Special educational needs (SEN) information report

Kingsmead School



This plan is reviewed annually during the summer term.

Next Review Due: July 2027

History of Document:

Issue No.	Date Issued	Prepared By	Approved By	Comments
Issue 1	June 2026	C. May	Full Trust Board	Full Revision

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The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND Support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy on the school website.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder, Asperger's Syndrome
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Cathy May.

They have over 5 years of experience in this role and have worked as Deputy within the Inclusion Department for 8 years before becoming SENCO. They are also the Designated Teacher for Children in Care and a qualified teacher for 17 years.

They achieved the National Award in Special Educational Needs Co-ordination in 2023 from Hertfordshire University.

They are allocated 17 hours a week a week to manage SEN provision and work closely with Enfield's SEN service.

Subject teachers

All our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Student Support Tutors (SSTs)

We have a team of 5 Student Support Tutors (SSTs) who are trained to deliver SEN provision and support students within the classroom.
SSTs are trained to deliver Literacy, Emotional Literacy and Speech and Language interventions.
One SST is trained to deliver Draw and Talk.
All SSTs have been trained in understanding autism and zones of regulation.

Deputy Headteacher in charge of Inclusion

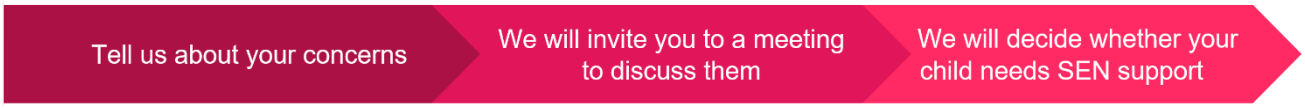
The current Deputy Headteacher who oversees Inclusion started working with SEND departments in 2014 and holds the NASENCO Award. They form part of the Senior Leadership team.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?



If you think your child might have SEN, the first person you should tell is the SENCO or head of year.

Parents can get in touch with their child's head of year by emailing enquiries@kingsmead.org and clearly stating their child's name and year group.

They will pass the message on to the relevant person and they or the SENCO, Cathy May, will be in touch to discuss your concerns.

You can contact the SENCO directly at senco@kingsmead.org

We will talk with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If your child has an identified or diagnosed need, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

Kingsmead School will assess each student's current skills and levels of attainment on entry, which will build on previous settings and key stages, where appropriate.
All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. To help identify children who may have special educational needs, the school measures students' progress through the monitoring of class and homework, checking for understanding in lessons and written assessment.

This will identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.
Other means to identify SEN include:

- meetings with in-school professionals to discuss student progress
- the results of baseline assessments and subsequent monitoring of progress
- triangulation of data including curriculum progress, behaviour data and attendance
- screening or assessments of reading, spelling etc. using nationally recognised standardised tests
- lesson observations
- educational psychologist assessment/observation
- staff may complete an initial concern form if they feel the child is making less than expected progress in their learning.

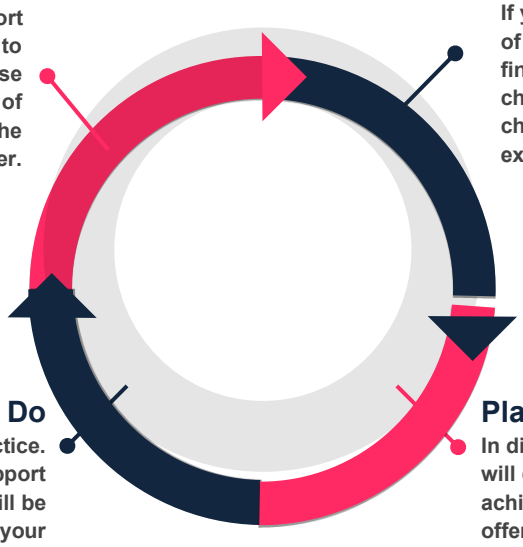
If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. Departments will attempt to provide intervention to address these knowledge gaps. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.
The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teachers, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.
The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician. Your child may receive an official diagnosis and, if they receive additional or different support to the majority of other children of the same age will be added to the SEN register. Parents/carers will be notified when their child is added to the register.
For students who have an Educational Health and Care Plan, parent/carers will be invited to an annual review. The aim of the review is to ascertain the student's progress towards the outcomes detailed in their plan. It provides an opportunity for both the parent/carer and student to discuss the plan and make necessary updates.
Throughout the academic year parent/carers will be updated on their child's progress at Kingsmead School via the following events:
1) Parent Information Evenings
Parent Information Evenings are held online and parents book slots with their child's teachers..
2) Student reports
These progress checks are issued twice a year and provide national GCSE grades (KS4 and 5), school progress levels (KS3) and track progress against targets. The records also give information about students' attitude and engagement in learning, how well students meet expectations in home learning, coursework and behaviour for learning.
3) Termly EHCP report
A member of the Inclusion team will meet with the staff allocated to support the student with an EHCP and RAG the progress they have made each term. The report will be shared with the parent/carers.
4) Individual Education Plan (IEP) review
A member of the Inclusion team will speak to the parent/carer to review the IEP on a termly basis. The reviewed and updated IEP will be shared with parents.

5. How will the school measure my child's progress?

Kingsmead School follows the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Review
We will assess how well the support we put in place helped the pupil to meet the outcomes set. We will use our improved understanding of your child's needs to improve the support we offer.

Assess
If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.

Do
We will put our plan into practice. The class teacher, with the support of the Inclusion team, will be responsible for working with your child daily, and making sure the support we put in place is having the impact we intended.

Plan
In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will plan the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

The subject teacher, Learning Director of Department and SENCO will work in collaboration to carry out a clear analysis of a student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress, attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.
As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.
Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.
We will track your child's progress towards the outcomes over time and improve our offer as we learn what your child responds to best.
This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.

All teachers and support staff who work with a student 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 student's progress.
All information is easily accessible to our staff via the online register platform and through a child's IEP.

6. How will I be involved in decisions made about my child's education?

We will provide regular reports on your child's progress through the year.
Your child's subject teachers will meet you once a year at parents evening to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.
We know that you're the expert when it comes to your child's needs and aspirations and we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.
We also want your involvement to build a better picture of how the SEN support we are providing is impacting your child outside of school.
If your child's needs or aspirations change at any time, please let us know so we can keep our provision as relevant as possible.
After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.
If you have concerns that arise between these meetings, please contact your child's head of year.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.
We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

At Kingsmead School we make the following adaptations to ensure all students' needs are met:

- Adapting our curriculum to ensure all students can access the learning objectives, for example, by grouping, 1:1 work, teaching style, content of the lesson, modelling, checking and eradicating misconceptions
- Adapting our resources and staffing
- Easy accessibility to student information and strategies for teachers
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting seating plans to suit SEND students' needs
- Early identification of students with possible additional needs or who are not making age expected progress
- Display boards in classrooms used to support learning and not overwhelm
- The hub used as a safe learning space
- A sensory room for SEMH needs

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their classes.
High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.
We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure any adaptations are meaningful to your child.
These adaptations include:

- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Student Support Tutors to support pupils with an EHCP in a number of lessons through the week
- Student Support Tutors to support pupils in small groups, for example for Just Reading

We may also provide the following interventions as part of our contribution to Enfield's local offer:

- Lexia
- Reading Wise
- Phonics
- Speech and language
- Study club
- Draw and Talk
- Lunch club
- Just Reading
- ELSA

These interventions are part of our contribution to Enfield's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- reviewing students' individual progress towards their goals each term
- reviewing the impact of interventions after 6 weeks or end of every half term
- using and responding to student questionnaires – student voice
- monitoring by the SENCO, LDD, LDY
- using provision map to measure progress
- holding annual reviews for students with EHC plans
- analysing mock exam and PLR assessment data
- speaking to parent/carers and subject teachers
- liaising with external agencies who support our students
- monitoring a student's attendance, behaviour and achievements
- monitoring SEND uptake at extra-curricular clubs, events and trips

- annual audit of Inclusion by external expert

The SENCO and/or DHT for Inclusion will attend the following meetings - senior leadership, SENCO forums and behaviour and curriculum meetings to discuss the progress of SEND students at Kingsmead School.

The SENCO and/or DHT for Inclusion, senior leadership team, LDD and HoY will complete daily learning walks around lessons. Students are spoken to and their engagement and progress in lessons reviewed. This allows staff to have a holistic view of student learning alongside the data.

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies for recommendations on the best help for your child to access their learning.
The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All pupils are expected to take part in extra curriculum activities, and there is a broad range of clubs and activities that run after school. All our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs.
All pupils are encouraged to go on our school trips, including our residential trips.
No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to ensure they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Pupils with a SEN or disability apply and are accepted into the school following the admissions criteria as set out in the Admissions Policy.
Pupils with a medical reason for choosing the school should demonstrate robust and documented medical evidence from an appropriate independent registered professional such as a GP or hospital consultant. This documentation must set out why the school is the only school that can meet the young person's needs or circumstances.
For pupils with an EHCP we comply with the consultation process as set out in Section 39 of The Children and Families Act 2014 that states parental preference for a school is followed providing that:

- The placement is suitable for the child or young person's age, ability, aptitude and special educational needs
- The attendance of the child at the school is not incompatible with the efficient education of the other children in the school

- The attendance of the child at the placement is compatible with the efficient use of resources

13. How does the school support pupils with disabilities?

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.
The Accessibility Plan is available online on the school website, and paper copies are available upon request. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.
The school supports any available partnerships to develop and implement the plan.
This accessibility plan is reflected in our policies and school ethos. It is implemented and monitored by a range of teachers, the Senior Leadership Team and Local Governing Body. Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

14. How will the school support my child's mental health and emotional and social development?

Social, emotional, mental health support is provided in a variety of ways at Kingsmead School.

- Assemblies and classroom activities help to build student resilience by providing strategies to keep themselves healthy mentally.
- Students follow lessons on socialisation and healthy relationships with friends and family. Staying safe online is covered in detail and safeguarding information provides clear lines of support. Sex and relationship education is delivered by an external company to ensure it is sensitive and accurate.
- Our Mental Health and Safeguarding team specialize in SEMH support.

The school has a zero-tolerance policy on bullying and support is provided for students who struggle with keeping social interactions positive.

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Our mission statement at Kingsmead School is to prepare all students for a university course or professional career. This mantra is woven into our everyday life and starts when students arrive in Year 7.

Between schools

The SENCO will work closely with the Head of Year to liaise with feeder primary schools. Information will be collected for each new SEND student and shared with teaching staff prior to the start of term.
For children with EHCP's the SENCO will personally contact the primary school and parent/carers to discuss the student's needs in more detail. If possible, the SENCO will also visit the student at their primary school and attend their Year 6 annual review.
Pupils will be prepared for the transition by:

- Meeting the DHT responsible for transition and hearing about Kingsmead and asking questions
- Attending a taster day
- Having the opportunity to attend summer school

KS3-KS4

A member of the Inclusion department will work with parents and students on the transition from KS3 to KS4, supporting students to understand the option process and Aspire Pathway route.

Onto adulthood

We provide all our pupils with appropriate advice on paths into work or further education.
We work with each pupil to help them achieve their ambitions, which may include goals in higher education, employment, independent living and participation in society.
During Year 10 we start the process of discussing with parent/carers and students the transition to Post 16. This involves possible input from the Careers Lead and discussion with students on possible pathways as a result of their predicted grades and personal interests. The Inclusion team will support filling application forms to colleges. The Enfield SEND Careers Advisor will attend all EHCP annual reviews when the student is in Year 11.
Where necessary the Inclusion team will visit the next educational establishment with the student to support them with anxieties/questions about transitioning. Students can also attend induction and open days prior to starting if available.
The SENCO will share relevant SEND information with the school, college, or other setting that the student is moving to.

16. What support is in place for children in care and previously looked-after children with SEN?

The SENCO is also the designated teacher for children in care and previously looked after children. They will make sure that all teachers understand how a child in care or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.
Children who are in care or previously looked-after will be supported in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the SENCO. We will try to resolve the complaint informally in the first instance. If this does not resolve concerns, parents are welcome to submit their complaint formally. Formal complaints about SEND provision in our school should be made following the school's complaints procedure which can be found on the school website.
If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

18. What support is available for me and my family?

If you have any questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Enfield's local offer. Enfield publishes information about the local offer on their website.
Our local special educational needs and disabilities information advice and support service (SENDIASS) organisations can be found on Enfield's website.
National charities that offer information and support to families of children with SEND are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

19. Glossary

- **Adaptions / Adjustments** – when teachers adapt how they teach in response to a pupil's needs
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – Child and Adolescent Mental Health services
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **Exam Access Arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing of a pupil's needs, planning provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN

- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages