Kings' School
SEND Information Report 2026-2027

Policy name	SEND Information Report	Owner / SMP
Hampshire model policy		
Approved by Headteacher/SLT:	ADS	October 2026
Approved by Committee	FGB	October 2026
To be reviewed / Next review date	Annually	October 2027

SEND INFORMATION REPORT FOR PARENTS

1. Roles and responsibilities - Pupil Support

1.1 As a school, we are committed to ensuring delegated responsibility for SEND at all levels. However, there are members of staff with specific responsibilities for SEND. These are detailed below:

- Mr S Simpson – Assistant Headteacher
- Mrs H Sutherland- Director of SEND
- Mrs H Edwards- EHCP manager- Year 9-11
- Miss McNeal- trainee SENDCO- Year 7
- Mrs G Foster – SENDCO – Year 8
- Mrs K Hay- Head of Inclusive learning
- Mrs. N Matthews – Resourced Provision Coordinator

- **Other Department Members:**
- Mr A Kahl – Exams Access Arrangements Assessor
- Ms J Spake – Pupil Support Exams Coordinator
- Miss L Smith – SEND Officer for Inclusive Learning
- Mrs K O'Connell, Mrs P Jain, Ms G Stevens, Mrs J Cann, Mrs M Murphy, Mrs L Smith – SEND Officers attached to individual year groups

The Pupil Support Team can be contacted by using the SEND Enquiry form which can be located on the 'contact us' section of the school website. Link below:

Contact Us | Kings School

2. SEND information report

2.1 Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Condition and speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, cerebral palsy

Identifying pupils with SEND and assessing their needs

On entry to the school, pupils complete the New Group Reading Test (NGRT) baseline assessments and reading assessments and this information is used to identify any pupils who might require additional support or careful monitoring. This information is shared with staff and teachers, Heads of Year and support staff who monitor the progress of pupils closely throughout the academic year to ensure early identification of a concern. Where a teacher identifies a difficulty or concern a member of the pupil support senior team, the graduated response will be followed.
Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Does not match or better the child's previous rate of progress
- Does not close the attainment gap between the child and their peers
- Widens the attainment gap
- This may include progress in areas other than attainment, for example, social needs.
- Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

2.2 Initial concern form: If, after a period of in class intervention, the student continues to make less than expected progress, an initial concern referral is completed and triaged This may include additional testing, observations or a review of their behaviour and progress data. They may also may be discussed at an Intervention Meeting. Representatives from the Welfare, Pastoral and SEND teams will make decisions about next steps. Further information from the pupil and other teachers/staff/parents may be requested before making an decision whether additional support is required. If additional support is required parents will be informed and a formal graduated approach cycle will be documented and shared.

2.3 A register of pupils with SEND is maintained through the Pupil Support database. There are two categories: Pupils with an EHCP and those who require SEND support (SEN K). Those

who require SEND support are identified using Local Authority criteria and will have needs in one or more of the following areas: communication and interaction; social, emotional and mental health; cognition and learning; sensory and/or physical. The needs of a student with a diagnosis of SEND or Access Arrangements may be met through the ordinarily available provision: a diagnosis does not automatically place a student on the SEND register. To be placed on the SEND register a pupil must access targeted provisions which are above universal provision.

2.4 The SEND register is reviewed termly after each data drop by members of the Pupil Support Leadership team. pupils In some instances, a pupil may be removed from the SEND register. In this case a member of the Pupil Support senior team would contact home to discuss the rationale for this and offer a time to review any concerns.

3. Consulting and involving pupils and parents

3.1 We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.
- Notes of these early discussions will be added to the pupil's record and shared as appropriate.
- We will formally notify parents when it is decided that a pupil will receive SEND support.

3.2 Parents and Pupils are involved in the creation of the Pupil Support database which outlines pupil voice and strategies to be implemented by class teachers in lessons.

The SENDCos and Resourced Provision Coordinator for pupils with a Physical Disability are available to meet with parents/carers to discuss progress and learning. You can book your appointments through the online system at parents evening.

4. Assessing and reviewing pupils' progress towards outcomes

4.1 We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

4.2 As part of the Assess & Adapt cycle, the class or subject teacher will work with their Head of Faculty or Head of Year in the first instance to put additional support in place. Following a period of review the Head of Faculty or Head of Year can refer to Assess & Adapt. Referrals are triaged by the linked SEND officer. At this stage the SEND officer may start a formal graduated approach cycle which should be reviewed with parents and the pupil. Factors such as academic progress, behaviour and attendance will be reviewed at this point to inform any decisions made around provision. If there are concerns around the pupil's progress they will be discussed at case review with their line manager, this is a member of the pupil support leadership team. At this point a student may be considered for referrals to external agencies and additional targeted interventions.

4.3 Pupils' progress will be reviewed twice yearly, following the assessment cycle and using school internal monitoring and tracking processes.

5

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their

impact on the pupil's progress. This process will also involve consultation with parents and pupils to gain their input into the most effective strategies.

6. Supporting pupils moving between phases and preparing for adulthood

6.1 We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

6.2 If appropriate, pupils' moving between Years 6 and 7 are offered small group transition visits to Kings', supported by a member of the Pupil Support leadership team, SEND Officer, LSAs and senior prefects. During these visits, pupils receive a taster of some subject lessons and can ask questions during activities. Pupils will also tour the school, to familiarise themselves with the new surroundings. Pupils are encouraged to attend summer activities at Kings' so that they can meet other pupils.

6.3 Pupils in Years 10 and 11 will be offered a careers interview to help them to make decisions about their post 16 options. If appropriate, pupils will be supported by when completing their college application forms and by their SENDCo or a member of the Pupil Support Team with early transition visits to college. A representative from local colleges will be invited along to Year 11 Annual Reviews.

7. Our approach to teaching pupils with SEND

7.1 Teachers are responsible and accountable for the progress and development of all the pupils in their class.

7.2 The first step to responding to a special educational need at Kings' is to ensure that all pupils access universal provision, this is delivered through our Kings' Core Principles which was written in line with the Hampshire County Council guidance around Ordinarily Available Provision. We aim that all pupils will study a broad and balanced curriculum in line with the SEND Code of Practice.

7.3 Interventions may be offered to pupils who require additional support. Ongoing training is provided to ensure that school can offer the appropriate interventions for pupils.

8. Adaptations to the curriculum and learning environment

8.1 We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils can access the lesson, for example, by grouping, applying adaptive teaching strategies, using appropriate scaffolding, 1:1 work, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, Impero, Immersive Reader, Claro Read
- Making reasonable adjustments to our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Through the use of reasonable adjustments and Access Arrangements in line with JCQ regulations

9. Our approach to teaching physically disabled pupils who are part of the Resourced Provision.

9.1 Every pupil with a physical disability has an up to date moving and handling plan and a PEEP (Personal emergency evacuation plan) which ensures that their needs are continually met in accordance with their disability. These are reviewed termly by the Resourced Provision Co-ordinator, with advice from NHS therapists where appropriate.

9.2 The provision works closely with supporting agencies, pupils and parents to devise strategies and plans to suit each individual's needs.

9.3 With the exception of 2 classrooms, all areas of the school, are fully accessible.

9.4 The Resourced Provision Co-ordinator is responsible for ensuring that:

- Teachers and support staff understand a pupil's specific physical disability and are trained in meeting their needs.
- Teachers and support staff are trained in using specialist equipment, where required and to understand the learning and physical impact of a disability.
- Teachers and support staff are provided with strategies to support pupils with physical disabilities.
- The cognition and learning of pupils with physical disabilities is assessed and monitored in collaboration with the appropriate SENDCO.

9.5 To access the School Accessibility plan please click here:

Accessibility Plan 2024-2027

10 Additional support for learning

10.1 We have a number of Learning Support Assistants (LSA) who are being trained to deliver interventions as appropriate to the needs of the individual pupil, whilst adhering to the schools' commitment to providing a broad and balanced curriculum.

10.2 LSAs are allocated to, and support within faculties and will support pupils who require additional support in lessons in line with the needs of the pupils and class teachers. Pupils with an Education and Healthcare Plan (EHCP) will be prioritised for support in line with Section F of their EHCPs.

10.3 LSAs will support pupils under the direction and supervision of the class teachers in small groups when directed by the class teacher, or when delivering interventions including Rapid Plus Reading, Sensory Circuits, Zones of Regulation, etc

10.4 A small number of pupils are taught core subjects for a specified period of time within BASE Classroom. Pupils who have been taught in this group have been identified through their entry and assessment data. Pupils in BASE may be transitioned back into a larger class should it be felt that they have made rapid progress.

10.5 We work with external agencies to provide support for pupils with SEND as appropriate to the needs of individual pupils and in accordance with their EHCP.

11. Support for Behaviour

11.1 The school promotes positive behaviour and has a Behaviour Policy to ensure consistency across the school. Consideration is given to those pupils with special educational needs and/or disability when considering behaviour and sanctions. In some cases, a pupil's specific needs may affect their ability to appreciate the implications of their behaviour and they will require support to understand this as well as an adapted, restorative approach to sanctions.

12. Expertise and training of staff

12.1 All SENDCos have completed their accredited SENDCo awards and have a number of years' teaching experience within the secondary sector and are committed to their own professional development as well as to the department and wider school.

12.2 We have a large team of Learning Support Assistants made up of full and part-time members of staff. All new staff in the Pupil Support team receive an induction process which supports them to feel confident in their role.

12.3 All staff receive internal/external training to enable them to meet the individual needs of every student on role. In the last academic year, departmental staff have received training on the following:

- Attachment
- Visual Impairment
- Hearing Impairment
- Autism
- Dyslexia
- Fire Safety and evacuation
- Supporting Pupils in the Classroom (EEF guidance on effective use of Learning Support Assistants), Teaching To The Top, Sky High Expectations
- Using Impero
- Speech and Language Therapy support on vocabulary
- Providing Scribe/Reader/ PA/Oral Language Modifier support in exams
- Universal provision
- Scaffolding learning
- High expectations and support

12.4 If an external provider is referenced as part of an EHCP, the school will consult with the Hampshire SEND Register of approved providers, before commissioning a designated provider.

13. Securing equipment and facilities

13.1 The School will provide and secure equipment for pupils in accordance with their EHCP.

13.2 Only 2 classrooms in the whole school are not accessible to disabled pupils.

13.3 Independence is encouraged for pupils with a physical disability, but they will have the support they require from LSAs. Around the school there are various automatic doors and ramps, as well as lifts. There are accessible toilets in each building. Within the classrooms, at least one table can be raised or lowered to allow ease of access for wheelchair users. Disabled pupils have their own table winders to facilitate this. Some departments, for instance food technology, have adapted equipment to enhance the independence of disabled pupils.

13.4 In lessons, LSAs support pupils in line with their individual needs, with a focus on facilitating independence. Some pupils may need to be accompanied to lessons, but most are able to make their own way around the school site. All pupils are expected to take part in PE lessons, and staff differentiate activities to optimise pupil involvement. Swimming is accessible to all pupils, as there is a hoist and accessible changing rooms available. The Resourced Provision Co-coordinator liaises with physiotherapists about moving and handling specifically related to swimming. Equipment to facilitate this (e.g. slings) is purchased by the resourced provision.

13.5 The Pupil Support area has a physiotherapy room with beds, hoists and other equipment. Pupils receive physiotherapy as outlined in their EHCPs. This is delivered by LSAs who have been trained by Physiotherapists. Occupational Therapists and Physiotherapists make weekly visits to the school to assess pupils and update their programmes as required. Therapists advise the school on the equipment needs for pupils. The physio programme is devised to ensure pupils do not miss the same lessons and, where possible, continuing their studies during physiotherapy sessions. Lockers for pupils with disabilities are also situated in the Pupil Support area, where staff are on hand to assist with access, if necessary. A newly introduced initiative has scheduled visits from wheelchair services to the school, so that pupils can have quick repairs carried out, whilst minimising time out of lessons.

14. Evaluating the effectiveness of SEND provision

14.1 We evaluate the effectiveness of provision for pupils with SEND as part of the Assess & Adapt cycle by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions each half term
- Using pupil questionnaires
- Monitoring by the Pupil Support Senior team
- Monitoring and tracking pupil progress data as part of the assessment cycle
- Holding annual reviews for pupils with EHCPs
- Regular communication with parents
- Through Parents Evening meetings

15. Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

15.1 The Resourced Provision supports physically disabled pupils' personal, social and emotional wellbeing, led resourced provision coordinator. They regularly update staff of any changing needs of individual pupils. There are opportunities to take part in a range of events and trips to promote the personal, social and emotional wellbeing of each of the pupils and to support their full inclusion at Kings'.

15.2 All of our co-curricular activities and school visits are available to all our pupils, including afterschool clubs.

15.3 All pupils are encouraged to go on our residential trips.

15.4 All pupils are encouraged to take part in sports day/school plays/enrichment activities, etc.

15.5 Every endeavour is made to include all pupils to take part in enrichment activities.

16. Support for improving emotional and social development

16.1 We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to apply for pupil leadership roles in all year groups
- Pupils with SEND are also able to access, as appropriate, Lunch club to promote teamwork/building friendships in a quiet and supervised environment.
- We have a zero tolerance approach to bullying.
- Weekly meetings between SENDCos and year group SEND Officers to ensure information is shared effectively and in a timely manner
- Regular meetings with Teacher of Base to discuss progress of pupils being taught
- If appropriate, pupils are referred for SEMH support including ELSA, Welfare Support, Sensory Circuits or Zones of Regulation interventions

17 Working with other agencies

17.1 The Pupil Support Leadership Team work with external agencies to seek specialist advice and guidance on supporting pupils within school in accordance with individual need and the contents of a pupils' EHCP.

17.2 For children who are looked after by the Local Authority but who also have SEND, we provide in school support, including ELSA and Welfare support as well as small group or 1 to 1 academic intervention where required. Kings' School also uses additional Looked after children funding to provide support from external agencies ranging from Winchester Youth Counselling to Equine Therapy and Ngaged, where these provisions are indicated as beneficial in the children's EHCPs.

17.3 The department will work with any necessary agencies including:

- Child and Adolescent Mental Health Services
- Education Welfare
- County Educational Psychology Service
- Ethnic Minority and Traveler Achievement Service
- Health services
- Locality Team
- Occupational Therapy
- Children's Services
- Specialist Teaching Advisers
- Speech and Language Therapists
- Solent Physiotherapy and Occupational Therapy Teams
- Winchester Youth Counselling
- Outreach Support from Osborne School/Lakeside School
- Young Carers

17.4 Our local authority's local offer is published here:

https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page

The Kings' School Resourced Provision is part of the Local Offer - providing high quality inclusive education for pupils with a range of physical disabilities.

17.5 Contact details of support services for parents and carers:

- Child and Adolescent Mental Health Service: https://hampshirecamhs.nhs.uk/
- Winchester Youth Counselling: https//winchesteryouthcounselling.org
- Autism Hampshire: https://autismhampshire.org.uk/
- SENDIASS: https://www.hampshiresendiass.co.uk/
- Hampshire Parent Carer Network: participation@hpcn.org.uk 03003034330
- Hampshire Dyslexia Association: https://www.hantsda.org.uk/
- Winchester SEN Team: Winchester.sen@hants.gov.uk

18 Contacting the school for the complaints process

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs, please contact the following:

- Your child's class teacher or form tutor,
- The SENDCo of the appropriate year group,
- The Lead SENDCo
- For complaints, please contact the Assistant Headteacher who line manages Pupil Support – Mr S Simpson who can be contacted via the school email address: kings.school@kings-winchester.hants.sch.uk
- For complaints about the EHCP application process, please contact the Winchester SEN Team on Winchester.sen@hants.gov.uk