

SEND Information Report 2026

Kingstone High School is part of an all-inclusive academy which supports the students with a variety of physical, sensory, learning, emotional and mental health needs. All members of staff work together to ensure that there are high expectations set for all its students to achieve their potential and feel a valued member of the community. **Our definition of special educational needs is:-**

- A learning difficulty where a child has a significantly greater difficulty in learning than most children of the same age.
- A disability, which needs different educational facilities from those that schools generally provide for children of the same age in our area.
- SEND provision is when the provision is additional to or different from that made for the child's peers.
- A child who is vulnerable to underachieve either due to social, emotional or physical need. We also include in this category pupils who are Looked After, have a Child Protection Plan, have a Children in Need plan, have recently suffered trauma or bereavement or whom we believe are in danger of being bullied or becoming involved in crime. **The four broad categories of SEND are:**
- Communication and Interaction
- Cognition and Learning
- Social, mental or emotional health
- Sensory and/ or physical

In January 2015 an amended Code of Practice was implemented. The Code of Practice (2015) covers the 0-25 age range. The key changes are:

- There is a clearer focus on the views of children and young people and on their role in decision-making
- It includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health services and social care
- For children and young people with more complex needs a co-ordinated assessment process and the new 0-25 Education, Health and Care Plan (EHC plan) replace statements and Learning Difficulty Assessments (LDAs)
- There is new guidance on the support pupils and students should receive in education and training settings
- There is a greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood.

The full 2015 SEN Code of Practice can be read here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Who will provide support for children with Special Educational Needs and/or disabilities in school?

Staff member	Summary of responsibility
Class teacher (Recommended as the first point of contact if you have any concerns).	Making sure that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs. Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the SENDCo as necessary. Making sure that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress. Making sure that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. Making sure that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND. Making sure that all have read Chapter 6 of the SEND code of practice Contacted by: phone/email to arrange an appropriate time to have a discussion or make an appointment.

Special Educational Needs Co-ordinator: Mrs Paige Bythell-Nicholl	Coordinating all the support for children with Special Educational Needs and or Disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high-quality response to meeting their needs in school. Making sure that you are: • Fully involved in supporting your child's learning • Kept informed about the support your child is receiving ☐ Fully Involved in reviewing how they are progressing • Fully involved planning your child's support • Have access to prevision map to ensure you are updated on your child's support. Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
	Updating the school's SEND record of need, and Provision Map, and making sure that there are excellent records of your child's progress and needs. Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND in the school) to achieve their potential. Supporting your child's class teacher to write Pupil Passports, that specify the targets set for your child to achieve. Preparing an Education, Health and Care Plan where needed. Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school. Contacted by: asking the class teacher to arrange for them to contact you, or by telephoning the school to make an appointment. Contacted by: phone/email to arrange an appropriate time to have a discussion or make an appointment.

Higher level teaching assistants: Debbie Carletti Fiona Harry Brenda Roberts Kim Symons Jo Watts Maria Webb Tracey Kennedy Kelly Griffiths Vocational Teacher: Dave Bowlzer Rich Tyler Chloe Wood	A Higher level teaching assistant (HLTA) may be allocated to work with a pupil with special educational needs and/or disabilities, or may provide specialist support in a particular area, for example literacy. The class teacher and SENDCo are fully involved in any support offered and make the decisions, in conjunction with the parents, on the type of support and interventions. A child may receive support from a number of adults, and a conversation with the class teacher or SENDCo will give you a fuller picture than may be obtained from a single supporting adult. Contacted by: phone/email to arrange an appropriate time to have a discussion or make an appointment.
Teaching assistants: Becky Daw	A teacher assistant maybe allocated to a student or a group of students to support their learning in a class room environment. They will be involved in the planning of the material and be able to adapt the material to suit the needs of the students(s) they are working with.
SENDCo Administrator: Sophie Williams	Manages SEN records and ensures all SEND files are updated and contain the most up to date information. Co-ordinates collection of evidence for access arrangements and EHCPs.
Pastoral Leaders: Mandy Darcy Victoria Seymour Letitia Morris Megan Walsh Kim Hirons	Provides social and emotional support to all students in KS3/KS4. Provide an additional opportunity for each pupil to voice any concerns they may have in relation to their learning. Conducts home visits where appropriate.

Head of School: Matthew Morris	The day-to-day management of all aspects of the school, this includes the support for children with SEND. He delegates responsibility to the SENDCo and class/subject teachers but is still responsible for ensuring that your child's needs are met and that they make the best possible progress. He must make sure that the Board of Trustees is kept up to date about all issues in the school relating to SEND. Contacted by: phone/email to arrange an appropriate time to have a discussion or make an appointment.
SEND Trustee: Catriona Lambeth	Make sure that the necessary support is given for any child with SEND Supports and challenges the Head teacher/SENDCo in relation to SEND provision at the school.

What support will students receive at school?

Learner's that are identified as having SEND needs will be provided with support that is additional to or different from the differentiated approaches and learning arrangements normally provided as part of 'quality first teaching'. This additional support is identified through the process of:

- Assess-all information collated is taken into consideration.
- Plan- this details the additional support to be provided to remove the barriers to learning and close the gap.
- Do- delivery of the support/strategy.
- Review- measure the impact of intervention and consider whether changes to that support need to be made.

Staff Member	Summary
Class teacher All pupils in school will receive this.	Ensuring the school's SEN policy is followed in their classroom and for all the pupils they teach with SEND. To plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adapted to enable your child to access their learning as independently as possible. Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve implementing different strategies or use of specialised equipment to support the learning in the classroom, as identified on the SEND database. Monitoring the progress of your child and identifying, planning and delivering any additional support your child may need and informing the SENDCo. If there is considered to be a gap in your child's learning and extra support is required to close the gap then appropriate interventions will be implemented.
HLTA (deliver targeted supported) Any pupil who has specific gaps in their understanding of a subject/area of learning.	Interventions to close the gap will be put into place and run by HLTAs. They may include small group work or individual sessions on a specific theme. These interventions run either in the classroom or in the HUB. Liaise with class teachers to help support 'quality first teaching' and ensure strategies from the database are being implemented and embedded. They will liaise between school and home to inform you of interventions and discuss any concerns. Encourage and promote independence in pupils.
External support Any pupil who has specific gaps in their understanding of a subject/area of learning.	Where specialist professionals are required to work alongside side school with your child we will hold a meeting to discuss your child's progress and help plan possible ways forward. Where specialist professionals work with your child to understand their needs and make recommendations, these may include: • Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better • Support to set targets which will include their specific professional expertise • Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. Speech and Language Support. • A group or individual work in school run by an outside professional.

	You will always be involved in decisions about how the support will be used and what strategies that will be put in place. Where it is appropriate, the school employs the services of Learning Support Specialist Sara Watts and other professionals.
Support provided through an Educational, Health and Care Plan (EHCP) Pupil's whose learning needs are more severe, complex and potentially lifelong.	If, despite the good and outstanding classroom teaching, the intervention groups and referrals to outside agencies to advise and support that the school has provided from its own resources to enable your child to make progress, your child needs further or more specialist input the school, or you, can recommend that the Local Authority makes a statutory assessment for an Education, Health and Care Plan (EHCP). This is a legal process and you can find full details about this in the Local Authority (LA) based Local Offer using this link: https://www.herefordshire.gov.uk/localoffer This is done in full partnership with you and your child. After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), the LA will decide whether they think your child's needs (as described in the paperwork provided), are sufficient to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report, to which your child contributes, outlining your child's needs and how they will be met and the long and short term outcomes that are being sought. If they do not think your child needs this, they will ask the school to continue with the SEN Support in School and provide further support to you and the school to ensure your child's needs are met. After the reports have all been sent in, an EHC Plan to which you and your child will contribute will be prepared. It is called an Education Health and Care Plan because it brings together all of the educational health and social care needs that your child may have in one plan. The school must make its best endeavours to put in place the support identified in the plan. The progress your child makes with the support identified will be regularly reviewed and changed according to the progress your child makes.

How will we support your child with identified SEND starting at school?

If your child has been allocated a place in our school by the local authority and they have a SEND, please contact us as soon as you receive the offer as we may not have details of their needs at this stage.

We will invite you to visit the school with your child to have a tour of the school lead by our students and to meet the staff and the key person who will work with you and your child while they are in the school.

If other professionals are involved, a team around the Child (TAC) meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts. We may suggest adaptations to the settling in period to help your child to settle more easily, but these will be agreed with you at the meeting.

How can I let the school know I am concerned about my child's progress in school?

If you have any concerns we recommend you speak to your child's class teacher initially, and at the earliest opportunity.

If you are not happy that the concerns are being managed and feel that your child is still not making progress you should speak to the Pastoral Leader, SENDCo or Headteacher.

How will the school let me know if they have any concerns about my child's learning in school?

When a teacher or you have raised concerns about your child's progress, and high quality personalised teaching has not met your child's needs, the teacher will raise this with the SENDCo. If you have raised the concern the school will invite you in to discuss it and plan a way forward.

The subject teachers will discuss your child's progress with you at our parents' evenings when you will be informed of your child's progress and any additional support being given.

The subject teachers will display all current grades on Go 4 Schools, an online programme that can be accessed by parents. It informs parents of progress against targets, attendance, rewards and behaviour logs.

There are regular meetings held between class teachers and senior staff member in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected.

If your child is then identified as not making progress the school will make a decision about whether to monitor this or set up an intervention group and will inform you. These groups may take place for a short period or over a longer period of time.

If your child is still not making expected progress the school will discuss with you:

- Any concerns you may have
- Any further interventions or referrals to outside professionals to support your child's learning
- How we could work together, to support your child at home/school.

What support do we have for you as a parent of child with an SEN/and or disabilities?

The SENDCo (or Head of School) is available to meet with you to discuss your child's progress or any concerns/worries you may have. All information from outside professionals will be discussed with you by the person involved directly, or where this is not possible, in a report. The SENDCo will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child. If your child is undergoing statutory assessment for an EHC Plan you will also be supported by the Children's Services SEN Team. They will ensure that you fully understand the process.

How have we made this school physically accessible to children with SEND?

Much of the school is accessible to children with physical disability via ramps and a lift. Class allocations can be adapted to ensure rooms are accessible for children with disabilities. If you have a specific concern please make contact with the SENDCo.

How will we support your child when they are leaving this school?

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will talk with your child to identify how they are feeling about the move and discuss with them how to make it as positive an experience as possible.
- We will contact the new school's SENDCo and ensure s/he knows about any special arrangements or support that needs to be made for your child.
- Where possible we will support a visit to the new school in advance of the move.
- We will make sure that all records about your child are passed on as soon as possible.