



SEND Information Report 2023-2024

What types of SEND do we provide for?

Kingsthorpe College is a mixed secondary school and is part of The Orbis Trust.

“Students are identified as having SEND when they have a significantly greater difficulty in learning than the majority of students the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for students of the same age in mainstream schools” (SEND Regulations 2014).

Students at Kingsthorpe College have a range of difficulties including: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties and Sensory or Physical difficulties.

The Autumn Census records the following data for students with SEND:

SEND Code	Number of Students
Education, Health Care Plan (code E)	17 (1.21% of cohort)
SEND support (code K)	193
Total number of students with SEND (codes E and K)	210 (14.94% of cohort)
Total of students with no SEND needs	1196
Total number of students on roll	1406

How do we identify and assess students with SEND?

At Kingsthorpe College, we use information from a range of sources to help identify SEND and other needs. These include information from parents/carers; primary school teachers; end of key stage 2 SATs assessments; baseline testing; literacy and numeracy tests; application form information; subject teachers; specialist colleagues and external agencies.

How does the school evaluate the effectiveness of provision?

Our class teachers, Heads of Faculty and Heads of Year closely monitor the progress and attainment of all students, including those who have or may have SEND. The ongoing monitoring of students during their time at Kingsthorpe College will further identify students with a special educational need. This identification may come from teachers, support colleagues, outside agencies, parents/carers or the pupils themselves. Staff can express their concerns about a student to the SENDCo via a SEND Referral Form.

If your child needs to be assessed, we use a range of assessments depending on the area of need. We follow a staged and graduated approach to identifying and assessing needs, using the ‘Assess, Plan, Do, Review’ model. The triggers for intervention could be a concern, underpinned by evidence, about a student who, despite receiving differentiated learning opportunities, does not make expected progress.

All students, (including those on the SEND register) are assessed on a regular basis, in accordance with the school’s Assessment Policy. Teachers formally assess and review progress and attainment 2 times a year. Reports are communicated to parents/carers twice a year. Additionally, parents’ evenings are held once a year when there is an opportunity to discuss progress, attainment and next steps. All students with an Education, Health & Care Plan have an Annual Review.

The school utilises an assess, plan, do and review (APDR) process to ascertain the effectiveness of teaching and learning for all students with SEND. The outcomes of these evaluations are used to create and implement improvement plans for all aspects of school life. These are frequently



	<p>reviewed through regular evaluation. Progress and attainment data for students is analysed regularly at school leader meetings and reported to governors.</p>
<p>How does the school assess and review the progress of students with SEND?</p>	<p>At Key Stage 3, the school will send home two progress reports each year showing current level of working and reporting on attendance, conduct, effort and progress. Key Stage 4 and 5 reports, report on predicted and target grades, behaviour, and attitude to learning.</p> <p>Heads of Department/Faculty, Heads of Year, and the SENDCo will monitor and review this data, identifying any subjects where a student is not making progress in line with expectations. Appropriate action / support will be put in place and the impact of this activity will then be evaluated. Reports are submitted to governors who monitor and review the work of all departments, including SEND and Inclusion.</p> <p>We welcome the involvement of parents/carers and aspire to keep them up to date and involved with the student’s progress. We do this through parents’ evenings; email; telephone calls; appointments made with individual teachers; Annual Reviews (for those with ECHP). Furthermore, the school provides information for all parents via our website.</p> <ul style="list-style-type: none"> • All students receiving direct numeracy and literacy support will be reviewed at least twice a year. • All students receiving direct support with K or E (SEND register) will have their learning plans evaluated and updated considering the learning indicators and any concerns from parents, teaching and associate staff or external agency information. • Students who are in KS4 or KS5 may be referred for Exam Access Arrangement assessment with a specialist assessor. All students with exam access provision must maximise the use of this provision in lessons and tests prior to the formal examination period as evidence of use as normal way of working is required to verify the need.
<p>Who is our special educational needs coordinator (SENDCO) and how can she/he be contacted?</p>	<p>The SEND Administrator and initial contact for the SEND Team is lisa.medley@kingsthorpecollege.org.uk</p> <p>The school SENDCo is David O’Leary (david.oleary@kingsthorpecollege.org.uk)</p> <p>The Assistant SENDCo is Laura Wade (laura.wade@kingsthorpecollege.org.uk)</p> <p>Contact can also be made via the school telephone number: 01604 716106</p>
<p>What is our approach to teaching students with SEND?</p>	<p>The SEND Code of Practice suggests that students are only identified as SEND if they do not make adequate progress having received intervention, reasonable adjustment and quality first teaching.</p> <p>At Kingsthorpe College, we are ambitious for our students. Therefore, we believe that the best place for our students to gain subject knowledge, understanding and skills and personal development opportunities is in the classroom with their peers and subject experts. We aim to maintain a full, broad and ambitious offer to all students throughout their time at the school.</p> <p>Our teachers are experts who are responsible and accountable for the progress and development of all students in their classes, including students who receive additional support. All staff deliver quality first teaching which is differentiated, and the work scaffolded for students with SEND, enabling them to make progress within the classroom.</p> <p>We aim to identify students’ educational needs as quickly as possible when allocated a place at Kingsthorpe College through rigorous support and personalised transition plans.</p>



We recognise that there may be times when students need additional support beyond the classroom. Therefore, at Kingsthorpe College, there are a variety of staff in the SEND Department to help us fully support all students. There are also a range of interventions and additional subject support available; if this is provided, parents will be informed. Our teachers are responsible and accountable for the progress and development of all students in their classes, including students who receive additional support. Where it is appropriate, exam access arrangements will be applied for in due course.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step (Wave 1) in responding to pupils who have SEND. This will be differentiated for individual pupils.

We also provide the following interventions, depending on the need of the individual:

- A child or young person with EHC plan will have a review meeting annually. The progress, nature of ongoing support and outcomes in consultations with parents/carers, student, relevant external agencies are reviewed.
- A child or young person with a SEND support plan will have a review within the agreed period, targeted interventions, progress and outcomes are agreed with parents, carers and the student
- Annual parent/carer consultation evenings focus on a student’s progress within individual subjects and provide information on the ways that parents/carers can support their child’s learning.
- Regular Progress Review information is shared with all parents/carers. The information is evaluated by the school to help identify any concerns regarding a child or young persons’ progress. Where there are concerns, these are shared with parents/carers.

How do we adapt the curriculum and learning environment?

As outlined above, teachers have the first responsibilities to provide good teaching and learning for students with special educational needs. As such, Kingsthorpe College adopts a “whole school” approach which involves all staff delivering “quality first teaching”.

All staff are informed of student interventions and are advised of class-based strategies, which support the progress of students within their lessons. Where necessary individual student meetings are organised to update staff about changes to need and aid them in supporting students to maximise their potential.

Reasonable adjustments are explored and considered to ensure that all students can access a broad and balanced curriculum. These include access arrangements for assessment, use of appropriate ICT where possible, appropriate differentiated materials including enlarged paper, coloured overlays/coloured paper and strategic seating plans.

Kingsthorpe College is a safe and accessible site; we do our best to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help SEND students throughout our school including lifts to access all areas; disabled toilets; stair lifts; ramps; wide corridors and equipment to help with reading and writing.



<p>Adaptations to the curriculum and learning environment</p>	<p>We make the following adaptations to ensure all pupils' needs are met, these take account of the individual needs of the child or young person; some of these include:</p> <ul style="list-style-type: none"> • Differentiating our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, the learning environment. • Adapting our resources and staffing, where necessary. • Using recommended aids, such as assistive technology, visual timetables, colour overlays, or larger fonts. • Differentiating our teaching, for example, giving longer processing times, pre and post teaching of key vocabulary or concepts, reading instructions aloud and more. • Alternative curriculum pathways, and curriculum offer with greater emphasis on vocational employability skills, life and functional skills acquisition
<p>How do we enable students with SEND to engage in activities with other students who do not have SEND?</p>	<p>At Kingsthorpe College, we run a range of activities to support SEND students including SEND Early Start Club, Break and Lunch Club. There is also a Homework Club on Tuesday after school and students can 'drop in' for support with homework in non-contact times. Our school also runs coursework/revision sessions for students who are in KS4 and 5. Students can access the library daily afterschool to support with additional learning or homework.</p> <p>The extra-curricular timetable is available on the school website. KS3 students in the school are encouraged to take part in extra activities after school and on Wednesday afternoon as part of the enrichment programme.</p> <p>The school has a significant commitment to the DofE, this provides all students to have fun, make friends, improve their self-esteem, and build confidence. Students gain essential skills and attributes for work and life such as resilience, problem-solving, team-working, communication and personal drive. Many students also participate in the Cadets programme in both Year 9 and 10. A variety of students are able to actively engage and be supported as part of this programme.</p>
<p>What are the arrangements for consulting parents of students with special educational needs about, and involving such parents in, the education of their child.</p>	<p>We need parents/carers to support us and their child by encouraging them to fully engage with their learning and any interventions offered by:</p> <ul style="list-style-type: none"> • Helping them to be organised for their day (including bringing the right equipment and books) • Full attendance and good punctuality • Completion of homework • Attending parents' meetings • Attending any meetings specifically arranged for your child. • We will support you by having regular communication and the SENDCo will contact you on a regular basis. • Students are encouraged to take part in Student Voice activities; students regularly evaluate their work in lessons; attendance, wellbeing and promote change. • Year 7 Parents of students who are SEN are invited into the college within the first month of starting KC. This allows parents to understand how their child has settled and how the SEN department will support in their education journey along the way. • Regular termly meetings happen face to face with those students who have an EHCP and feedback and progress is given as part of these meetings. • Those students who have a learning plan, when revised this plan is also shared with home.



<p>How do we consult students with SEND and involve them in their education?</p>	<p>Students who have an EHCP will be involved in annual review meetings; contribute to target setting and reviewing and reflect on their learning and achievements by completing the Pupil Profile prior to reviews. SEND students have detailed discussions with their tutor, teachers and SENDCo about their attainment, progress and next steps for improvement.</p> <p>If additional support is needed this will be put in place; this could include 1:1 career's support guidance by qualified Careers Advisor. Students also complete a PASS survey, interventions and next steps are also derived from these. Students are also included in student voice across the school, and we have SEN student representatives which feedback and give their views to the Local Authority Forum meetings.</p>
<p>How do we support students moving between different phases of education?</p>	<p>We liaise closely with primary schools and provide additional transition support both before your child starts and afterwards if it is needed. We ask our feeder school to complete a One Page Profile which is shared with teaching staff on entry to Kingsthorpe College.</p> <p>All students receive advice on careers and are encouraged to visit colleges to explore post-16 courses. In the 6th Form, support is available to aid students looking at applying to university or college or any other pathway beyond post-16 education, providing a quiet working space.</p> <p>Oversight of the 6th form provision is led by: Mrs De-Wit.</p>
<p>How do we support students preparing for adulthood?</p>	<p>Pastoral programmes support all students in looking at options, careers and post-16 and post-18 transition as well as the PHSE programme delivered through a bespoke curriculum, tutor periods as well as other curriculum areas addressing other aspects of social and emotional development.</p> <p>Kingsthorpe College also liaises with the Local Authority to support parents in accessing external services which may be needed Post 16. This is vital to support the successful transition of students and to identify any areas of concern to seek efficient resolutions.</p>

<p>How do we support students with SEND to improve their emotional and social development ?</p>	<p>At Kingsthorpe College, we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of student support and guidance. One way we support our students is by assigning them to a form tutor who will (in most cases) remain with them as they progress up the school. This provides continuity and builds a strong relationship between tutor and students and the mentoring they provide enables early identification of any concerns. Students are also given the opportunity to name a trusted adult that they feel that they can speak to within the school. This can be any member of staff and not just their tutor. The Student Development Index also provides year teams with detailed data which allow them to support groups and individual students. These are reviewed during termly pastoral meetings.</p> <p>There are additional members of staff for each year group who are able to provide pastoral support and can be contacted at Year Teams. We also have two part time counsellors which students can access and be referred too. We also engage and consult with MHST monthly and they provide additional capacity here.</p> <p>There are also a team of Support staff and SEND specialist that can be contacted on can we have SEN@kingsthorpecollege.org.uk.</p> <p>The school has also fostered excellent relationships with a number of external agencies for example, the school nurse Service Six, CAMHS, Sensory Impairment Service, Educational Psychologists & Specialist Support Services. Families are also supported by the use of Early Help Assessments, and as a college we have more than 30 families who are engaging with this.</p>
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	<p>In summery Kingsthorpe College provide support for pupils to improve their emotional and social development in the following ways:</p> <ul style="list-style-type: none"> • All pupils, including those with SEND are supported via the Pastoral Team within the Academy • Sixth form pupils with SEND are encouraged where necessary and approached to be peer mentors • Where necessary those with identified needs are supported through social skills interventions, the school counselling service • The SEND team work closely with the Head / Deputy Head of Year within the school to support the emotional and social development of SEND children and young people. • The College has a zero-tolerance approach to bullying.
<p>What expertise and training do our staff have to support students with SEND?</p>	<p>All staff are made aware of how they can support individuals within the classroom through the sharing of strategies on the students Arbor profile and Class Charts. For some SEND students, Individual Learning Plans (ILPs) are set up on EduKey, these are mapped and shared with staff.</p> <p>Staff also have the opportunity to attend specific SEND training delivered across the year as part of the schools ongoing Continuing Professional Development (CPD) programme.</p> <p>Learning Support Assistants and Bounce Back staff have a range of qualifications and experience in supporting students with autism, speech and language difficulties, SEMH and specific learning difficulties.</p> <p>In addition to the specialist staffing available within the school, support and guidance can be accessed from external specialist support for example:</p> <ul style="list-style-type: none"> • Target Autism • Educational Psychologist Team • Services for the Visually Impaired and Hearing Impaired • CAMHS • Speech and Language therapists • Independent Careers Advisor • Multi Agency Safeguarding Hub (MASH) • Social Services Early Help Assessment • Looked After Child Team (Virtual Schools) • Hospital and Outreach • SEND Local Authority Teams • Jogo • Blossom Occupational Therapy.



<p>How will we secure equipment and facilities to support students with SEND?</p>	<p>We can access a range of services including the Sensory Impairment Service and Specialist Support Services. These services are contacted when necessary and as appropriate, according to your child's needs.</p> <p>If you believe your child needs specialist equipment or other facilities, please contact the SENDCO.</p>
<p>How do we involve other organisations in meeting the needs of students with SEND and supporting their families?</p>	<p>The SENDCo will consider school-based referrals along with all progress and attainment data and standardised assessments, comparing them with national data and expectations of progress before making decisions about appropriate interventions. Where further assessments are necessary, there will be close liaison between the school and parents. The views of the student will also be carefully considered.</p> <p>Where, following appropriate intervention, there are on-going concerns about progress, access to the curriculum or social and emotional well-being, external support may be considered and consent of parents sought. Where on-going concerns and referrals are not supported by the parents, additional guidance for school staff may be sought from external agencies. The SENDCo will complete referrals to the relevant professionals such as specialist teachers, Educational Psychologist and Occupational Therapists, sharing with them all relevant data and reports in line with the schools GDPR policies.</p> <p>Members of the SEN department also attend EHA or TAF meetings, where it is an appropriate. The College can also offer personalised support plans, should they be required.</p>
<p>How do we handle complaints from parents of students with SEND about provision made at the school?</p>	<p>Should parents be unhappy with any aspect of their child's care at Kingsthorpe College, they can seek to resolve this informally with relevant staff in the first instance.</p> <p>If this does not resolve the problem, or allay concerns, the problem can be brought to the attention of the Senior Leadership Team who will inform the Headteacher. The complaints' procedure will be followed (please see the school website for the Complaints Policy).</p>
<p>Who can young people and parents contact if they have concerns?</p>	<p>Parents can contact their child's form tutor, Head of Year, and subject teachers if they have concerns. If necessary and appropriate, the member of staff will forward the concerns to the SENDCo who will explore the nature of the concern.</p>



<p>What support services are available to parents?</p>	<p>Parents may find the following documents and other related policies helpful:</p> <p>Northants County Council: http://www.northamptonshire.gov.uk/en/councilservices/educationandlearning/Pages/default.aspx</p> <p>The Admissions Policy and arrangements are on the School website and enquiries should be made to: http://www.Kingsthorpesch.co.uk enquiries@Kingsthorpesch.co.uk</p> <p>School based careers advice: The School Careers leader is Mr Hobbs. He can be contacted via e-mail: mike.hobbs@kingsthorpecollege.org.uk</p>
	<p>Multi Agency Safeguarding Hub (MASH:) Telephone: 0300 126 1000</p> <p>Website address: https://www3.northamptonshire.gov.uk/councilservices/students-familieseducation/help-and-protection-for-students/protecting-students-information-for-professionals/Pages/contact-early-help-support-MASH.aspx</p>
<p>Where can the LA's local offer be found? How have we contributed to it?</p>	<p>Northamptonshire County Council Local Offer information: http://www3.northamptonshire.gov.uk/councilservices/students-families-education/send/local-offer/Pages/default.aspx</p> <p>NCC SEND support pages: http://www3.northamptonshire.gov.uk/councilservices/students-familieseducation/SEND/sendsupport-for-students/Pages/send-support-in-schools.aspx</p> <p>Sensory Impairment Service: https://www3.northamptonshire.gov.uk/councilservices/students-families-education/SEND/specialist-supportforsend/Pages/sensory-impairment-service.aspx</p> <p>Specialist Support Services: https://www3.northamptonshire.gov.uk/councilservices/students-families-education/SEND/specialist-supportforsend/Pages/default.aspx</p>

Reviewing this report:

The SEND Information Report will be reviewed by: Mr O'Leary (February 2025).