



Annual Report to Parents on the Provision of SEND at Robert Le Kyng School

September 2021

This data is from the previous year because of Covid 19 and no new data is available.

Key staff:

SENCO – Sara Walker-Morecroft, Deputy - Michelle Fisher, Unit Manager - Sarah Leighfield, SEN Governors – Katy Day & Annie Higgins

Policies

The SEND Policy is reviewed annually and follows the format of all school policies. The SEND policy is available on the school website as is the School Information Report.

1. SEN Student Cohort

Number of students identified on SEND register over the past 2 years: 55

Profile of current SEN cohort is shown in table below:

DATA Analysis compared to national 2018/19				
Groups	RLK 2017/18 %	RLK 2018/19 No. chn.	RLK 2018/19	National (2019 SEN published stats)
SEN (inc SRP)	10.7% 13.1%	44 53	10.4% 12.6%	14.9%
SEN with PP	21.8%	(inc 1SRP)		28.5%
With EHCP (inc SRP)	2.3% 4.8%	10 19	2.4% 4.5%	3.1%
SEN Support	7.1%	34	8.9%	11.9%
SEN Broad Area of Need (2014)	Mainstream – based on 44 children.			
Communication & interaction (inc ASD & ADHD)	5%	29	69%	36.4%
Physical & sensory (inc SRP)	1.6% 4%	4 13	9.1% 24.5%	7.8%
Cognition & Learning – MLD & SpLD	2.9%	7	15.9%	32.6%
Social Emotional & Mental health	1.2%	2	4.5%	16.8%

2. Progress of students with SEN

The table below show the percentage of pupils with SEN reaching the expected standard at Key Stage Two.

	Cohort No	Maths		Reading		Writing	
		School	National	School	National	School	National
No SEN	54	73	84	75	83	77	88
SEN Support	6	33 (3 chn)	76	0	75	0	78

St or EHCP	3	33 (1 chd)	76	33	75	33	78
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3. Types of intervention

Intervention offered to SEND students during the past year include:

1. In class support from Teaching Assistants
2. 1:1 Class support for identified children
3. 1:1 spelling/reading interventions using WESford 2/3/4/5/6
4. 1:1 reading/spelling intervention using Hornet Yr 3/4
5. Word Wasp reading/spelling intervention Yr 5/6
6. Rapid Reading program Yr 3/4/5/6
7. Access arrangements Yr 6
8. Talk Boost in EYFS & Key stage I
9. Toe by Toe – Wave 3 phonics intervention yr 3/4
10. Precision Teaching (1:1)
11. Speech & Language support
12. SPARKS program

4. Attendance and Exclusions

Absence level of SEN cohort is shown below. For the last academic year absence levels for students with SEN Support has been below national average.

Absence levels for SEN students with statements tend to be above national average. This is primarily because the school, as part of its SEN provision, has a significant specialist physical impairment unit and the nature of the student need in this unit can determine periods of absence due to health related needs.

SEN	% Of Attendance Figures for Jan 2019	
	School	National
No SEN	2.8	3.7
SEN Support	3.4	5.2
EHCP	9.3	6.4

There have been no exclusions for the SEN cohort in the past 2 years:

5. SEN Budget

In 2018/19 the SEN budget was used for:

1. Deployment of staff
2. Monitoring and implementation of Reading/Spelling programmes
3. Monitoring and implementation of Talk Boost in EYFS/Key Stage 1
4. Resources to support children in class
5. Staff visits to specialist provision to share good practice and additional training
6. Social and Emotional support for groups and individuals

6. Professional Development

Specific SEND training is built into the school development plan, such as, training in teaching children on the trauma continuum, supporting children with ASD, ELSA support (Emotional Literacy Support Assistants) and motor skills including SPARKs Program. Further training has taken place to support implementation of the changes in Swindon Borough Council for the Core Standards and the SEND Annual Review paperwork.

7. Use of external agencies

The school uses the following external agencies to ensure packages of support for our students are fully effective

- 1 Educational Psychology Service
- 2 Specialist Advisory Teachers (eg ASD, Hearing, Sight Impairment, etc)
- 3 Targeted Mental Health
- 4 Looked After Children Service
- 5 Physiotherapy
- 6 Occupational Therapy
- 7 Speech & Language Therapy
- 8 Augmented and Assistive Technology

8. Professional development/staff development

Staff within the SEND team has committed to the following training this academic year to ensure skills and knowledge stay as relevant and up to date to the needs of the students:

- 1 Signalong training
- 2 Talk Boost training
- 3 Autism Awareness training
- 4 Hearing Impairment Awareness training
- 5 Literacy training
- 6 Numeracy training

- 7 SPARKs Training
- 8 Counselling Training
- 9 Specific Medical Training
- 10 ELSA training and ongoing supervision

8 Student Involvement

- a. Pupil voice is used within pupil centred annual reviews and for feedback after interventions
- b. Some KS2 pupils have attended TAC meetings about the support they receive
- c. Pupil Passports can be used to inform new teachers about how different children learn
- d. SRP Questionnaires to discover pupil views
- e. Pupil comments on tasks completed in SRP Personal Journals

9 Parent involvement

The SEND team engage with parents and/or carers to ensure positive working relations are maintained.

The SRP (known as the SNUG) holds two coffee mornings for parents to come for informal chats with staff members and develop a support network between each other.

Annual Reviews, Team Around the Child meetings (TACs), parent evenings all take place every year to ensure parent and school partnership is effective in supporting student progress.

We have an open door policy and parents can contact the SENCO direct if they need to. The SNUG Manager liaises with parents on a daily basis.