



Katherine Warrington School

SPECIAL EDUCATIONAL NEEDS / DISABILITY (SEND) INCLUSION Report 25/26

Next Review Date: December 2026

Katherine Warington School: SEND Information Report (2025-2026)

Katherine Warington School is an inclusive school committed to ensuring every student makes outstanding progress, regardless of their starting point. Our support is fundamentally rooted in the Hertfordshire Ordinary Available Provision (OAP), which defines the support we offer to students with Special Educational Needs (SEN) who do not require an Education, Health and Care Plan (EHCP). We believe all students, irrespective of ability, background, or ethnicity, have the right to participate in and enjoy all aspects of school life and meet their full potential.

The SEND department is led by the SENCo, Mrs Grainger (Head of SEND- a.grainger@kwschool.co.uk), with the assistance of Mrs Eyley and Mrs McNally, Deputy SENDCos. We have a team of Teaching Assistants with training and experience of supporting students with a variety of needs such as Autism, Speech, Language and Communication Difficulties, ADHD, Visual and Hearing Impairments, Down Syndrome and literacy difficulties. We also have access to an Educational Psychologist shared amongst the other Harpenden Schools. The faculty is supported by Mr Martin (Headteacher) and Mrs Hobson (Deputy Headteacher).

Admissions to Katherine Warington School, including for students with Education, Health and Care plans, disabilities and Looked after Children, are handled by the Local Education Authority. A copy of our Admissions Policy can be found on the school website. We have just over 1,200 students in our school, and approximately 19% have an identified special educational need or disability

If you require additional information, we would encourage you to visit the school on our annual open morning or morning tours.

The Information Report below explains our *usual* approach to supporting students with SEND and how students access any additional help that they need. Please contact the school if you have any questions about this.

1. Identification and Assessment

How does KWS know if a child needs extra help, and what should I do if I think my child has SEN?

The school employs a multi-stage process for early identification in line with the Graduated Response cycle (Assess, Plan, Do, Review).

- **Transition Data:** Detailed profile information, including any existing diagnoses or needs, is gathered from primary schools in Year 6 to ensure support is in place from day one.
- Where possible, attendance at Year 6 EHCP annual reviews by the SENCo and attendance at review meetings for Looked after Children by the Designated Teacher for Looked after Children.
- **Progress Monitoring:** Student attainment is reviewed 3 times a year in the KWS assessment cycle. We specifically monitor students with SEND to ensure the attainment gap is closed or prevented from growing wider.
- **Staff Referrals:** Any staff member can refer a student to the SEND Department, which triggers a detailed assessment phase.
- **Initial Parent Contact:** In the first instance, contact your child's Form Tutor or a subject teacher. For persistent or specific concerns about learning difficulties, contact the SENCo, Mrs. Grainger.
- Students can also speak to any member of staff if they have concerns. However, the school recognises that some behavioural or learning issues can be caused by a variety of circumstances and do not necessarily mean that a student has special educational needs. In these circumstances, our pastoral teams may be involved in supporting students.

2. Quality of Provision, Staff Expertise, and Training

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

- **Core Staff:** Your child is supported by their class teachers, the SENDCo (Mrs. Grainger), the Deputy Headteacher (Mrs. Hobson), and a dedicated team of Learning Support Assistants (LSAs).
- **High-Quality Teaching:** Evidence shows that the best support for all students is high-quality classroom teaching. All teachers at KWS are responsible for meeting the learning needs of all students.
- **Training and Expertise:** The SENDCo coordinates ongoing Professional Development (CPD) for LSAs and teachers to ensure they are skilled in supporting specific needs (e.g., Cognition and Learning, Autism, Speech, Language and Communication Needs, Social Emotional and Mental Health (SEMH)). This training is regularly updated with current best practice.

How will the school adapt its teaching and support for my child?

Teaching is adapted to ensure students are not at a substantial disadvantage compared with their peers. Evidence suggests that the best support for all students, including

those with special educational needs, is high quality classroom teaching: This is managed primarily through:

- Teaching Structure: All classes at Katherine Warrington School operate using a mixed ability grouping model. This means that high-quality, differentiated teaching is the foundation of our support for all students.
- Pupil Passports (via Edukey): Teachers access a detailed student profile on the Edukey platform. This profile outlines the student's unique needs, strengths, and aspirations, including agreed goals or outcomes.
- Adaptations: Teachers plan and scaffold the curriculum (pacing, style, challenge, content) and make adaptations to the learning environment to meet the needs of all students within the mixed ability setting.
- Targeted Interventions: Where necessary, students may access targeted interventions outside the classroom in small groups. Examples of this support may include:
 - Specific literacy support (e.g. reading fluency programmes).
 - Small group social skills development sessions.
 - Use of specialist ICT software (e.g. Chromebooks, assistive technology).
 - In-class LSA support, prioritised for students with EHCPs or where there is a health and safety need.

Our aim, as far as possible, is to support student learning in timetabled lessons and to enable access to a full and varied curriculum

How will the school measure and evaluate my child's progress?

Progress is measured and reviewed as part of the Graduated Response (Assess, Plan, Do, Review) cycle.

- Formal Review: Progress is formally reviewed 3 times a year during the KWS Assessment Cycle, and this information is shared with parents via a report.
- Goal Setting: Progress is checked frequently against the agreed goals and outcomes outlined in the Pupil Passport.
- Evaluation: Successful progress means the student is making progress similar to that of peers starting from the same attainment baseline, or that the support prevents the attainment gap from growing wider.
- Statutory Reviews: Annual reviews are conducted for students with EHCPs.
- Multi-Agency Input: Where health or social services professionals are involved, their input is actively sought to inform and review progress.

3. Parental and Student Involvement

How will I and my child be involved in decisions made about their education?

We place a high value on student and parent voice in the planning and review of SEND provision.

- Parents/Carers: Information is shared via reports 3 times a year. Parents are invited to be involved in the creation of the Pupil Passport (on Edukey), including their child's strengths and difficulties, and are expected to participate in all review meetings (EHCP and internal SEN support plans).
- All parents are encouraged to support their child's learning. Our Home School Agreement, which we ask all parents to sign, sets out how both school and home can ensure that each child is best prepared and supported to learn
- Students contribute directly to their Pupil Passports, ensuring their voice, strengths, and aspirations are central to the agreed goals and outcomes for the next phase of their education.

4. Inclusion, Accessibility, and Wellbeing

How will the school ensure my child is included in activities and supported emotionally?

Inclusion and Accessibility

- Curriculum Access: KWS takes all practicable steps to ensure students with SEND are not at a substantial disadvantage. Reasonable adjustments are made to the curriculum and learning environment, including to school trips and extra-curricular activities, ensuring the right to participate and enjoy all aspects of school life (as per the Equality Act 2010).
- Admissions: Students with SEND are admitted following the procedures adopted by Hertfordshire County Council and the school's Admissions Policy. Students with an EHC Plan will be admitted where this is in accordance with parental preference and is compatible with the efficient education of others.
- Physical Accessibility: The school meets its responsibilities under the Equality Act (2010). The Accessibility Plan (2024-2027) guides the provision of ramps, inclusive toilets, and specialist equipment where required. We work with outside partners to seek recommendations for specialist equipment where needed. We recommend parents visit the site to assess suitability.

The school makes every effort to provide access to all students. Please see the schools Accessibility Plan for more information:

<https://kwschool.co.uk/wp-content/uploads/2024/12/Accessibility-Plan-Disability-Equality-December-24.docx.pdf>

Wellbeing and Transition

- Wellbeing Support: Support is overseen by the Deputy Headteacher for Pastoral and Inclusion (Ms. Sarah Hobson) and is governed by the school's Mental Health and Wellbeing Policy.
- Pastoral Team: Students are supported through the pastoral team, with interventions focused on social skills and managing anxiety available through the Learning Support Faculty.
- Transition Support: KWS offers a supported transition programme for students starting Year 7, with pre-entry liaison with all previous settings. For students with EHCPs, a more robust transition plan is in place to ensure provision is ready before they start.
- We take bullying seriously and have annual anti-bullying events to raise awareness among our school community
- Adulthood Preparation: The Careers Education and Guidance Policy ensures students receive appropriate support in preparing for the next phase of their education, employment, and training.
- LAC/PLAC Support: Students who are Looked After Children (LAC) or previously Looked After (PLAC) are supported by a Designated Teacher for LAC, who works with the SENDCo and Virtual School to ensure their Personal Education Plan (PEP) secures the necessary SEN provision.

5. Specialist Services and Resources

What specialist services are available and how are resources allocated?

Specialist Services

We make referrals and work closely with external support services as needed, including:

- Educational Psychology
- Communication and Autism Team (CAT)

- Speech and Language Therapy (SALT)
- Children and Adolescent Mental Health Services (CAMHS)
- Visual Impairment (VI) and Hearing Impairment (HI) Teams
- Hertfordshire SENDIASS (for impartial and confidential advice)
- Families First Assessment (Hertfordshire's early help services)

Resource Allocation

- EHCP Funding: Specific, ring-fenced funding allocated for students with EHCPs is used to secure the statutory provision outlined in their plan and is prioritised for health and safety needs and in core subjects.
- Decision Making: The decision on the amount of support a child receives is dependent on the provision outlined in their EHCP or PEP, prior attainment, and rates of progress. In-class LSA support is prioritised for students with EHCPs or where there is a health and safety risk.

The provision and support listed below are offered to students with Special Educational Needs and Disabilities (SEND) after evaluation on their unique needs. Our approach is highly personalised, ensuring that support is tailored to the individual student's needs.

Decisions on the specific support provided are made after careful consideration of:

- Prior attainment data and academic history.
- The views of the student, their parents, and their teachers.
- Recommendations from external professionals.

Social and Emotional Development Support

- Social Skills Programmes: We offer support and strategies specifically designed to enhance social skills and self-esteem.
- Lunchtime Social Club: A daily club run by the SEND team provides a relaxed, supportive environment for students who may find social situations challenging.
- Pastoral Care: All students are supported by the dedicated pastoral team, including their Form Tutor, Student Support Officer, and Head of Year.

Access to a Supportive Learning Environment

We use technology and resources to ensure an accessible learning environment for all students.

- Specialist Equipment and ICT:
- Chromebooks: with Read and Write (a specialist assistive software to support learning).

- External Specialist Equipment: We work with external Hearing and Visual Impairment teams to access specialist equipment following individual needs assessment.
- Touch Typing Tuition: Computer-based tuition is offered, primarily aimed at Year 10 students, to develop essential typing skills.
- Homework Club: Runs daily after school, providing access to school computers and a quiet place to work.

Strategies to Support and Develop Literacy

We focus on fostering a love of reading and developing essential literacy skills.

- Reading for Pleasure: Library challenges and competitions are run throughout the year to encourage wider reading.
- Targeted Reading Support:
- Weekly Library Lessons (KS3)
- A dedicated literacy coordinator
- Reading Fluency Programme: An eight-week small-group programme for Years 7 and 8 to teach reading comprehension skills.
- Individualised Intervention: Support from an Intervention Teacher, or Teaching Assistants. In exceptional circumstances, this may involve temporary withdrawal from a subject for intensive focus.

Strategies to Support and Develop Numeracy

- Smaller Class Sizes: Selected students benefit from smaller, mixed-ability Maths groups (approx. 20 students) led by a dedicated Maths teacher from year 8 onwards (Where need is identified).
- Computer-Based Programmes: We utilise engaging numeracy programmes like SPARX Maths.
- Form time Numeracy Interventions with an LSA

Behaviour and Wellbeing Support

We provide a robust system for managing behaviour and promoting student wellbeing.

- Pastoral Support: Assistance from the key pastoral teams including Form Tutors, Heads of Years, and Student Support Officers (Key Stage 3, 4, and 5).
- In-Class Support: Support and mentoring from Teaching Assistants.
- Individualised Plans: Where concerns exist, a personalised Safety and Support Plan may be created by the Head of Year or Designated Safeguarding Lead, involving both parents and the student.

- External Referrals: We maintain strong links with external support services:
 - Referral to the Links ESC Outreach Rapid Response Service.
 - Referral to one of Hertfordshire's Educational Support Centres for expert advice or alternative provision for students at serious risk of permanent exclusion.

Personalised Curriculum

Our curriculum is designed to allow students to tailor their learning pathway.

- KS4 Options: Students select their GCSE and enrichment subjects from Year 9 building a personalised curriculum around core subjects.

Examination Support

- Exam Access Arrangements (EAA): Students whose SEND significantly impacts their exam performance may qualify for Exam Access Arrangements (e.g., rest breaks, readers, extra time).
- Eligibility Testing: Testing is carried out in the summer term of Year 9 and the autumn term of Year 12 to determine eligibility, adhering to the criteria set by the Joint Council for Qualifications (JCQ).
- Practice Opportunities: Students can practice their approved arrangements during internal and mock exams, with priority given to end-of-Year 10 and Year 11 mock examinations.

Support for Medical Needs

- Individual Protocols: We develop individual protocols for students with significant medical needs and allergies.
- Dedicated First Aid: Support and care are provided by our First Aid Manager.
- NHS School Nursing Service: Access to and support from the NHS School Nursing Service.
- ESMA Referral: Referral to Hertfordshire's Education Support for Medical Absence (ESMA) service for students facing prolonged absence due to medical reasons.

6. Concerns and Further Information

What is the procedure for SEND-related concerns and complaints?

We are committed to addressing any concerns or complaints related to SEND provision promptly and effectively using the following escalation stages:

1. Initial Resolution: Raise the concern with the SENCo (Mrs. Grainger).
2. More serious Concern: Parents and carers should raise any further concerns with the young persons Senior Leadership Link for their year group:

Year 7- Sarah Hobson

Year 8- Abigail Grainger

Year 9- Gareth Livesey-Jones

Year 10- Zoe Coomber

Year 11- Tom Way

3. Formal Escalation: If the issue is unresolved, escalate the concern in writing to the Headteacher (Mr. David Martin).
4. Governing Body: If the complaint remains unresolved, it can be escalated to the Governing Body by contacting the School Governor responsible for SEND via the email provided.

SEND and Inclusion Policy – Review

The Governing Body will regularly review the provision for students identified with SEND and consider the effectiveness and impact of the work done by the school.

This policy will be reviewed on an annual basis as part of the school's self-evaluation programme.

Where can I find information about the Local Authority's Local Offer?

The school signposts families to external support services:

- Hertfordshire Local Offer: Provides detailed information on all services available for children and young people with SEND in the county:
<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshirelocal-offer.aspx>

- SENDIASS (Independent Advice): We recommend contacting Hertfordshire SENDIASS for impartial and confidential advice and support:
<https://www.hertssendiass.org.uk/home.aspx>