



Special Educational Needs and Disabilities (SEND) Information Report

2025 - 2026

“Work hard, be kind and push yourself.”

POLICY REVIEW AND AMENDMENT LOG

Status & Review Cycle: Statutory; annual
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Reviewed By:	Review Date	Reviewing Governor	Date Approved by Governing Body
Mollie Robberts	October 2020	Mick Michell	08/12/2020
Mollie Robberts	July 2021	Mick Michell	20/10/2021
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Mollie Robberts	July 2023	Peter Shelley	28/09/2023
Kerry Denslow / Juliette Snedden	July 2024	Jo Oliver	13/11/2024
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Dear families,

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

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website [Home - Kings College Guildford](#)

Or you can ask a member of SLT or SEN staff to make a copy/send you the policy.

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 currently provides additional and/or different provision for a range of needs, including:

AREA OF NEED	CONDITION
Communication and interaction	Autism
	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 hyperactivity 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?

- **SENDCOs are:**
Miss Kerry Denslow, NASENCo Award/Ba Hons/PGCE
 Email: k.denslow@kingscollegeguildford.com and
Mrs Juliette Snedden, Ba Hons/PGCE/ NPQSL/NASENCo
 Email: j.snedden@kingscollegeguildford.com
 Phone: 01483 458956
- Vice Principal in charge of SEND with SENDCO qualification is:
Mrs Mollie Robberts, NASENCo Award/Ba Hons /PGCE
 Email: m.robberts@kingscollegeguildford.com
- The Assistant SENDCO is:
Ms Heather Laurie,
 Email: h.laurie@kingscollegeguildford.com
- Designated Teacher for Children in Care is **Mrs Jeanette Hamilton-Marshall**
- Designated Safeguarding Lead is **Mrs Mollie Robberts**, Vice Principal

- Member of staff responsible for Pupil Premium Grant and Looked After Child Funding is **Mr Alastair McKenzie**, Principal
- Member of staff responsible for managing medical needs of students is **Mrs Sophie Risbridger**, Reception and Administration Assistant.
- To contact a member of the SEN team you can email the SEN Hub direct: hub@kingscollegeguildford.com

Teachers

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

Intervention Specialists/Progress Mentors

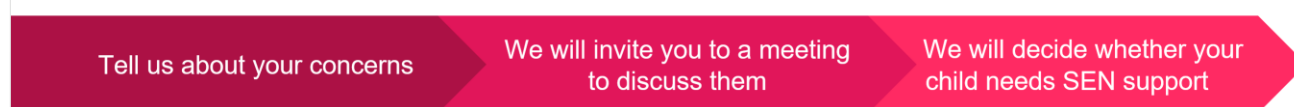
We have a team of 4 Intervention Specialists and 8 Progress Mentors, who are trained to deliver SEN provision.

External agencies and experts

Sometimes we need extra help to offer our pupils the support 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 local authority (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, We will meet with you to discuss If we decide that your child

the first person you should tell is your child's Head of Year.

They will pass the message on to our appropriate SENCO, Mrs Juliette Snedden – Year 7 and 8, Miss Kerry Denslow – Year 9, 10 and 11, who will be in touch to discuss your concerns.

You can also contact the SENCO's directly using the email details above.

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.

needs SEN support, 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?

The identification of SEND is built into our overall approach to monitoring the progress and development of all students. Identification includes the use of high-quality formative assessment, as well as effective baseline assessments, communication with family, students and other relevant practitioners. In practice most information for students transferring into Year 7 comes through liaison with feeder schools. Standardised tests are used to assess literacy skills. The results of these tests, together with the KS2 results, are scrutinised by the SENCOs.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- is less rapid 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

We are aware that a number of factors may impact on a child's progress and attainment, including having English as an additional language, attendance and punctuality, family circumstances, health needs, or having a disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND). Therefore, we do not immediately assume that a child has special educational needs.

The first response to inadequate progress is high quality teaching targeted at the child's areas of weakness. Most students will have their needs met through high quality teaching. This may include appropriate differentiation of learning tasks, adaptations to the curriculum and learning environment, the provision of additional practical or visual resources, and time-limited interventions. We focus on early intervention to ensure 'gaps' are targeted, and intervention is put in place at the earliest opportunity.

Where progress continues to be less than expected, the teacher will work with the SENDCOs to assess whether the child has SEND. The SENDCOs will gather information from the pupil, family and class teacher. Discussions will be held with the pupil and their family in order to develop a good understanding of the student's areas of strength and difficulty, the family's concerns, the agreed outcomes sought for the child and the next steps.

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

We will follow the 'graduated approach' to meeting your child's SEN needs.

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

The class or subject teacher will work with the SENDCOs to carry out a clear analysis of the pupil's needs.

This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and 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 family
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly. All teachers and support staff who work with the pupil 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 pupil's progress.

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

We will provide 2 reports on your child's progress following their assessment series.

Your child's subject teachers will meet you twice a year at parents evenings to:

- › Set clear outcomes for your child's progress within their subject
- › Review progress towards those outcomes

Additionally to these standard offers the SEN team will offer 2 meetings a year to:

- › Review the details on the student passport
- › Discuss the support we will put in place to help your child to continue to make 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. So 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 to hear from you as much as possible so that we can 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 right away 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 champion.

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 2 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
- Discuss their views with their progress mentor who can act as a representative during the meeting
- Complete a survey

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

We make the following adaptations to ensure all pupils' needs are met:

Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured paper or overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Providing Exam Access Arrangements (EAA) to ensure pupils with SEND are able to access exams and internal tests with equity.

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEND Support from the school's own resources. For these pupils a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided. This process is in partnerships with the pupil, family, the SENDCO and other professionals. Once in place, these are reviewed annually until no longer required.

We have a number of interventions that may be offered as well as all class teachers following the concepts set out in the Ordinarily Available Provision.

We have a number of students who have access to Regulation Support and can access the Hub for Co Regulation. There are also specific groups of students who access The Link and The Bridge.

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
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Communication and interaction	Autism	Visual timetables Pre warning of changes where possible Co Regulation
	Speech and language difficulties	Speech and language therapy and appropriate interventions SALT interventions
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Lexia, Reading, Math interventions
	Moderate learning difficulties	
	Severe learning difficulties	
Social, emotional and mental health	ADHD, ADD	Focus time, Regulation strategies, sensory circuits
	Adverse childhood experiences and/or mental health issues	The Link, The Bridge, Eikon, CYP, Matrix
Sensory and/or physical	Hearing impairment	Seating plan adjustments to suit the student
	Visual impairment	Using appropriate colours for font and background on resources
	Multi-sensory impairment	
	Physical impairment	

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

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals
- Reviewing the impact of interventions after each module
- Using Student Voice activities
- Monitoring by the SENDCOs
- Lesson drop-ins to monitor inclusive practices in lessons
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

- › Holding meetings with families to review the pupil passports

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

The SENDCos manage a dedicated SEND budget to secure equipment and resources and ensure they are used effectively to support the needs of pupils.

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

- Extra equipment or facilities
- Further training for our staff
- External specialist expertise
- Alternative Provisions

If that's the case, we will consult with external agencies to get recommendations on what will best help your child 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 SEN?

All of our extra-curricular activities and school visits are available to all our pupils, including our lunchtime and after-school clubs.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc. The SEND Department works in conjunction other departments to support pupils in activities that are curriculum related to improve accessibility.

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

Arrangements for the admission of disabled pupils and pupils with SEN:

- The Pastoral, SEND and Admissions teams work together to ensure the smooth admission of new students who have SEND.
- The SENCO and/or HOY meet with parents and the student prior to admission to gather information
- For those students with EHCPs a consultation process through Surrey SEND is carried out to ensure we can meet need before a place is offered.
- Arrangements are made to ensure access to learning and the environment before admission
- Information is shared with all teaching staff **How you make sure that all prospective pupils whose EHC plan names the school will be admitted before any other places are allocated**

13. How does the school support pupils with disabilities/medical conditions?

- › Kings College recognises that pupils with disabilities/medical conditions should be supported so that they have full access to education, including school trips and physical education. Some students with medical

conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

- At Kings College all pupils with serious/complex medical conditions will have an Individual Healthcare Plan. They may access the Student Support Centre and special arrangements made for PE, including changing and toilet facilities. Staff are trained to support pupils with medical needs - please refer to medical policy which sets this out in detail.
- Pupils who have medical needs that mean they cannot attend school may be referred to Surrey's Access to Education (medical) service. Some pupils may be enrolled in computer-based education packages.

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

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils are supported to develop their wellbeing through the College Wellbeing approach of five things which encourages students to make personal progress through: connecting, being active, taking notice, learning and giving. These themes influence our daily tutor program and PSHE provision.
- Pupils with SEND are encouraged to be part of the school leadership team which includes subcommittees for wellbeing, diversity, eco and the community.
- Pupils with SEND are also encouraged to be part of Youth Work groups and lunchtime/afterschool clubs to promote teamwork/building friendships etc.
- Pupils and their families are encouraged to develop a positive relationship with their tutor who is the first contact for day-to-day support or any additional support. If required they will consult the SENDCOs for further advice or support.
- Pupils with SEND may work with our HLTA for Wellbeing, ELSA, Wellbeing Practitioner, Art Therapist or Mental Health School Team to complete interventions when identified that they require support.

We have a zero-tolerance approach to bullying.

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

- Pupils with SEND transferring to Kings College from primary school have enhanced transition support. This includes individual tours and visits, parent and student transition meetings with a member of the Senior Leadership Team, transition support morning for vulnerable students which are in addition to the two-day orientation visits made by all pupils in the summer term. Staff from Kings College liaise with staff from the primary schools and any other professionals involved in supporting the students before they start at Kings College to ensure the smoothest transition possible.
- At Kings we help our students with SEND to start planning for their future adult life as early as possible. Our aim is to support our student to go on to achieve the best possible outcomes in employment, independent living and participating in society. This includes discussing aspirations and supporting planning for these in Pupil Passport meetings with students and family. Ensuring career advice and information provides high aspirations and a wide range of options for students with SEND and helping students and family understand and explore how the support they receive will change as they move into

different settings, and what support they are likely to need to achieve their ambitions. Particular care is paid to the transition between key stages. Students with SEND are provided with options guidance and the SENDCOs check that options choices are ambitious and suitable for each individual.

- At other transitions, we will share information with the school, college, or other setting the pupil is moving to. We will agree with family and pupils which information will be shared as part of this. We will work with family and other schools, colleges or settings to endeavour to provide the best transition possible for the students and prepare them for change. Where required this involves supporting family to access information about appropriate placements, visiting placement and liaising with other setting to ensure pupil's needs are met.

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

Mrs Jeanette Hamilton-Marshall will work with the appropriate SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. 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?

Any complaints from family of students with special education needs concerning the provision made at the school can be made through the school's procedures as set out on the school's website. In the first instance please contact the SENDCO responsible for their support.

The family of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

If you are not satisfied with the school's response, you 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 [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion

- › Provision of education and associated services
- › Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

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

- › Family and young people can find information on SEND from:
 - › Impartial SEND Advice <https://sendadvice.surrey.org.uk/>
 - › Special Needs Jungle, which is a parent-led information and resources for families with children with SEND needs <https://www.specialneedsjungle.com/>
 - › ISPEA Independent Provider of Special Education Advice <https://www.ipsea.org.uk/>
 - › Council for Disabled Children <https://councilfordisabledchildren.org.uk/>
 - › SEND Team Contacts for Surrey to speak to case workers for local schools <https://sendadvice.surrey.org.uk/send-teams/>
 - › Local Offer Guide <https://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/Local%20Offer%20Guide.pdf>
 - › National Autistic Society who offers training and advice for young people and their families <https://www.autism.org.uk/home>
 - › Family Voice Surrey who speak up for families with children with additional needs <https://www.familyvoicesurrey.org/>
 - › Contact SENDCO re information on Access arrangements for exams and assessments
 - › Mind for support with mental health- <https://www.mindworks-surrey.org>

19. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- › **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 SEN 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
- › **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- › **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 (EHC) 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
- › **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 SEN
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the 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 that explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEN. 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 that meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages