingsmoor's process of identification for SEN List.

Once the child has been identified as having a need, a discussion about any interventions that may be appropriate for that child but this is as well as the one plan targets that are set for them. We also discuss with the class teacher, child or parents if any outside referral needs to take place.

Progress made by pupils with SEND

As a result of Covid-19, the school was closed within its usual capacity so teachers have been unable to assess children's progress accurately. As a result, the data is a reflection of the amount of children on track to achieve ARE/ARE+ when the school were closed.

EYFS (GLD) National All/SEN	ALL	SEN	Non SEN	Comment
	21%	0%	21%	
KS1 4	**ALL**	**SEN**	**Non SEN**	**Comment**
Reading	**76%**	41%	65%	
Writing	**76%**	41%	65%	
Maths	**76%**	33%	70%	
KS2	**ALL**	**SEN**	**Non SEN**	**Comment**
Reading	**86%**	63%	56%	
Writing	**72%**	13%	68%	
Maths	**75%**	37%	65%	

Other year groups- % of SEN pupils who met or exceeded end of year expectations (Based on TA predictions which were made before schools were closed due to Covid-19)

	Reading		Writing		Maths	
Yr	SEN	Non SEN	SEN	Non SEN	SEN	Non SEN
1	43%	60%	57%	82%	43%	60%
3	33%	73%	0%	63%	33%	63%
4	50%	73%	50%	76%	50%	76%
5	29%	75%	15%	68%	15%	75%

Effectiveness of targeted interventions (outline successes and interventions not so successful and why)

15 MINUTES A DAY	KS2 staff felt that the resources didn't match the children's needs so were brilliant at adapting this for their needs but it is very time consuming. Experiences KS2 staff have agreed to change to Number box in September 2020 and SENCo to monitor.
Number box	When used this was effective however we need to train more staff to use this. SENCO to facilitate.
5 minute box	This can provide a much needed boost when needed and has shown some excellent excelled progress.
Finger Gym	Intervention has shown a great resource for children with poor fine motor skills who need support with handwriting. Results were positive and where children did not make progress an Occupational therapist referral has been made
Tiger teams	Resources were in place in February however because of Covid-19 this did not start.
Wellcomm	Although this was previously used staff were not using it consistently. This year every child in Nursery and Reception were screened and needs were identified. This had a positive impact on children but also allowed us to identify serious needs quicker for S&L referral.
Spring into speech	This was a new Speech and language intervention that a member of staff was

	trained on. This showed excellent progress when done consistently.
Leap into language	This was a new Speech and language intervention that a member of staff was trained on. This showed excellent progress when done consistently.
Memory fix	This intervention was new this year and supported children with Phonological areas of need. The outcome was not evidenced as it was stopped abruptly because of COVID-19.

Wider Outcomes effectiveness for this cohort

Our aim for all SEND students is to ensure that all reasonable adjustments are made so they have complete access to the academy's full curriculum. We promote self-confidence as learners and always encourage as much independent learning as possible (dependent) on the individual needs of the student. We work with the students, parents and carers to ensure their mental and emotional well-being is in the best place so they are able to function within a learning and working environment and offer early support if this is not the case.

We access and seek advice and help from other agencies and guide the teaching staff and support staff on how best to support the young person with their learning and emotional needs.

We are equally as ambitious for our SEND students as we are for all students. We aim to identify needs early, put appropriate support and interventions in place and for the students to be fully involved in the academy community academically and pastorally with as much independence as their needs allow.

We facilitated quality first teaching and intervention PD's this year that supported wider class outcomes. We have seen a positive outcome from this training and the children's achievements. We will continue this training this year.

Attendance and exclusions
As a result of Covid-19 we have created our attendance figures from the Period:02/09/2019 AM to 20/03/2020 PM

Overall attendance %		% of pupils PA		% and number of SEND pupils FTE or PEx	
SEND	**Non SEND**	**SEND**	**Non SEND**	**SEND**	**Non SEND**
94.68%	96.42	0.8%	9.84%	0%	0%

Successes and next steps to improve attendance and lower exclusions
Our school Attendance officer is in constant contact with children who are absent daily and school assemblies take place for 95% and 100% attenders.
Ongoing training for staff in the last 12 months 03.09.19: All TA's training- General intervention 12.09.19 New staff training on individual intervention 09.10.10 All TA's- Memory Fix 27.01.20 All TA and Teachers One plans and Quality first teaching strategies All experienced TA's have been paired with new TA's to support with coaching into new interventions
Other initiatives in the last 12 months to improve the quality of SEN provision leading to improved outcomes Some teachers have worked on an agile style of teaching where TA/ teachers are taking small groups during introduction if children need pre-teaching opportunities. This has shown a positive impact to teaching outcomes and we would be keen to explore this further with staff.
Outline how the specific targets, objectives and learning needs of SEND pupils will be addressed through quality first teaching and how this will be reflected in your curriculum intent. Specific targets are allocated set intervention times by class teacher and TA if they are not able to be addressed with quality first teaching. This is monitored by the SENCO during observation week where folders are checked. It is also monitored during book looks and planning harvest to check that needs are being met.
Outline of objectives for 2019-20 Further develop Quality First Teaching strategies Ensure all LSA's continue to develop their skills through the observation cycle SENDCO to coach teachers on specialised Differentiation in key classes.

Ensure speech and language is prioritised within EYFS and KS1.

Linked documents	Link on website
Local Offer (Local Authority)	http://www.essexlocaloffer.org.uk/
Academy Information Report/Academy's Offer	https://kingsmooracademy.attrust.org.uk/wp-content/uploads/sites/12/2020/09/SEN-information-report-2020-21.pdf
Accessibility Plan	https://kingsmooracademy.attrust.org.uk/wp-content/uploads/sites/12/2020/09/Accessibility-Plan-2020.pdf
Needs Analysis	Appendix A to this report

Appendix A

Academy Needs Analysis:				
Type of		No. of Pupils	% of SEND pupils	% of all pupils
Communication and Interaction	Speech, Language and Communication Needs (SLCN)		20	58%
	Autistic Spectrum Disorders (ASD)		3	8%
Cognition and Learning	Moderate Learning Difficulty (MLD)		8	23%
	Severe Learning Difficulty (SLD)		0	
	Profound and Multiple Learning Difficulty (PMLD)		0	
	Specific Learning Difficulty (SpLD)		1	3%
Social, Emotional and Mental Health (SEMH)			3	8%
Sensory and/or Physical Needs	Visual Impairment (VI)		0	
	Hearing Impairment (HI)		0	
	Multi-Sensory Impairments (MSI)		0	
	Physical Disability (PD)		0	

Appendix B:

Kingsmoor Academy

SEN Flow Chart

I have a concern about a child, what do I do?

Complete an Initial concern form and E-mail to SENCo - Andrea (KS2) or Christine (KS1)

Have an early discussion with parents.

I have a concern about a child, what do I do?

Can also be identified/discussed in pupil progress meetings.

SENCo will follow up with appropriate action e.g. observation etc and feedback next steps/provision.

Meeting with child, parent, Class teacher and SENCo to discuss findings and to discuss strengths and strategies

Strategies/provision to be put in place for the child for a minimum of 6/8 weeks.

Teacher to review progress/impact of provision.

Progress made – continue with strategies and monitor.

No progress made – Inform SENDCo via e-mail and follow up meeting to be arranged to discuss next steps.

For higher level of need, SENCo to make arrangement to meet external agencies and professionals.

Continue

Assess

Plan

Do

Review