Kings' School

SEND Policy 2026-2027

Policy name	SEND Policy	Owner / SMP
Hampshire model policy		
Approved by Headteacher/SLT:	ADS	October 2026
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1. Aims

Our Special Educational Needs and Disability (SEND) policy aims to:

Set out how our school will support and make provision for pupils with special educational needs (SEND)

Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

1.1 **Department Vision / Intent:**

1.2

At Kings' School, we are driven by the mission of Working Together to Achieve Inspiring Futures, Exceptional Character, and Academic Excellence. Guided by our motto Una Laborantes (Working Together), we are committed to identifying and removing barriers to learning so that every pupil can access education, feel included, and reach their full potential.

We believe in **discovering brilliance in everyone**, recognising and celebrating the unique talents of each child. With **unlimited ambition**, we set high expectations and provide the adaptative support pupils need to succeed. By promoting resilience and

independence, we help learners to **earn success**, ensuring progress is recognised and achievements are valued.
Through a **graduated response**, we as a school adapt our approach to meet the diverse needs of pupils, ensuring they are supported effectively to make progress. With **kindness, humility, and integrity,** we work with staff, families, and pupils to **make a difference**—empowering SEND learners and maximising outcomes academically, socially, and personally.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND.

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report.

Opportunities for All: Strong Schools with Great Teachers for your Child, 2022, which sets out the DfE's policy for Education over a period of several years. This is not statutory guidance.

SEND Review, right support, right place, right time. This was a consultation reviewing practice for SEND nationally.

Equality Act 2010

Hampshire Ordinarily Available Provision guidance

Keeping Children Safe in Education 2026

3. Definitions

The SEND Code of Practice (2015) states that:

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools
- Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. **Identification and support: The Graduated Approach**

We are committed to the early identification of SEND in order that students receive the right support and maximise their learning experience at Kings'. We liaise closely with local Primary Schools to obtain information about pupils' needs and endeavor to provide the continuation of support (where possible and appropriate) to ensure a smooth transition. Where a pupil is known to an external agency, we will liaise closely to ensure the best

possible provision. Where a child already has an Education and Health Care Plan (EHCP), we will request to attend the Year 5/6 Annual Review and begin planning at this stage.

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 students 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 students closely throughout the academic year to ensure early identification of a concern. Where a teacher identifies a difficulty or concern to a member of the pupil support senior team, the graduated response will be followed. The first step is to ensure that pupils are consistently accessing universal provisions through the Kings' Core Principles. If pupils are not making progress targeted support may be put in place by their subject teacher or through a referral to Assess and Adapt. All staff have received training on the levels of SEND at Kings' and their role in ensuring that needs are identified to put in the right support at the right time for pupils with identified needs. Please see this outlined in the table below:

Class teacher or tutor	A student has an identified need or diagnosis and there are concerns that they are not making progress despite access to universal provision. This concern may be linked to their academic, social or behavioural progress. If this is identified individual support may be required to allow the student to make progress.
Head of Department/Head of Year	Following action from a class teacher or tutor they should refer to their HoD/HoF if they feel that the student has not made progress. The HoD/HoF should observe the student to understand their barriers and make recommendations to support the student in their subject. Following advice around provision by the HoD/HoF, they should then ensure that the class teacher has put this in place and the impact must be reviewed after a period. If no impact has been made an assess and adapt referral should be made.
Assess and adapt referral SEND officer	The SEND officer will review the referral and determine next steps; this may include in class observations or a provision review. At this stage out of class interventions or provisions may need to be put in place to support an identified need.
SENCo/Senior team	Following a SEND officer implementing an APDR cycle they should discuss this with their line manager. If the student is not making progress the SENCo/member of senior team should take over the case. At this point they should be added to the targeted support list (SEN support).
SENCo/Director of SEND	If there have been four cycles of the graduated approach, support from an external agency and the student is still not making progress an EHCP application may be considered.

	For this to be considered the student should have support above SEN support and notional SEN funding and continue to not make progress despite interventions. If an EHCP application is going to be completed this should include a historical and holistic overview of the student's needs including all information gathered about their needs and provisions which have been put in place. All EHCP applications must be approved by the Director of SEND. Parents are entitled to make an EHCP application if they wish to. The school has a duty to provide evidence to the local authority if a parent makes a request. If parents complete their own EHCP application the school has a duty to provide as much information as possible to support this.

Categorisation of Need:

There are four broad areas of need outlined within the SEND Code of Practice 2015:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Physical and/or Sensory

The level of support required by a student is denoted by the following categories:

- **E – EHCP –** Pupils with an EHCP may have more complex needs which can only be met through additional funding and associated support. EHCPs set out statutory provisions which must be adhered to.
- **K – SEND Support (Targeted) –** The pupil has identified needs which impact their ability to access to parts of the curriculum. Pupils require support above universal provision and require additional provisions to access learning outcomes. The pupil may have additional support put in place outside of the classroom and may require input from external agencies.
- **M – Monitoring (Universal +) –** The pupil has an identified need, either diagnosed or identified. Their needs can be met through accessing universal provision. These students do not require an individualised plan, but teachers should be aware of them in their classes to ensure that they are able to make progress in line with their peers. As a school, we follow a needs-led model, and we will endeavor to support the presenting needs of the pupil regardless of diagnosis

The pupil has an identified need, either diagnosed or identified. Their needs can be met through accessing universal provision. These students do not require an individualised plan but teachers should be aware of them in their classes to ensure that they are able to make progress in line with their peers.

5. Roles and responsibilities

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
- SEND Officers: Gemma Stevenson (11), Jenny Cann (10), Priya Jain (9), Melanie Murphy (8), Kelly O'Connell (7), Learning Support Assistants.

5.1 The SEND Leadership team will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHCPs.
- Provide professional guidance and training to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Budget management.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.
- Ensuring statutory requirements for students with SEND are fulfilled, including chairing Annual Review Meetings
- Line management of the SEND Exams Administrator, the Learning Support Co-Ordinator's, Learning Support Assistants (LSAs) and the Pupil Support Officer.
- Overview of LSA timetabling.
- Monitoring and evaluation of provision.

5.2 Learning Support Assistants:

- Classroom support for SEND students across the curriculum.
- Small group support within the classroom.
- Small group intervention guided by the SENDCO and class teacher.
- 1:1 support for interventions and delivery of bespoke programmes as appropriate and under the guidance of the SENDCO.
- Support for lunchtime and afterschool interventions.
- Creation of adapted curriculum materials as appropriate and in conjunction with the class teacher.
- Engage in Continuing Professional Development (CPD)– to meet both departmental and whole school development needs.

5.3 Subject Teachers

As an inclusive school, with an ethos of working together to ensure the best outcomes for all pupils, the vast majority of SEND support is delivered by class teachers within lessons, where they follow the same broad and balanced curriculum as all pupils within their year group. Progress for SEND pupils is the responsibility of the class teacher. LSA support is provided in lessons, as appropriate to support the class teacher, so that students receive expert curriculum teaching from subject specialists. From when they first notice a potential learning challenge, through to pupils with EHCPs, subject teachers will use the Assess & Adapt process to highlight and support the learning of any of their pupils. If, following early identification of a learning challenge and adaptive teaching, a subject teacher continues to have a concern, they will make a referral to a triage team of SEND/ Pastoral/ Welfare for further investigation.

5.4 Heads of Year

Heads of Year have a vital role to play within the support system for all pupils with SEND. There is close and regular communication between the Pupil Support senior team and HOY to ensure that all pupils' needs are met. Each Year Office also has a dedicated SEND Officer to support the SEND pupils in the year and with whom the HOY works closely.

5.5 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.
- Work with the head teacher, SENDCOs and Resourced Provision Coordinator to determine the strategic development of the SEND policy and provision in the school.

5.6 The head teacher

The headteacher will:

- Work with the SENDCOs, Resourced Provision Coordinator and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

6. Monitoring arrangements

This policy will be reviewed by the Pupil Support Leadership Team every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

Accessibility plan

Equalities Policy (Exams)

Supporting Children with Medical Needs

Behaviour Policy

Anti-Bullying

Attendance

Child Protection

SEND Information Report

Appendix 1 Safeguarding Concerns

(taken from points 199 – 200 of Keeping Children Safe in Education updated September 2026)

199. Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in managing or reporting these challenges
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

200. Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead (or deputy) and the SENDCO or the named person with oversight for SEND in a college.

The Special Educational Needs and Disabilities Information and Support Services (SENDIASS) – SENDIASS offers information, advice and support for parents and carers of children and young people with SEND. All local authorities have such a service: Find your local IAS service (councilfordisabledchildren.org.uk)