

King's Academy Easthampstead Park

Annual Report to Parents from the Governors on the provision for SEND.

September 2025
SENCo: Miss Buchanan

Policies

Where appropriate, the school policies include explicit reference to students with SEND. The SEND policy is reviewed annually by the school governing body.

The number of students identified on the SEND register 2024-25 (July) by their primary SEND need.

			ML D		SPLD	ASD	HI VI PD	ME D	Total
All		SEN Support (K)	28	18	37	13 58	1 2 2	0	159
Years		EHCP	5	1	13	8 15	1 0 1	0	44
		Total	33	19	50	21 73	2 2 3	0	203

In July 2025, 19.2% of students on the roll were identified as having a SEND need, either K or EHCP, compared to a national average of 14.2% K and 5.3%, % EHCP (June 2024).

16.2% of students with a primary need were recorded as having 'moderate learning difficulty' as their primary need. This has seen a decline from the previous year. Autistic spectrum disorder is the most common primary need within the school cohort, with 46.3% of those students designated on the SEN register within school. The most common type of need for those with an EHC plan is autistic spectrum disorder, and for those with SEN support is speech, language, and communication needs.

15.% of students were recognised as K within school compared to 14,2% K nationally. This need within the student body is above the national average, although this has seen a drop from previous years.

73 students were diagnosed as having Autism which is 6.9% of the students on roll. This need has slightly decreased from 8.1% in the previous year.

35.9% of students identified as having free school meals also have a special educational need.

4.16 % of students on the roll have an educational health care plan which is below the national (National 5.8%). Once an EHCP has been achieved based on some student's more complex needs specialist provision has been sought to meet the requirements of the individual child.

+The percentages above include the school's 6th form.

Progress within SEND 2024-25

The Inclusion and Raising Standards team analyses academic performance at least 3 times yearly. The current provision is reviewed, and further intervention is offered if appropriate.

GCSE

SEND No. of Students 32.3% achieved a positive progress 8 score (33.3% a previous academic year) Note comparisons are difficult to make year on year as learners' needs are not comparable nor are their starting points

Students at K

32 % of students achieved a positive progress 8 score in English. 41.4% achieved a 4 or above based on their target grade. This was an increase from the previous year

40% of students achieved a positive progress 8 score in Maths. 41.4% (12 out of 29) achieved a grade 4 or above.

Students with an EHCP

A number of students were entered for alternative pathways

Students also completed functional skills in Maths at entry and Level 1 based on need. This supports their outcomes and, in some cases is a more appropriate qualification. Overall, 1 students achieved Entry Level 2 in year 11 in Maths and English. In year 10, 8 students achieved entry level 1 or 2 in Maths and continued to the next level next academic year. This continues to boost self-esteem and confidence alongside GCSE Maths.

Intervention Impact

Fresh Start Literacy

- Year 7 38% accelerated spelling progress. 12.5 % Reading progress made accelerated progress. Students in year 7 made on average accelerated progress of 18 months.
- Year 8 63% made accelerated progress.

IDL

Overall 47% of students in Key Stage 3 increased their reading scores and 44% increased their overall spelling capability.

	IDL	
Y9	86 % increase spelling	57% increase in reading
Y8	50 % spelling increase	58% increase reading
Y7	30% increase	50.% increase

	spelling	reading
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Reading Solutions

Y9 +12 wpm Average Rate Gain in Reading Fluency

Y10- 8 wpm Average Rate Gain

The needs of SEND students will vary year on year, and academic and social development are areas of progression for school provision support.

Identification procedures for students with special educational needs • Use is made of data from feeder Primary Schools (National Curriculum levels or score and assessment scores)

- The Head of Year 7 and the AHT Inclusion/ SENCo and AHT Behaviour visit the primary schools' main feeder to discuss student abilities and needs with primary school staff and meet the students.
- The SENCo attends Year 6 transition review meetings.
- Students identified as being vulnerable and/or having special educational needs were invited to visit in addition to two additional transition days.
- Literacy screening takes place in the first half of the Autumn term using the NRGT and NSGT reading and spelling. These results are standardised and made available to all staff to support planning.
- Cognitive Ability Tests (CATS) taken at the start of year 7)
- When students with individual needs join the school during the school year (in-year transfer) an assessment is conducted as part of their induction on the first day. • Additional diagnostic assessments are conducted for individual students as required, and support the allocation of additional provisions to support quality first teaching.

How students are ensured access to the curriculum/activities:

- All students, regardless of their individual needs, are placed within a tutor group and a teaching group.
- All students are integrated fully into the life of the school and have access to a broad and balanced curriculum. King's Academy Easthampstead Park aims to ensure all students have access to a varied co-curriculum beyond lessons and achieve this by providing a broad range of essential experiences. There is a strong emphasis on ensuring our SEN students are supported to gain full access to all these opportunities. We know from experience that it helps build resilience and increases engagement within the life of the school if a child participates in clubs and experiences to support their curriculum.
- Individual students may have personalised learning programs designed for them, depending on their specific needs identified within an EHCP.
- Support is made available across the curriculum in class, and Learning Support assistants are available to aid student progress on an individual or small group basis within the classroom.
- Teaching staff and Learning Support assistants have been trained in developing Wave 1 provision and Quality First teaching. This links with the whole school's Teaching & Learning focus which also helps to ensure that all students can access a broad and balanced curriculum.
- Student Profiles are created for all students on the SEN register. These are circulated to staff and made available electronically to support teacher planning.
- Students identified with low literacy levels are offered additional interventions in reading, spelling, and comprehension.
- Students identified with difficulties evidencing their work are offered the use of technology as an alternative means to record their work.
- Students can access a wide range of extracurricular activities in school.

The intervention offered during this year has included:

- 1:1 and 1:2 precision teaching of literacy/reading led by HLTA or LSAs
- Fresh Start Reading Recovery in years 7 and 8 led by KS 2 Teacher and LSA.
- Numeracy groups of up to 1:6 students led by HLTA or LSAs
- Small group Maths teaching 1:15 led Key Stage 2 Teacher in years 7 and 8 ●
- Small group English teaching 1:15 led Key Stage 2 Teacher in years 7 and 8
- Learning Zone withdrawal and/or reintegration programs led by ELSA
- 1:1 positive behaviour support plans led by Behaviour Mentor
- Self-esteem activities up to 1:4 led by HLTA or LSA
- Alternative curriculum provision (off-site)
- ASD Social Skills Group
- ASD 1:1 mentoring
- Anger Management Group
- Anxiety Management Group
- Emotional Resilience Group
- Social Awareness Group
- Stress Management Group
- Friendship Group
- Physiotherapy sessions
- Drawing and Talking Therapy
- EAL up to 1:2 led by teacher
- EAL up to 1:2 led by TEFL teacher
- Canine Therapy
- Paws Therapy
- Sensory circuit sessions
- In-class support
- Mable Speech and Language Therapy

Progress data is regularly reviewed, and where needed, student assessments and observations are undertaken to identify any learning gaps. In a small number of instances, an outside agency may be called into the school to further support the needs of learners as part of the plan, do, review process.

Annual reviews are held for students with an Educational Health Care Plan (EHCP). These are led by the SENCo, with the parents, student, and any involved external agencies invited to attend.

Attendance and Suspensions

Of the fixed-term suspensions served in 2024-2025, 103 students have been issued with an FTE of these 24 of the 103 are designated as SEN.

Many of these students have been offered additional support through their Head of Year, the Learning Zone, 1:1 positive behaviour interventions, and access to outside agencies such as CAMHs, Educational Psychologist, WPA and the early intervention hub.

Attendance is monitored every week and support is offered through the Head of Year, WPA and staff within the Learning Zone to promote good levels of attendance.

In 2024-2025 the attendance percentage for those students without SEND was 92.5% (National 92.7%), K was 88.2% (National 86.1%), E was 77.5% (National 80.9%).

	All	Year 7 Year 8	Year 9 Year 10	Year 11
Non SEND	92.5%	94.3% 91.9%	92.6% 92%	91.2%

SEND	88.2%	89.9% 90.9%	88.4% 85.4%	82.8%
EHCP	77.5%	82% 70.5%	87.3% 69.5%	76.7%

Budget Allocation

The SEN funding for 2024-25 was £1,120,134. This was allocated by the Local Authority in the following way:

- Notional SEN = £628,463
- 238 students were recorded on the October 2024 Census as having SEN support - EHCP or K Support. School support at £6,000 each before any HN top ups would equate to a cost of £1,428,000.00 (over £1m)
- High Needs Top Up allocated = £491,671 (including HN claimed from other LAs)

The funding has been used to support the following:

- Teacher costs (intervention)
- HLTA and LSA costs
- Primary trained Teacher
- Administration costs
- Staff training
- Outside agency support - Educational Psychologist, Support for Learning
- Laptops/software
- Alternative curriculum provision
- Exam access arrangements
- Consumables

Deployment of Staff

SEND students are supported in class by their teachers who have an understanding of their needs through a comprehensive pupil profile accessible to staff.

Primarily HLTA and Key Stage 2 teacher complete 1:1 or small group interventions based within the Learning Zone or within the intervention rooms in coordination with departments. LSAs are more often deployed within lessons, targeted specifically at pupils with Educational health care plans as part of their section F. Within the classroom, the LSA is directed by the class teacher and will work with a variety of students to enhance the learning experience of a wider cohort as well as to ensure that students with identified SEND are allowed to develop independence.

During 2024-25 the school employed a comprehensive team for student support including a non-teaching Family Support Worker, Behaviour Mentor, ELSAs, Communication support assistants, Attendance Manager as well as Heads of Year (teaching) and Pastoral support staff (non-teaching) all of whom support students with SEN and their families as necessary.

External Agencies

Some students, usually those with EHCPs or those with more complex needs who have not made progress through the plan, do, review the process and will require support at times from external agencies. More than 44 referrals were made to various support services last year.

During 2024-2025 This support included:

- Educational psychologist
- Hearing Impaired service
- ASSC (ASD) advisory teacher
- Transition Outreach Worker (TOWS)
- SEMH support team
- Teaching and Learning Service

- CAMHs
- Berkshire Anxiety Clinic
- Occupational Therapist
- YouthLine
- School Nurse
- Berkshire Youth
- Mental Health Support Team (MHST)
- Hands-on Play
- Physiotherapist
- Canine Assist
- Mable speech and language
- PAWS

To ensure a smooth transition from primary school, a member of the Inclusion Team meets with relevant staff from the primary school to ensure that all essential information is transferred and that an accurate pupil profile is written. Additional visits are planned for those students with high-level special educational needs and targeted students.

Professional Development

Through 2024-25, staff have attended a wide range of courses in addition to in-house training. These include:

- Child Protection
- Safeguarding Training
- ASD training L2 to understand challenging behaviour
- CACHE L2 Mental health in young people and children
- CACHE L2 Specific Learning Difficulties
- CACHE L2 Understanding Autism
- CACHE L2 Adverse Childhood experiences
- Emotional Literacy
- Precision Teaching training
- Drawing and Talking Therapy
- Speech and Language Training- Elkan Level 2
- PPEP Care -Low mood,
- PPEP Mental Health issues in Children and Young People
- PPEP Having constructive conversations with distress young people
- PPEP Supporting young people with anxiety
- PPEP Supporting young people who self harm
- Neurodiversity Training
- ASA Training with Bracknell Autism service
- Autism train the trainer
- Reading Solutions
- Exam Access Arrangements

Note: Not all staff will have attended every course.

Students with Disabilities and Medical Needs within School

Details of specific disabilities and/or medical needs are stored within our data management system. Our Welfare Service team holds an up-to-date record of high-level medical needs, steps for routine support, and any emergency care.

Inclusion

All students have access and opportunities to participate in visits and school activities through reasonable adjustments. When a student cannot access a full timetable due to long-term medical needs and is classed as medically unfit for school, a place will be sought for the student through the

medical tuition service or alternative provision under section 19 . For short-term medical needs or long-term medical needs that do not meet the threshold as medically unfit for school, the provision will be planned with the student, parents, and school to meet the pupil's needs using the Learning Zone. Autism Hub and EBSA provision and a reduced timetable for a limited period as necessary. Reviews will be held every 6 weeks if not before.

Statutory Reporting Requirements

- All statutory reporting requirements are met
- SEND reporting is an integral part of the Census and data collection. Data is readily available and reports can easily be generated.
- Student profiles are reviewed with tutors and students termly, with opportunities for parents to provide feedback.

Parents/Carer Involvement in the Provision for Students with SEND

Parents are invited to attend and contribute to various meetings throughout the year, such as Parents' Evening, Annual Reviews, External Agency meetings, and Team Around the Child meetings. All parents are written to regarding any interventions their child may receive at the start of any intervention and at the end with details of the impact as part of the plan-do-review process. Student profiles and EHCP support details can also be accessed via an online parental Edukey app.

Local Offer

Details of the King's Academy Easthampstead Park's Local Offer can be found on the Bracknell Forest website.

Review Date

September 2025