



Special Educational Needs and Disabilities (SEND)

Parent Information Evening – Year 6:

- Meet the team
- Transition
- Graduated approach to SEND
- Early Identification and next steps
- Resourced Provision
- Access Arrangements at Key Stage 3
- Whom should I contact?





Special Educational Needs and Disabilities (SEND)

Meet the Team - SEND

Mrs A Payne – Assistant Head - SEND

Mrs K Wilde – Lead SENCO

Ms J Mansbridge – SENCO – KS3 (Lead for Years 8 and 9)

Mrs G Foster – SENCO – KS3 (Year 7 Lead)

Mrs N Matthews – Resourced Provision Coordinator

Mrs K Hay – Head of Inclusive Learning/Transition Lead

Mrs K O’Connell – SEND Officer

Pastoral -

Mr M Gunning – Head of Year

Mr J Davies – Deputy Head of Year

Mrs C Brown – Year Officer

Mrs Payne



Mrs Wilde



Mrs
Matthews



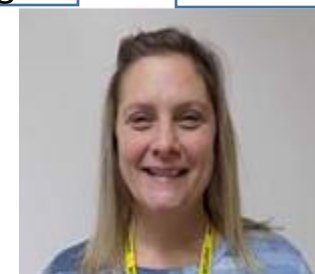
Ms
Mansbridge



Mrs Foster



Mrs Hay



Mrs O’Connell



Transition for SEND – what we offer





Transition for SEND – what we offer

What	When?	Who
Visits to all feeder Schools	Spring Term	Head of Year/Deputy Head of Year/Mrs Hay
SEND information collated	Spring Term	Mrs Hay – visits feeder schools SEND information provided by parents online
Primary SENCOS visit to Kings	June	All feeder primary SENCOS invited to Kings'
Coffee Mornings	Summer Term	Open to all
Transition Partnership Agreements for selected pupils identified by Primary SENCOS	Summer Term	Mrs Hay - online
LSAs visit EHCP pupils	Summer Term	SEND Officer and selected LSAs to visit EHCP pupils within Primary Schools
Transition Days – for all students	Summer Term	Students come to Kings' for taster sessions with students from their class
Additional transition days for selected students identified by Primary Schools	18 th and 20 th June 9-11am	EHCP and a small number of SEN K students meet with selected staff to support transition
SEND parent information evenings	5 th June and then annually	Representatives from SEND team to outline support offered

INSPIRING
FUTURES

EXCEPTIONAL
CHARACTER

ACADEMIC
EXCELLENCE



What does support look like for students with SEND at Secondary School?

Universal Support

High Quality Inclusive/Adaptive Teaching

Targeted questioning appropriate for the student

Universal strategies for supporting students with SEND needs including Autism, Dyslexia and ADHD

Model answers and writing frames

Trusted adult check-in

Assess Plan Do Review (APDR) process initiated





What does support look like for students with SEND at Secondary School?

Targeted Support –SEND K

Trusted adult check-in

If appropriate, **Targeted intervention** 6-12 weeks

APDR process initiated

Pupil Profile created by SENCO with bespoke strategies





What does support look like for students with SEND at Secondary School?

Specialist Support - EHCP

Support as outlined in **Section F** of the EHCP : Learning Support Assistant / targeted interventions

Pupil Profile created by SENCO with bespoke strategies

APDR process initiated

All other **support outlined in universal support/targeted support** sections

Annual Reviews

Liaison with **external agencies**





Special Educational Needs and Disabilities (SEND)

SEND Code of Practice – Sept 2015

“Every teacher is responsible and accountable for every pupil in their class including those with SEN.”

Graduated approach to SEND

Class teacher/tutor is first point of contact – UNIVERSAL PROVISION





Special Educational Needs and Disabilities (SEND)



Initial Concern Form

Triaged by members of welfare, pastoral and SEND teams



Early Identification



Initial Concern Form





SEND Register what could SEN support include?

SEND register reviewed regularly – a pupil should not remain on the SEND register





Resourced Provision

- For pupils with a physical disability, and an EHCP
- It is not a separate unit
- Taught within classrooms with necessary equipment and adaptations
- LSA support as required, but we encourage independence
- Pupils may have time out of lessons for physiotherapy
- The site is accessible with lifts and ramps
- Same high expectations for disabled pupils
- Inclusive ethos of the school



Resourced Provision



The worst thing about having a disability, is that people see it before they see you.



Access Arrangements

- **JCQ** state that Access Arrangements can only be applied for within 24 months of the exam period (**end of Year 9/start of Year 10**)
- Key Stage 3 is used to gain evidence of need for Access Arrangements
- Any Access Arrangements in place at Key Stage 3 are on a trial basis (students must meet **JCQ criteria** at end of Year 9/start of Year 10)
- There must be evidence of need demonstrated in school as arrangements must be a student's '**normal way of working**'
- **Class teachers** will refer students through the Assess, Plan, Review Process





Who do I contact?

Questions	Who to contact
Concerns about my child's attendance	Year Officer/ SEND Officer
Updating personal information relevant to my child's well being	Head of Year/ Deputy Head of Year
My child can't access the homework set	Class teacher
Academic progress update	Class teacher
Day-to-day questions	Form tutor
My child has received a diagnostic report	SEND Officer
Desired additions to Pupil Profile information	SENCO
Highlighting new or additional SEND concerns observed at home	SEND Officer

Any further questions?

← → ↻ <https://kings-hants.com/contact-us/>



KINGS'
SCHOOL · WINCHESTER

🔍 SEARCH

MENU



COMPLIMENTS

To register a compliment, please use the link below:

[CLICK HERE](#)

GENERAL ENQUIRIES

For absence and other general enquiries please call the school on 01962861161 between 8:30am and 4:30pm. Alternatively, you can contact us via email at kings.school@kings-hants.sch.uk

[E-MAIL](#)

SEND ENQUIRIES

If you have an enquiry regarding SEND, please use the link below and someone from the Pupil Support department will contact you shortly.

[SEND FORM](#)