

Katherine Warington School SEND Information Report 2024 (December 2024)

At Katherine Warington School we welcome everyone into our community. We endeavour to deliver an inclusive provision, and ensure that all our students, including those identified with Special Educational Needs and Disabilities (SEND), can enjoy and benefit from a broad and balanced education with access to participation in school activities.

We are committed to narrowing the attainment gap between SEND students and their peers and offer a range of personalised learning interventions and opportunities to support this. We are proud of all our students and their achievements.

We want all children and young people to progress so that they:

1. Achieve their best and feel proud of their success.
2. Become confident individuals who can lead fulfilling lives.
3. Make a successful transition into adulthood, whether into employment, further or higher education or training.

Our SEND department is led by Abigail Grainger. If you require more information we would encourage you to visit the school on our open morning or book into one of our student led tours. Mrs A Grainger, Special Educational Needs Coordinator (SENCO) can be contacted via email: a.grainger@kwschool.co.uk. Mrs Grainger is responsible overall for SEND and is part of the extended SLT.

Legislation and Guidance

This 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 SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which sets out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report.
- Equality Act 2010

The Information Report below explains our *usual* approach to supporting students with Special Educational Needs. Please contact the school if you have any further queries. We have compiled the answers to our frequently asked questions below.

What types of SEND do we provide for?	<ul style="list-style-type: none">● Communication and interaction e.g. Speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD)
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	<ul style="list-style-type: none"> ● Cognition and learning e.g. Specific learning difficulties (SpLD), moderate learning difficulties (MLD), global developmental delay, neurodiversity including dyslexia, dyscalculia and dyspraxia ● Social, emotional and mental health difficulties (SEMH) e.g. attention deficit hyperactive disorder (ADHD), depression, eating disorders, attachment disorder ● Sensory and/or physical needs e.g. vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) or Cerebral Palsy (CP) epilepsy ● Medical needs Where students have medical needs and special educational needs, we will plan and deliver education provision in a co-ordinated way with their health care plan if they have one. We will also follow the statutory guidance on supporting students at school with medical conditions.
<p>How do we identify and assess students with SEND?</p>	<p>‘A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.’ (SEND CoP: 2014:Pg15). We provide a graduated response that is focused on helping students achieve their outcomes by facilitating the right support at the right time.</p> <p>The first stage of this identification process comes from the transition meetings held by the SENCO and feeder primary schools. It is in these meetings that the SENCO is advised which students are already SEND Support and who have an EHCP. Where practicable the SENCO will attend their Annual Review to ensure a smooth transition is made. Where children already have their SEND diagnosed or identified, we will aim to work closely with the family and schools and other agencies to make sure we know as much as possible about the child before they start at the School. We offer a supported transition programme.</p> <p>The identification and assessment of SEND is built into the School’s approach to monitoring the progress of all students. We assess each student’s skills and levels of attainment when they first come to the School using CATS scores and reading age. We have a variety of further assessments if needed. The School operates an assessment of students’ effort and/or progress three times a year. In this Assessment Point process (AP) every students’ progress is reviewed in detail and the SENCO is part of the report checking before they are sent out.</p>

	<p>This helps us to see any students whose progress:</p> <ul style="list-style-type: none"> ● is significantly slower than that of their peers starting from the same baseline ● fails to match or better their previous rate of progress ● fails to close the attainment gap between them and their peers. <p>Where assessments show that a student is not making adequate progress, our first response is to make sure there is high quality teaching in place. Making high quality teaching normally available to the whole class is likely to mean that fewer students will require additional support. If their progress continues to be slower than expected the School will work with the family to carry out a clear analysis of the child's needs and identify if they need additional support.</p> <p>When considering if a student needs SEND support the School takes into account:</p> <ul style="list-style-type: none"> ● the student's previous progress and attainment ● the teachers' assessment and experience of the student ● specialist assessments ● information and advice provided by external partners ● the student's development in comparison to their peers and national data ● the views and experience of parents ● the student's own views <p>We use a referral system where any member of staff can alert the Learning Support Department of concerns. We follow this up with an observation and referral to an intervention of further support if appropriate.</p> <p>Students can be placed on the SEND register under EHCP, SEND Support or Monitoring. The SEND support and Monitoring register is fluid and you will be informed if your child is put on or taken off the register.</p>
<p>Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted?</p>	<p>Our Special Educational Needs Coordinator is a qualified teacher with responsibility for SEND. She works closely with the Headteacher and Governing Body as well as all teachers.</p>

	<p>Mrs A Grainger Assistant Head: Special Educational Needs Coordinator (SENCO) Email: a.grainger@kwschool.co.uk Mrs Grainger is responsible overall for SEND and is part of the SLT You can request a meeting with the SENCO by email or phone.</p> <p>Mrs V Eyley Deputy Special Educational Needs Coordinator (SENCO) Email: v.eyley@kwschool.co.uk Mrs Eyley is responsible for day to day planning on the LSAs and managing EHCP Annual Reviews.</p> <p>Hannah McNally Deputy Special Educational Needs Coordinator (SENCO) Email: h.mcnally@kwschool.co.uk</p> <p>Mrs Kench SEND Literacy specialist j.kench@kwschool.co.uk</p> <p>We have a School Governor with responsibility for overseeing our arrangements for SEND.</p>
<p>What is our approach to teaching students with SEND?</p>	<p>Most of our students with SEND have their needs met as part of high quality teaching in mixed ability classes. If a student is identified (through the assessment process above) as having special educational needs their Head of Year and the SENCO will consider everything we know about the student to determine the support they need and whether it can be provided by adapting the School's core offer or whether something different or additional is required. This may include teachers adapting what they do and having different approaches to meet different learning styles, personalised learning arrangements for different students, and a range of interventions normally provided by the School. Where appropriate, advice from external professionals will be sought and used to implement specific strategies or to access particular resources or equipment.</p> <p>All students, including those with SEND, have access to a broad and balanced curriculum. Teachers plan lessons with consideration and think about the wide range of different needs in their class meeting the requirements of the Teachers Standards '<i>have a clear understanding of the needs of all pupils, including those with special education needs</i>'(Part 1:5). Our aim is to support students learning in timetabled lessons and to enable access to a full and varied curriculum. In Key Stage 3, all students are offered a wide range of subjects including two languages, Mandarin and Spanish. In</p>

	<p>Key Stage 4 students are able to choose a more personalised curriculum through the guided options process.</p> <p>Teachers plan their lessons with consideration of the SEND students using information shared on Edukey <i>e.g. student passports</i> recognising where there is need for adaptation, scaffolding and adapted resources. Most students with SEND will be able to study the full curriculum alongside their peers. Teaching staff always aim to match the work given to students with their ability to do it.</p> <p>The School may use Learning Support Assistants (<i>LSAs</i>) for in class support where there is a specific and identified need. Focus of resources is on supporting high quality teaching. We emphasise avoiding the over-reliance of individual support for students as evidence shows that close adult support can prevent students becoming independent learners, reduce teacher contact, and reduce opportunity for social interaction with their peers. We prioritise support for students who have an EHC plan in core subjects or in lessons where there may be a health and safety risk.</p>
Education, Health and Care Plans	<p>Education Health and Care Plan (EHCP): Where the school has done everything it can to identify, assess and meet the SEND of the individual and they are still not making the expected progress, the school or parents may consider requesting an Education, Health and Care assessment. The process for requesting an EHCP assessment in Hertfordshire can be found on the Council’s Local Offer website. https://www.hertfordshire.gov.uk. Education Health and Care Plans are issued by the Local Authority where necessary and are used by the School to plan SEND provision for children with severe and complex needs. The EHCP includes:</p> <ul style="list-style-type: none"> ● A detailed profile of the student’s unique needs, their strengths and aspirations for the future ● Any education, health and care needs ● The goals or outcomes for the student agreed by the family and professionals for the next phase of their education ● Any education, health and social care provision in place to meet their needs ● A detailed annual support plan/action plan. This plan sets out the goals for the student for the next year and the activities that everyone supporting the individual will put in place to support them.

	<p>The funding for a student with an EHCP is allocated according to the banding system set out by the local authority.</p>
<p>How do we adapt the curriculum and learning environment?</p>	<p>Wave 1 and 2- Quality First teaching Quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment. We use the Pupil Passport to highlight specific needs and the views of the students and parents/carers to enable teaching staff to individualise learning and teaching methods. The school uses dyslexic friendly approaches in all lessons</p> <p>Wave 3 – Personalised support This describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Stage 3 interventions are often targeted at a group of students with similar needs. Initial exploration may be made regarding statutory assessment for a student.</p> <p>Access Arrangements Students whose special educational needs have a significant impact on their ability to perform in exams may qualify for exams Access Arrangements. Testing is carried out in the summer term of year 9 to determine eligibility, based on the latest criteria issued by the Joint Council for Qualifications. Further testing is done at the start of year 10 for students where deemed appropriate. Students in KS3 have ‘Suggested Reasonable Adjustments’ for end of year exams implemented by class teachers.</p> <p>Specialist Equipment and Word processor/Laptop All students at KWS are able to use their Chromebooks. Specialist equipment can be accessed via the external Hearing and Visual impairment teams depending on the individual's needs. Touch typing courses are run through the Period 7 offering.</p> <p>Social Skills programmes to Support SEND Students A lunch time club is offered every day run by the team of Learning Support Assistants which students can be invited to. A range of group and individual Social Skills interventions are run for year 7 and 8 and can be extended to KS4 when required.</p>

	<p>Literacy and Reading Library reading challenges are run throughout the year. Small English groups from year 8 are run when required. A six week programme to teach reading comprehension skills in a small group is offered. BEDROCK (a computer based comprehension programme) Individual support offered to some students by our literacy specialist teacher.</p> <p>Strategies to Support Numeracy Smaller maths classes taught by a trained Numbers Count specialist in some years <i>where required</i>. A designated maths Learning Support Assistant Computer based numeracy programmes such as Hegarty maths Numeracy intervention (withdrawal from class) where appropriate</p> <p>Stage 5 (Specialist): describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include specialist interventions and provide for students with an EHCPlan.</p>
<p>How do we enable students with SEND to engage in activities with other students who do not have SEND?</p>	<p>By making sure staff are aware of students' needs and giving staff strategies on how to support students with SEND in the curriculum. This is done by having:</p> <ul style="list-style-type: none"> ● Student Passports ● SEN Register ● Reasonable Adjustment Yellow Cards ● Edukey ● Arbor pinned information ● Giving voice to SEND students to share their needs <p>The School has a wide range of enrichment activities which are incorporated into the school timetable as period 7 '<i>Super Curriculum</i>'. We look to ensure that all students with SEND can access these activities alongside students who do not have SEND.</p> <p>The School provides opportunities for students to experience school trips. All students are encouraged to go on trips. We will involve parents of students with SEND in the planning of school</p>

	trips and residential trips to assess the benefits and risks and identify how the needs of individual students can be best met and what additional measures need to be put in place.
How do we consult parents of students with SEND and involve them in their child's education?	<p>All parents are encouraged to contribute to their child's education through:</p> <ul style="list-style-type: none"> ● Discussions with the class teachers, Head of Year and the SENCO at parents' evenings ● Additional meetings with the Head of Year, the SENCO and other professionals if needed ● In the case of students with ECHP plans we will discuss their progress with the parents and have a formal review with the parents and the child annually ● Termly SEND coffee mornings where the SEND team are available to chat informally. <p>Our Home School Agreement, which we ask all parents to sign, sets how both school and home can ensure that each child is best prepared and supported to learn. We use Satchel (SHMHW) online service which enables parents to log on and see exactly what homework has been set. Homework club runs after school and provides a supportive environment for your child to complete their homework.</p> <p>If we think a student needs significant amounts of extra support we will always discuss this with the parents and, where appropriate, a meeting with professionals or School staff supporting the student can be arranged.</p> <p>Parents are able to log on to Arbor to see any consequences and recognitions their child has received and the reasons why.</p> <p>Parents will be informed if their child is receiving an intervention. Parents may be invited in to work with the specialist teacher so they can continue the support at home.</p>
How do we consult students with SEND and involve them in their education?	<p>Engaging all students as active participants in their own education and in making a positive contribution to their school and local community is a priority for the School. All students are consulted about their learning at parents' evenings.</p> <p>Students are given the opportunity to read their Student Passport (if they have one) and make decisions on what has been identified. Students contribute to their passport through discussions with an LSA. All students are reminded that if they are concerned, they must inform either their</p>

	<p>parents, form tutor or LSA in the classroom, all who can then ensure an appropriate meeting is set up so students can discuss their concerns further if needed.</p> <p>We ensure that students with SEND are included and represented in the groups and activities that we have set up to listen to the views of students and involve them in decision-making. These groups include student surveys and focus groups.</p> <p>Where a personal budget is being used for those students with an EHCP, the School will support the child's involvement in decisions about their support.</p>
<p>How do we assess and review students' progress towards their outcomes?</p>	<ul style="list-style-type: none"> • Every student in the School has their progress reviewed 3 times a year in the KWS assessment cycle process and this information is shared with both parents and students in the form of a report • The progress of each student with SEND is considered in line with the graduated response using the Assess, Plan, Do, Review (APDR) cycle • The progress of each student will be discussed with the family at parents' evenings held each year • Additional reviews will be held involving the student, the family and other professionals where this is appropriate. <p>They are used to:</p> <ul style="list-style-type: none"> ☑ discuss what is working well and not working well ☑ review the student's progress towards their goals and longer term outcomes ☑ discuss and agree clear outcomes for the future ☑ discuss and agree any changes to the support that is needed. <ul style="list-style-type: none"> ☑ share advice and information on the things that parents can do at home to reinforce or contribute to their child's progress ☑ identify the actions needed to meet the agreed outcomes, the responsibilities of the parent, the student, the school, the local authority and other partners.
<p>How do we support students moving between different phases of education?</p>	<p>Students and young people with SEND and their families may be particularly anxious about joining the School, changing Years, classes or "moving on". We work with families and our partner</p>

organisations to make sure changes are planned and well managed.

Primary to secondary transition

- Ensure swift transfer of records
- During Year 6 the SENCO will aim to attend the Primary School to discuss the specific needs of your child, and the nature and level of support which has had the most impact. If attending the primary School is not possible, contact will be made by phone or email to ensure the transfer of all information takes place.
- Additional multi-agency meetings will be arranged if required
- Additional SEND transition morning
- Where possible, attendance at Year 6 EHCP Annual Review
- Year 7 Induction
- Enhanced Learning Support Assistant support for year 7 students for the first two weeks of autumn term
- Student Passports for all students on the SEND register to inform subject teachers of need
- SENCO slot in the INSET before autumn term to highlight any particular needs.

Additional arrangements for children with SEND when moving to another school

- We will contact the School SENCO and share information about the special arrangements and support that has been made to help your child achieve their learning goals
- Swift transfer of records
- Transition planning meeting with staff from the new setting.

Secondary to Further Education

- From Year 9 onwards we will work with all students with a Statement or Education, Health and Care Plan to begin planning for life after school by developing a 'Transition Plan'. As the young person gets older and approaches the end of their time at school that Transition Plan will become more detailed and precise. The PFa team will be involved for those with an EHCP from year 9.

In Year Admissions

Other students with SEND will be supported through a 'Bespoke Transition Plan' if this is considered necessary.

<p>How do we support students with SEND to improve their emotional and social development?</p>	<p>The culture and structures within the School aim to encourage the emotional and social development for all students. The SEND and Pastoral teams work in collaboration and with external agencies. We work to create a culture within the School that values all students, allows them to feel a sense of belonging and makes it possible to talk about problems in a non- stigmatising way. We have clear policies on behaviour and bullying that set out the responsibilities of everyone in the School.</p> <p>Students receive support from their Form Tutors and Head of Years. All students have a form tutor who is their first point of contact for parents and students and oversees the students wellbeing.</p> <p>We have clear systems and processes so that staff can identify and respond to mental health difficulties. For students with more complex problems, additional in-school interventions may include:</p> <ul style="list-style-type: none"> ● Advice and support to the student’s teachers - to help them manage the student’s behaviour within the classroom, taking into account the needs of the whole class ● Small group sessions - to promote positive behaviour, social development and self-esteem ● Individual Pastoral Support Plans – covering both support in class and during breaks and transition times. (Achievement Mentors) ● Therapeutic work with the student, delivered by specialists (within or beyond the school), which might take the form of cognitive behavioural therapy, behaviour modification or counselling approaches, family support and/or therapy by health professionals – to help the child and their family better understand and manage behaviour.
<p>What expertise and training do our staff have to support students with SEND?</p>	<p>The School supports its staff to access a wide range of information on appropriate interventions for students with different types of need, and to access associated training to ensure they have the necessary knowledge and expertise. The SEND team meets weekly and delivers weekly training tips to keep all staff up to date. The responsibility for ensuring staff have appropriate training and expertise to meet the needs of students with SEND training is shared between the Headteacher, SENCO and the Governing Body. We monitor the training and development needs of our staff through annual appraisal. The team of Learning Support Assistants work closely with external professionals to implement their advice and attend training courses where appropriate. In</p>

	<p>addition, the SENCO organises training in conjunction with external professionals to inform staff about the specific needs of individual students.</p>
<p>How will we secure specialist expertise?</p>	<p>Where a student continues to make less than expected progress, despite evidence-based support and interventions that are matched to the student's area of need, we seek advice and support from specialists from outside agencies such as:</p> <ul style="list-style-type: none"> ● Educational psychologists ● Child and Adolescent Mental Health Services (CAMHS) ● Specialist teachers ● Therapists (including speech and language therapists, occupational therapists and physiotherapists) ● VI, NI and PNI Teams ● Social workers ● LINKS Academy Outreach ● Services for Young People ● Virtual Schools ● Alternative Provisions <p>We always involve parents in any decision to involve specialists. The SENCO coordinates the contact and works with these outside agencies. We mainly use other agencies outside the School to:</p> <ul style="list-style-type: none"> ● Help us train staff e.g. epilepsy and diabetes, epi pen, first aid training ● Access more specialised advice e.g. advice on hearing or visual impairment ● Carry out assessments e.g. a social care assessment ● Request a service to be delivered e.g. physiotherapy ● Setting programmes for implementation at home and in school ● Review progress and plan provision e.g at annual reviews.
<p>How does the School adapt the curriculum and learning environment for students with SEND?</p>	<p>We are committed to meeting the needs of all students including those with SEND. We have a duty to, not directly or indirectly, discriminate against, harass or victimise disabled children and young people. We take all practicable steps to the curriculum and the learning environment to make sure that students with SEND are not at a substantial disadvantage compared with their peers and review this frequently. We work closely with families and partners to work out what disabled</p>

	<p>children and young people might need before they start with us, and what adjustments we might need to make. We discuss with families what we can do to adapt the curriculum and/or the building as necessary, in order to get additional resources and support. Teachers will be supported by the SENCO to assess, plan and differentiate the curriculum or make adaptations to meet the needs of students with SEND. This may also involve working with outside partners to seek further recommendations. For example we might need to:</p> <ul style="list-style-type: none"> ● Provide visual resources to support learning ● Rearrange the layout of the classroom and adjust seating plans ● Adapt teaching to include specific technologies ● Create a quiet area in the school ● Utilise specialist ICT software. <p>In considering what adaptations we need to make, the SENCO will work with the Headteacher and School Governors to ensure that the School meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements. A link to the Equality Act 2010 can be found here: http://www.legislation.gov.uk/ukpga/2010/15/contents</p> <p>Further information explaining how we meet the duty can be found in our Equal Opportunities Policy and accessibility policy on the KWS website.</p>
<p>How do we evaluate the effectiveness of our SEND provision?</p>	<ul style="list-style-type: none"> ● We test the effectiveness of our SEND provision by checking student progress and to see if the agreed goals and outcomes for a student are being met ● Where professionals from health or social services are involved with the child we will ask for their help to inform and review progress, to make sure that all those supporting the family are working together effectively ● Each aspect of our SEND provision is reviewed at least annually both in terms of its overall effectiveness and its impact on individual students ● Governors consider the attainment data for students with SEND and compare it with the progress of other students.

<p>Who can young people and parents contact if they have concerns? How do we handle complaints from parents of students with SEND about provision made at the school?</p>	<p>We are committed to providing excellent services to all our students and their parents and we believe the best way to do this is to listen to parents. We encourage parents to contact us about their concerns and not to wait for the next formal opportunity to meet. So if you have something to tell us, whether good or bad, please contact the Headteacher, the Head of year or SENCO.</p> <p>If you have a complaint about SEND provision, please tell us promptly by contacting the following people in this order;</p> <ul style="list-style-type: none"> ● the SENCO (<i>details above</i>) ● Head of Year ● the Headteacher ● the SEND Governor <p>Further information about our complaints procedure can be found on the School's website.</p>
<p>What support services are available to parents?</p>	<p>Information about local support in Hertfordshire is called The Local Offer and is located here: https://www.hertfordshire.gov.uk. DSPL is a Hertfordshire-wide partnership approach where parents, carers, staff in early years settings and schools, further education colleges, local authority officers and representatives from other agencies work together as part of an Area Group, to ensure that there is a range of provision and support available in their local community that meets the needs of children and young people with SEN and/or disabilities (SEND), aged 0-25 years. For more information please visit the website at www.dspl7.org.uk</p>
<p>Where can the LA's local offer be found? How have we contributed to it?</p>	<p>All Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled.</p> <p>The Local Offer has two key purposes:</p> <ul style="list-style-type: none"> ● To provide clear, comprehensive and accessible information about the available provision and how to access it ● To make provision more responsive to local needs and aspirations by directly involving disabled children and those ● With SEND and their parents, and disabled young people and those with SEND, and service providers in its development and review.

	<p>The School cooperates with the Local Authorities in the local area to:</p> <ul style="list-style-type: none">● Make families aware of the kind of support available to them and where to find the Local Offer● Help people access the Local Offer information, especially where there are barriers to them accessing it; this can include helping them to access the internet, printing off pages, explaining, interpreting and consult children and young people and their families directly in preparing and reviewing the Local Offer● Keep the Local Offer information up to date and identify gaps in provision. <p>To find out more about the range of services on offer locally go to:</p> <p>Hertfordshire Local Offer: https://www.hertfordshire.gov.uk. Bedfordshire Local Offer: http://www.centralbedfordshire.gov.uk</p>
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Appendix 1

External organisations

DSPL7

Delivering special provision locally for parents, carers and staff

Educational Psychology Service

Support for assessment: cognition and learning, examination access Arrangements.

CAMHS (Child & Adolescent Mental Health Service)

Support for students with emotional social and mental health difficulties as well as assessments for ASD and ADHD

Links Outreach Service Support

Support for students with difficulties with transition and emotional social and mental health issues

Families First

Intervention for families who may need support

Social Services

Supporting families