

Annual SEN Report 2020-21

Evaluating the Effectiveness of Kenton School's Provision for Pupils with SEND

The Annual SEN Report should be read in consultation with the SEN Information Report, the SEND Policy and the Accessibility Plan.

This report reflects how school has used SEN funding to meet pupils' needs.

At Kenton, we pride ourselves on being an inclusive, caring and forward-thinking school at the heart of the local community. Students' personal development and academic success is our priority and we endeavour to provide students with a wide range of experiences and opportunities so that they experience success and are well equipped for their future education.

Kenton School is a larger than average 11-18 secondary school. 54.3% of pupils are in receipt of free school meals.

Students attending Kenton School come from over 40 primary schools across the city, 11 of which are main feeder schools. Two of the feeder schools have SEMH ARPs and these pupils transfer to Kenton School.

Context:

Number of students on SEND register

	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Whole School
Total	36	49	33	20	25	13	7	183
PP	29	34	24	18	16	7	3	131
Girls	9	20	9	5	6	3	2	54
Boys	27	29	24	15	19	10	5	129
EAL	2	3	7	10	1	1	1	25
LAC	0	1	0	1	0	0	0	2

Distribution of students in the Academy across the 4 broad areas of need (Primary Need)

	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Whole School
Communication and Interaction (ASD, SLCN)	17	17	16	4	5	6	3	68
Cognition and Learning (MLD, SpLD, PMLD)	10	14	11	11	17	6	3	72
Social, Emotional or Mental Health	8	17	4	4	3	1	1	38
Sensory/Physical (HI, VI, PD/OD) needs	1	1	2	1	0	0	0	5



Kenton School is a school with rising attainment, despite many students entering our school with skills that are typically below students of the same chronological age. We engage with our parents and families at a very early stage, through our Year 5 transition days in the summer term, the well-established whole school transition programme for our Year 6 students, as well as attending Year 6 SEND reviews of students allocated places at Kenton School. We work closely with our primary partners, who identify those Year 6 students that are likely to find transition to Secondary Education particularly difficult. These children are able to access an enhanced and extended transition over the final summer half term. This extended transition aims to reduce anxiety and develop relationships early – assisting staff at Kenton to ensure appropriate provision and support is in place when students join in the school in the new academic year.

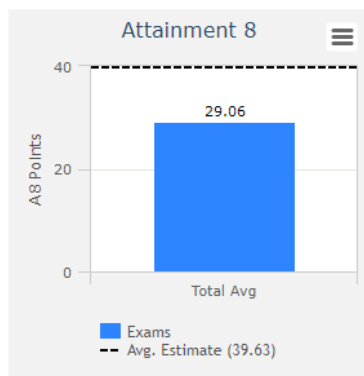
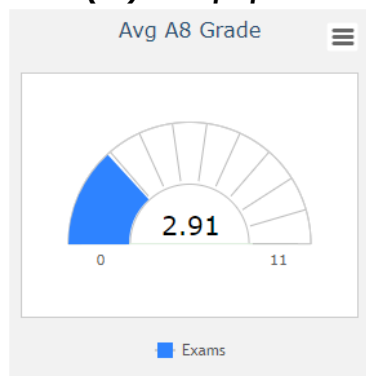
We have two additionally resourced provisions (ARPs) within Kenton School, offering up to 24 places for the Communication and Interaction ARP and five places for the Speech and Language ARP. These pupils are all included in mainstream classes for much of the time but benefit from targeted support and intervention where appropriate.

Our pupil premium allocation is higher than national average, the breakdown of how this is spent is detailed in the Academy's Pupil Premium Strategy Overview

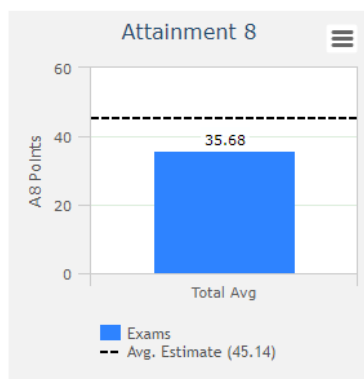
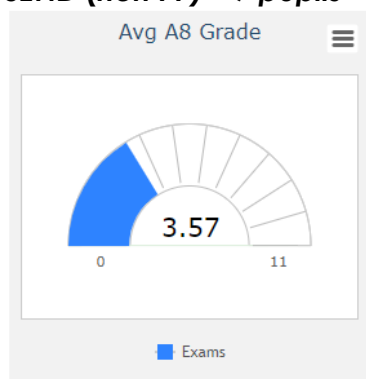
<http://www.kenton.newcastle.sch.uk/statutory.php>

Headline Data 2020-21

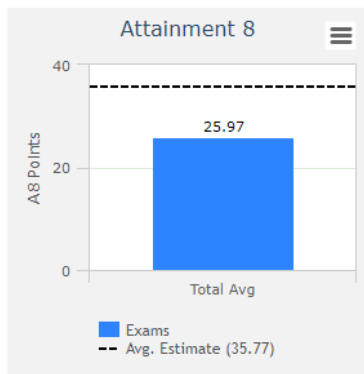
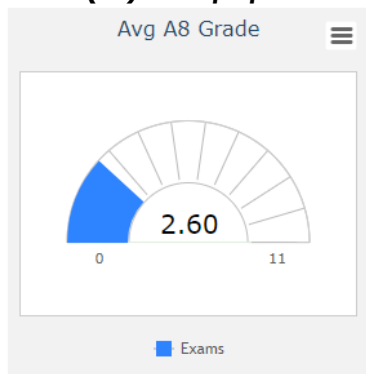
SEND (all) – 22 pupils



SEND (non PP) – 7 pupils



SEND (PP) – 15 pupils



Attainment 8

SEND / Non-SEND

Headline Figures			
	SEND	Non-SEND	Gap
2019-20	32.46	42.89	-10.43
2020-21	29.06	40.96	-11.90
Progress (19/20 – 20/21)	-3.40	-2.29	-1.11

Commentary

- The attainment 8 figure of SEND students has reduced by **3.40**. A similar trend has occurred for Non-SEND pupils, however to a lesser figure of **2.29**
- SEND pupils were outperformed by their Non-SEND peers by a figure of **11.90**

SEND PP / Non-SEND PP

Headline Figures			
	SEND PP	Non-SEND PP	Gap
2019-20	34.04	34.70	-0.66
2020-21	25.97	32.10	-6.13
Progress (19/20 – 20/21)	-8.07	-2.60	-5.47

Commentary

- The attainment 8 figure of SEND PP students has reduced by a **8.07**. A similar trend has occurred for Non-SEND PP pupils, however to a lesser figure of **2.60**
- SEND PP pupils were outperformed by their Non-SEND PP peers by a figure of **6.13**

SEND Non-PP / Non-SEND Non-PP

Headline Figures			
	SEND Non-PP	Non-SEND Non-PP	Gap
2019-20	29.75	50.22	-20.47
2020-21	35.68	49.52	-13.84
Progress (19/20 – 20/21)	+5.93	-0.70	+6.63

Commentary

- The attainment 8 figure of SEND Non-PP students has increased by **5.93**.
- The attainment 8 figure of Non-SEND Non-PP students has decreased by a figure of **0.70**
- SEND Non-PP students were outperformed their Non-SEND Non-PP pupils by a figure of **13.84** but demonstrated greater year on year improvement.

2020-21 Lexia Literacy Intervention

In the 2020-21 academic year, the number of students completing intervention was impacted by COVID-19 restrictions with students having to remain within their year group bubbles and being unable to mix. Similarly, many students were enrolled onto the programme during the second national lockdown, this meant that pre-intervention reading age data for these students could not be gathered. Summary data is outlined below.

Student	Increase Reading Age (months)
A	23
B	14
C	28
D	11
E	2
F	17
G	5
H	37
I	10
J	21
K	25
L	10
Average increase	17

Student	Start Lexia Level	Current Lexia Level	Levels Completed	Units Completed	Total Minutes	Avg Units Per Week
A	10	13	3	275	1374	11
B	10	15	5	429	2863	13
C	6	12	6	489	3176	16
D	10	14	4	347	1605	14
E	10	11	1	132	1774	5
F	9	13	4	346	2600	14
G	13	9	6	532	2813	21
H	10	15	5	470	1720	24
I	1	8	7	478	2541	21
J	10	15	5	445	2305	19
K	12	16	4	335	2934	13
L	1	8	7	495	3231	20
Totals			57	4773	28936	191
Average	9	12	5	398	2411	16

Students following the Lexia Literacy Intervention programme saw an average increase in reading age of **17 months** across the academic year. This will support students to meet the demands of the national curriculum.

Action Point

- Increase the number of students accessing Lexia intervention – it is clear from our intervention data that students who access this support make significant gains in their reading age. We must work to develop our intervention team in order to target a larger cohort.
- Work alongside the Vice Principal for Curriculum Development, Assistant Principal for Teaching and Learning and Assistant Principals for all year groups to provide this support more widely.

Staff Training and Expertise:

Staff within the Learning Support Department have undertaken a range of specialist professional development. Each training course is specifically designed or chosen to help support and improve the skills and knowledge of the staff within the department and then delivered as part of SEND focused, whole school and departmental training. This continual professional development supports pupil progress and promotes inclusion within the classroom.

Over the course of the 2018-19 and 2019-20 academic years, Learning Support staff were involved in the following Professional Learning:

National Award for SENCO's; Specialist Dyslexia Training for Teachers Programme (AMBDA and ATS) PGCert in SpLD; Attachment, Trauma and Resilience (KCA), Attachment and Emotion Coaching Training (KCA); Healthy MindED Conference (Schools North East); NSPCC Harmful Sexual Behaviours: Beyond Referrals; CACHE Level 2 and Level 3 in Counselling, Suicide Awareness, NCFE Level 1 Drug and Alcohol Misuse, NCFE Level 2 Mental Health in Young People, Mental Health Awareness Training (Anna Freud) and Lexia Education: Teaching ESL Students in Mainstream Classroom – Language in Learning Across the



Curriculum (Teachers Course). In the 2020-21 academic year, the Director for SEND is completing the National Professional Qualification for Headship. In the 2021-22 academic year, Kenton is taking part in the Whole School SEND Review Trial in partnership with the National Association for Special Educational Needs (NASEN) and the Education Endowment Foundation.

The Director of SEND also attends SENCO Networks which provided a range of updated information and ways to improve SEN practice in the school, as well as making an informed decision for the support Kenton needed to buy into, e.g. Educational Psychologist Service.

Working with Outside Agencies

Each year, a number of referrals are made to outside professionals for students with Special Educational Needs. While the reason for referrals will be unique to each child, the aim is to identify either how professionals can support students or how school can support students based on the outcome of any assessments undertaken.

Outside professionals currently accessed by Kenton School include:

- Speech and Language Therapy
- Occupational Therapy Service
- Educational Psychology Service
- Newcastle and Gateshead Children and Young People's Service (CYPS)
- Special Educational Needs Teaching and Support Service (SENTASS)
- School Health
- Social Care
- Clinical Psychology Service
- RISE Team (Mental Health Support in Schools)

Pupil Views

Pupil views are collected in various ways. SEND reviews take place annually and, prior to these meetings, students will meet with their keyworker to complete our Pupil Views proforma. This gives the young person an opportunity to informally discuss the areas of school they enjoy most and least, the ways in which they prefer to be supported in school and if that is currently happening across the curriculum. It also looks at the more social aspects of school; friendship groups and activities at break and lunch times. This information is then fed into the SEND review where the student will be given an opportunity to discuss this information in collaboration with school staff, parent/carers and any relevant professionals from outside agencies. This allows us to amend and enhance provision in consultation with parents and professionals in order to ensure the young person is successful on their future pathway.

Pupil views are also gathered formally on a half termly basis through Key Worker meetings. All students on the SEND register have an assigned keyworker, they have access to this person daily and have formal keyworker meetings every half term. Keyworker meetings follow a structured format where the young person will discuss with their keyworker; attendance, commitment and attainment and review/set SMART targets to develop identified areas further. For example, students have previously highlighted that they needed greater help with homework. As a response a homework club was set up within the Learning Support Department with students accessing adult support to complete homework.

Parent/Carer Views

Parent/Carer views on SEND provision and progress are collected during annual SEND reviews and Education, Health and Care Plan annual reviews. Parents are asked to comment on their



child's progress, highlight any difficulties and their hopes for the next academic year. This gives staff the opportunity to amend provision, add appropriate intervention or make any necessary referrals for support from outside agencies to ensure students fulfil their potential and barriers to learning are identified and supported. This is in addition to whole school Parents Evenings and Intake Evenings where parents/carers can speak to their child's teachers and access SEND Drop In Review Meetings to discuss SEND needs. Parents and carers are encouraged to contact the Learning Support Department at any time via telephone or email. Contact details for key staff are available on our website.

Link to the Local Offer:

<https://www.newcastlesupportdirectory.org.uk/kb5/newcastle/fsd/localoffer.page?localofferchannel=0>

Date: September 2021