SENCo Report
June 2026
Compiled by Alice Scott, SENCO

Summary of SEN provision:
Teachers should be first point of contact, supported by me, if needed.
Parents and children continue to at the heart of Assess-Plan-Do-Review graduated approach.
Adaptions are made in class in line with Quality First Teaching.
Interventions are run in addition and reviewed by class teachers and through pupil progress meetings with the headteacher and myself.
SEN Policy is on the website
There continues to be an increase of numbers on the SEN Register due to children joining the school. This number has increased overall even with pupils coming off the register at December 2024.

This Year:
2 new Learning Partners s employed
Increase in learning walks to monitor SEN support in class
Inclusion Review, included looking at some of those on the SEN Register
The headteacher and I have created a document called: 'What does inclusion look like in Kingswood' that makes it clearer to all Staff what our processes are.
There has been further focus on the writing of My Plan targets following an Inclusion Review. Targets are now better matched to each pupil, going further back in their development, where needed.
Visits to Kingswood Playgroup and other settings made by myself and the Early Years teacher for those who already have My Plans in Early Years settings.

Current SEND needs as of June 2026:

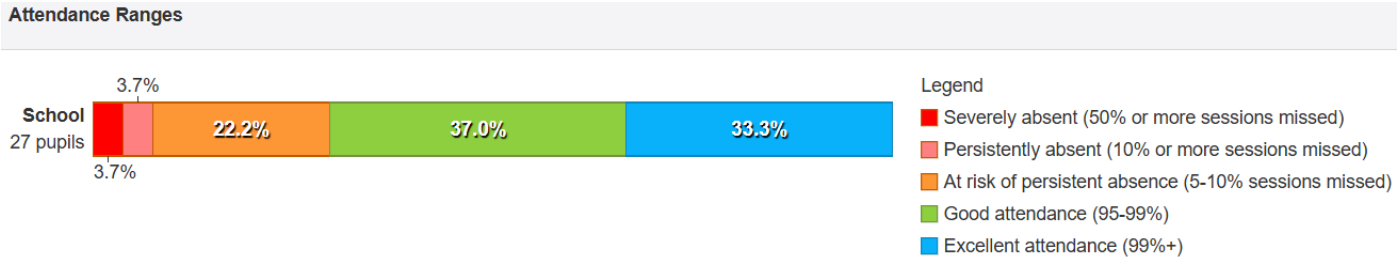
- **23** (a decrease from last year) pupils on **SEN register**
- **4** of these have an **EHCP**
- Of the **23**, **12** entered KPS after reception (**52.17%** of the register)
- **Range of needs** including Cognition and Learning, Social, Emotional and Mental Health and Communication and Interaction.
- **Kingswood: 19.44% SEN Support 3.7% EHCP**
- **National: 14.2% SEN Support 5.3% EHCP (Jan 2025)**
- Nationally seeing an increase from last year and continuing the trend since 2016
- Our SEN Support % higher than national (the register was talked through with another SENCo last year to check it
- **17** pupils **Cause for Concern** (an increase from last year) and are being monitored closely.
- **1** pupil using **Alternative Provision**, which has been very positive for the child
- From September, there will **2** less **EHCP**s. **6** pupils **less** on the Register. However, there are pupils with SEN Support joining us in September.

Class Analysis:

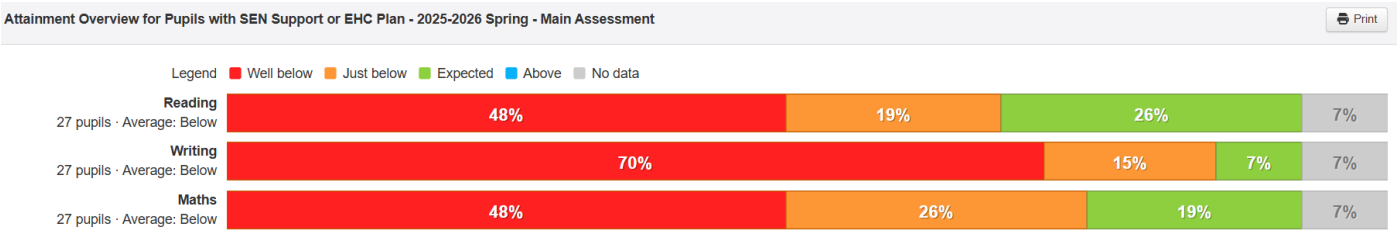
Class	% of class	% of SEN Register
Amethyst	**12/37 = 32.43%**	**12/26 = 46.15%**
Sapphire	**8/31 = 25.81%**	**8/26 = 30.77%**
Emerald	**2/29 = 6.9%**	**2/26 = 7.69%**
Ruby	**1/10** = 7.7%	**1/26= 3.85%**

Amethyst Class continues to have the most pupils on the SEN register with Mrs Knight and Mrs Kerry having 12 children. This impacts on TA time as well as teacher workload. However, Mr Kerry has been deployed 3 mornings a week since January to support this.

Attendance Group Analysis by Vulnerability:



Attainment



The **7%** are pupils who have either just joined or at Alternative Provision.
The attainment that is below matches the pupils Cognition & Learning difficulties.

What SEND provision looks like at Kingswood School

- Advocate quality first teaching for all pupils
- Adapt our provision for pupils with SEND (EHCPs looking at more bespoke curriculums)
- Learning Partner team, as directed by teachers, administer interventions for all pupils with SEND, trying to not impact on whole class teaching time, especially core subjects
- Pride ourselves that no pupil will be disadvantaged by their additional needs, and we welcome pupils with SEND into all aspects of school life.

Funding

- We are still impacted by the nominal £6,000 that we as a school have to fund before and whilst getting additional County funding for EHCPs.
- Next year, the government plans to give schools additional funding for Inclusion (part of Inclusion covers SEN pupils)

CPD

- End of last academic year: Makaton, precision training, My Plan writing (for myself)

This School Year:

- PEG Training (Medical) and more will be trained in September
- 2 new LPs have had additional training to support their specific roles: precision teaching, Little Wandle, NumberStacks & ADHD training
- Teacher & TA ATS meeting to help support meeting EHCP needs
- Our school ELSA has continued support for ELSA & additional training specifically from those pupils in Year 6 who are going to Secondary School and needing additional support.
- Inclusion Review – CPD for Wendy and I

Actions of the SENCO

- Continue to closely monitor the writing of My Plans
- Continue to complete learning walks
- Continue to go to SENCO forums / make a small school support group
- Share termly Learning Partner meets with Wendy
- Run/share Pupil progress meetings

Outside Agencies:

- Educational Psychology Service (funded through County)
- Speech and Language Therapy (NHS)
- Advisory Teaching Service (funded through County)
- Early Help Team contact (funded through County)