



# Annual SEN Report

**Date:** September 2024

**Review Date:** September 2025

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

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. 51.2% of pupils are in receipt of free school meals.

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 [Pupil Premium - Kenton School | Kenton School \(northernleadertrust.org\)](http://www.northernleadertrust.org)

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.

There are 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 included in mainstream classes for much of the time but benefit from targeted support and intervention where appropriate.

## Context Data

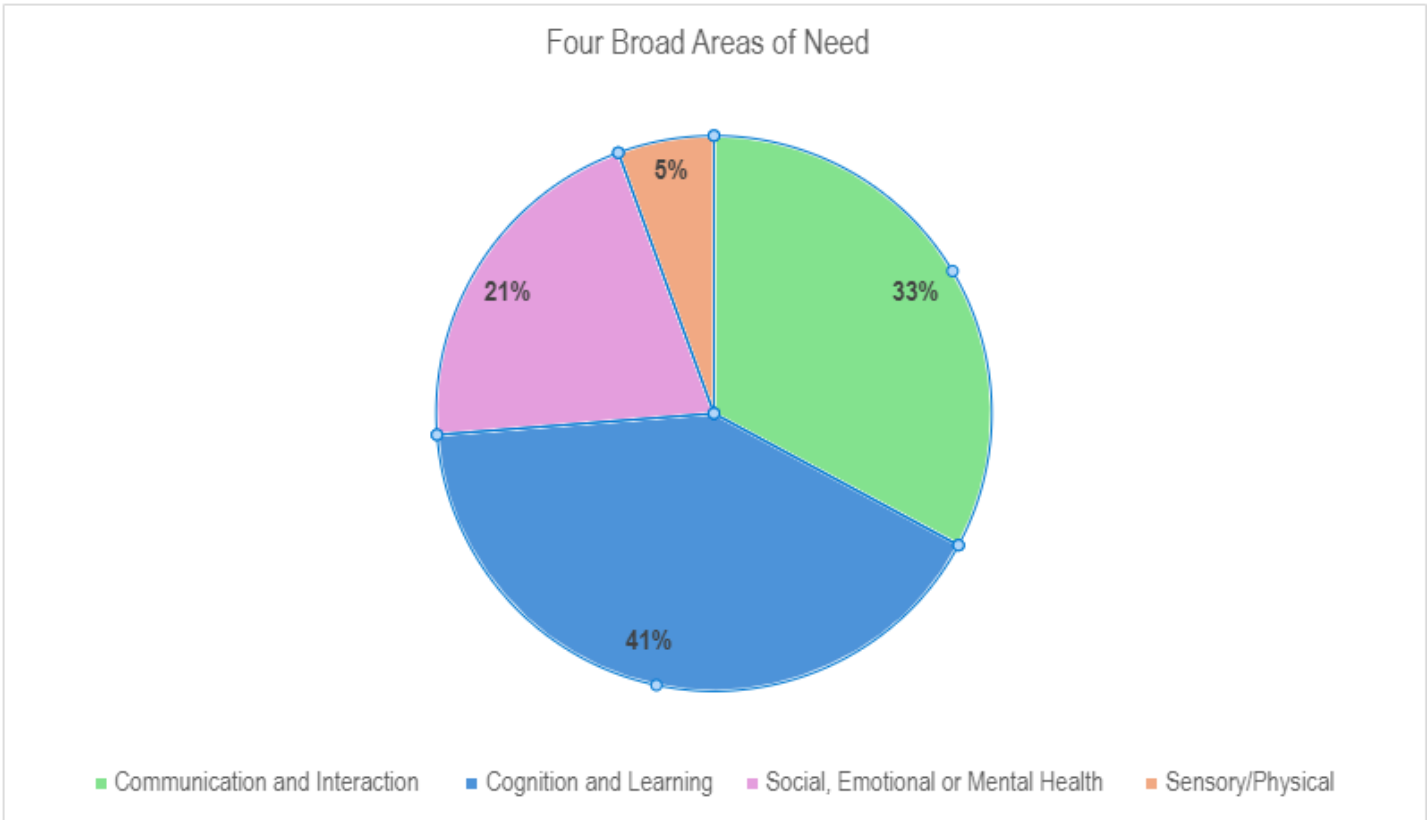
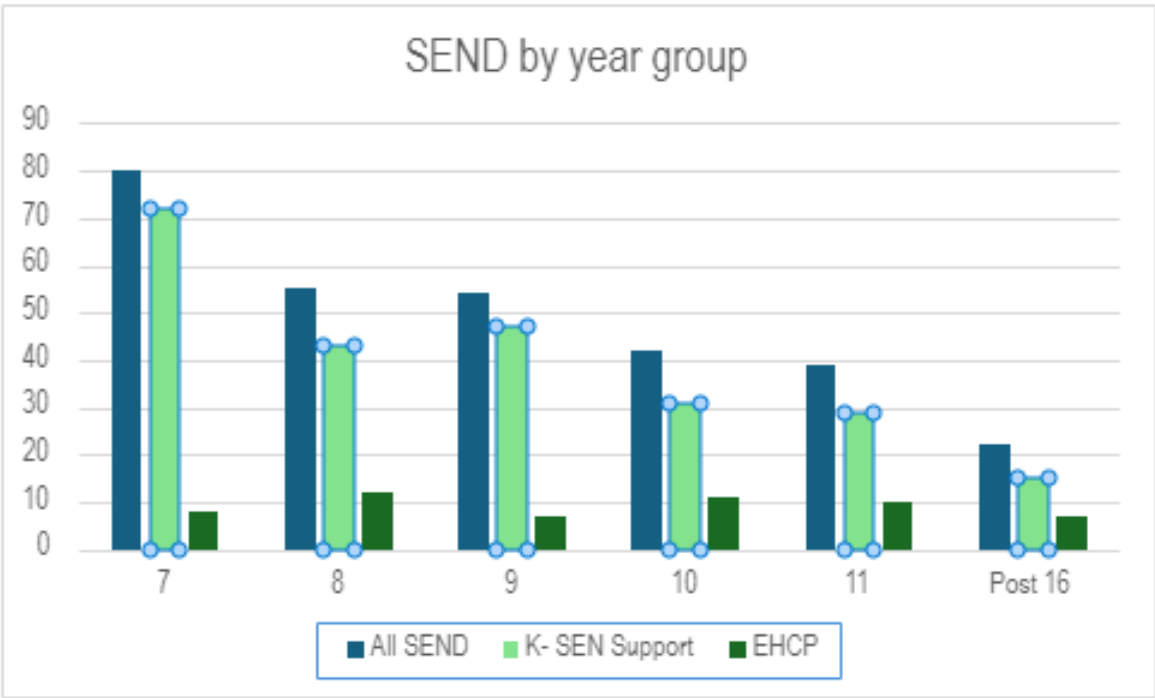
*Number of students on SEND register*

	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Whole School
<b>Total</b>	80	55	53	42	39	18	4	291
<b>PP</b>	61	33	38	29	26	11	0	198
<b>Girls</b>	36	23	15	14	16	7	3	114
<b>Boys</b>	44	32	38	28	23	11	1	177
<b>EAL</b>	12	8	7	5	5	8	0	45
<b>LAC</b>	2	0	5	0	0	0	0	7

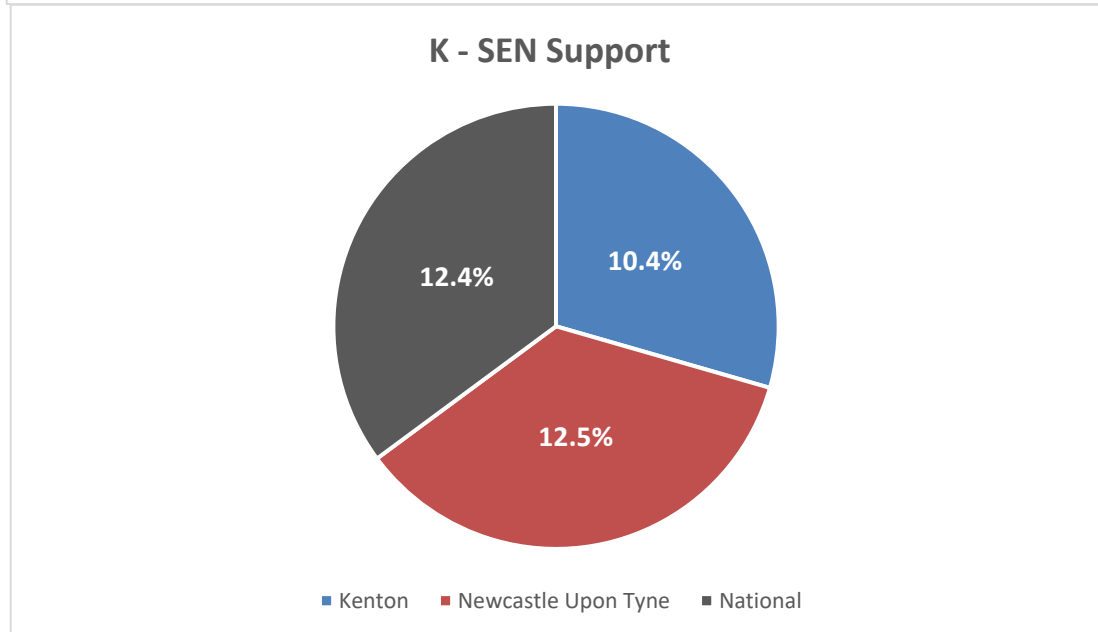
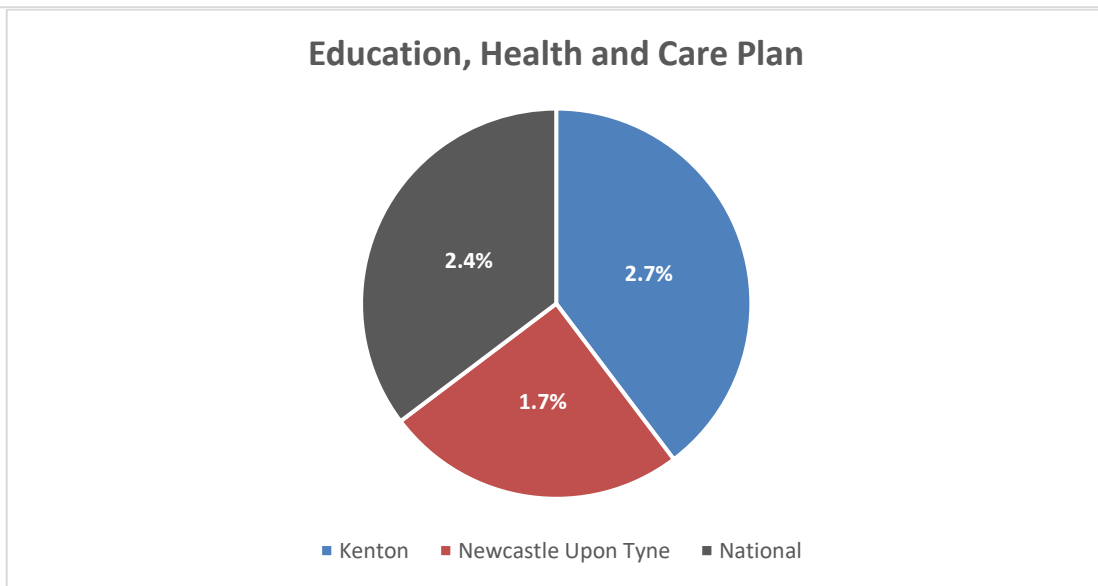
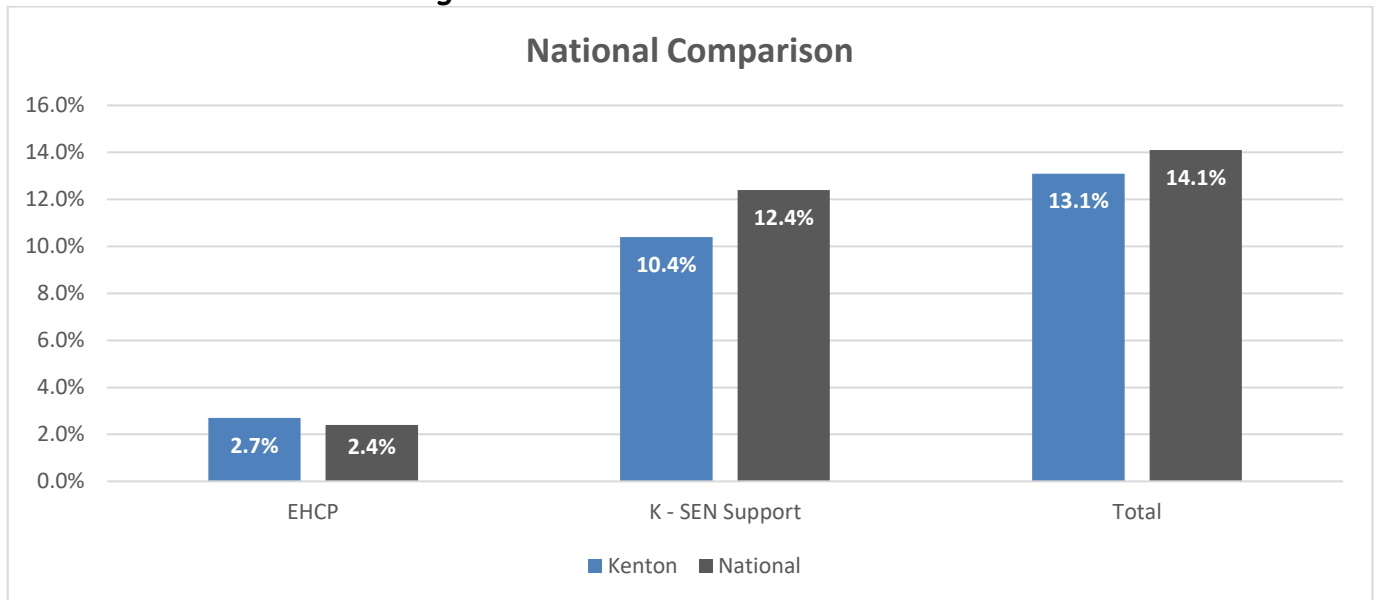
*Distribution of students in the Academy across the 4 broad areas of need (Primary Need)*

*\*One student with ‘no specialist assessment’*

	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Whole School
<b>Communication and Interaction (ASD, SLCN)</b>	22	13	17	17	17	8	0	94
<b>Cognition and Learning (MLD, SpLD, PMLD)</b>	30	26	25	14	13	6	3	117
<b>Social, Emotional or Mental Health</b>	22	10	8	9	7	3	0	59
<b>Sensory/Physical (HI, VI, PD/OD) needs</b>	2	5	3	2	2	1	1	16



## National and Local Authority Benchmarks



## 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.

Key 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 Advice Support Allocation Panel (SEN ASAP)
- School Health
- Social Care
- Clinical Psychology Service
- Kalmer Counselling Service
- Place 2 Be

### Pupil Views

Pupil views are collected in various ways. SEND reviews take place annually and students are given the opportunity to share their views within this. This gives the young person an opportunity to informally discuss the areas of school they are most/least interested in, 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 such as friendship groups and activities at break and lunch times. This information is discussed in 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 amendments to be made, as required, to enhance provision in consultation with parents and professionals, ensuring 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>