


SEND Information Report

Thomas Keble School



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| This is a statutory policy and was agreed upon by the Full Trust Board on (and supersedes all previous policies relating to this area): | 20/05/2026 |
| Signed by The Chair of Trustees Ms Mia Baker: |  |
| Implemented: | 22/05/2026 |
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This report is written in line with the SEND Code of Practice (0–25 years, January 2015).

Thomas Keble is a mainstream 11–16, fully comprehensive school committed to an inclusive ethos. All staff at Thomas Keble School value the abilities and achievements of all our pupils. We believe that all children should be valued as individuals and we are committed to providing for each pupil the best possible environment for learning which includes additional support when needed. At Thomas Keble, educational inclusion is about equal opportunities for all learners whatever their age, gender, ethnicity, impairment, attainment and background. As a mainstream school, we work within our capacity and resources, but we are committed to making reasonable adjustments and working with the Local Authority to meet pupils' needs wherever possible.

At Thomas Keble we:

- Recognise the need for special educational needs to be identified and assessed.
- Ensure that pupils learn and interact in a caring, happy, safe and secure environment.
- Listen to, and involve pupils, family/carers and other professionals in decision making.
- Challenge pupils to become as independent as possible and achieve their full potential whatever their ability.
- Provide maximum opportunity for continued growth and development in order to increase self-esteem.
- Value the importance of friendships and encourage respectful, trusting relationships throughout the Academy.
- Treat pupils as individuals where their individual needs, interests and aptitude are recognised.

We recognise that high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have Special Educational Needs and Disabilities (SEND). However, we recognise that at some point some pupils also require additional support and intervention, away from the classroom teaching environment.

This SEND Information Report outlines information regarding the ways in which we provide support for all pupils with Special Educational Needs and Disabilities (SEND), in order to realise their full potential both academically and personally in order to be equipped for their future



lives. Provision may change and develop over time. The information required to be included in this SEND Information Report is stated in

The Special Educational Needs and Disability Regulations 2014 SCHEDULE 1: Information to be included in the SEND information report. This can be found at:

<http://www.legislation.gov.uk/ukxi/2014/1530/schedule/1/made>

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

In summary, we are a team of 1x Deputy Headteacher who oversees the strategic role of the Learning Support Team, with 1x SENDCO, 1x Assistant to the SENDCo, 1x specialist dyslexia teacher and access arrangement assessor, 1x Vocational lead (HLTA), ~~14~~12x teaching assistants and 1 administrative assistant.

- ▶ Our SENDCO is Emily Belcher, who first became a SENDCo in 2013, and has extensive experience working within a range of provisions with children and young adults with special educational and disability needs. Emily achieved the National Award in Special Educational Needs Co-ordination in 2014.
- ▶ Our Assistant to the SENDCO is Jess Yeomans. Jess joined Thomas Keble School in 2022, and is a qualified primary school teacher. Jess regularly completes training courses within SEND and intervention training.
- ▶ Annie Parfitt, Second in Department and HLTA, oversees the operational organisation of the teaching assistant team, lunch time clubs and vocational courses within employability skills.
- ▶ Alexa Forbes is our Specialist Dyslexia teacher and literacy intervention lead. Alexa has completed her training qualifications to Level 7, and is also qualified as a specialist assessor to complete formal examination access arrangement assessments for KS4 qualifications.

We have a large team of qualified teaching assistants, who are trained to deliver SEN interventions, including emotion coaching, phonics, maths intervention, specialist occupational therapy intervention, as well as handwriting.



All of our teachers receive in-house SEND training, and are supported by the SENDCO to meet the needs of pupils who have SEND. Each year, both internal and external trainers complete CPD with the teaching team, delivering training within specialist areas of SEND. This might include educational psychologists, and advisory or specialist teachers.

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:

- ▶ Advisory Teaching Service (ATS) for pupils with needs within cognition and learning, communication and interaction, social, emotional and mental health needs, sensory needs, and for pupils with physical disability.
- ▶ Children’s Speech and Language Therapy Service (parents are also able to refer to this service themselves)
- ▶ Children’s Occupational Therapy Service (parents are also able to refer to this service themselves)
- ▶ Educational Psychology
- ▶ Virtual School for support of Gloucestershire Looked After Children
- ▶ Child and Adolescent Mental Health Services (CAMHS) and Young Minds Matter (YMM)
- ▶ Children’s Autism and ADHD Assessment Service (CAAAS)
- ▶ Social services and other LA provided support services
- ▶ Education Inclusion Team
- ▶ Young Gloucestershire
- ▶ School Nurse

2. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:



| AREA OF NEED | |
|-------------------------------------|---|
| Communication and interaction | <p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p> |
| Cognition and learning | <p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none">• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia• Moderate learning difficulties• Severe learning difficulties• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment |
| Social, emotional and mental health | <p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none">• Mental health difficulties such as anxiety, depression or an eating disorder• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder• Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p> |



| AREA OF NEED | |
|-------------------------|---|
| Sensory and/or physical | <p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none">• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment• A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p> |

Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2014).

3. How do we identify children with SEND and assess their needs?

Identification of pupils with SEND results from:

- > Information from either the primary or previous school which is passed to the Learning Support Department
- > Year 7 cohort screening using New Group Reading/Spelling Tests (NGR/ST) and Cognitive Ability Tests (CATS)
- > Year 8 and above in year transitions are assessed using EXACT assessments when starting at Thomas Keble School
- > Exam Access Arrangements assessments as part of our EAA procedures in the summer term of Year 9
- > KS2 SATs attainment
- > Referrals from teachers, parents and pupils themselves
- > Referral from an outside agency



Based on all of the information collated, the SENDCO will decide whether your child needs SEN support, i.e., a specific intervention, such as handwriting, or social skills.

If your child does need an intervention, their name will be added to the school's SEND register. Pupils are recorded on the SEND register where they require special educational provision that is additional to or different from that made generally for others of the same age, in line with the SEND Code of Practice (2015). This may include, but is not limited to, targeted interventions. If a pupil has additional needs that need to be catered within the classroom, that are additional to our Super 6 Strategies, ~~are~~ the strategies will be recorded within the school's own recording systems so that teachers are aware and can access advice on the most suitable teaching approaches, via a Learning Plan. If an intervention is needed for your child, then they will be recorded on the SEND register.

When a SEND need is identified, the SENDCO will work with you to create a SEN support plan for them.

At Thomas Keble, we have two different plans, a Learning Plan or My Plan.

- ▶ A **Learning Plan** contains specific strategies that teachers are advised to use within the classroom to support your child. These are high quality teaching strategies, universally used to meet needs within the classroom.
- ▶ A **My Plan** is a document that is developed by a member of the Learning Support or Pastoral team, with the family and relevant professionals to describe your child's needs and relevant, individual SMART (Specific, Measurable, Achievable, Realistic and Time bound) targets.

A My Plan forms part of the Local Authority Graduated Pathway. For more information, please see the Gloucestershire Glosfamilies directory webpage here:

<https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=3>

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Sometimes a pupil's needs require the input of multiple professionals, which leads the pupil to then have a My Plan Plus and My Assessment documentation. At Thomas Keble, the Pastoral and Learning Support team have an internal Graduated Pathway that helps guide tutors and teachers to the different levels of support that can be put in place based on our child's individual needs. For more information, please see our website:

<https://thomaskeble.gloucs.sch.uk/page/?title=Graduated+Pathway&pid=99>

4. How will our school include parents and pupils in planning support?

We take pride in the good relationships we build with our parents/carers and pupils. We strive to work collaboratively with them in order to carry out a holistic approach to supporting pupils identified with SEND. Parents/carers of pupils with SEND will have timely discussions with school staff to discuss their child's progress, support needs and any concerns they may have. These discussions might take place via a telephone call or teams meeting. Discussion with parents is always welcome and information shared helps inform our Learning Plans.

We would also encourage you to support us and your child by encouraging them to fully engage in their learning and any interventions offered by:

- ▶ 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 initially seek your child's views by asking them to complete a 'learning conversation' with a teaching assistant. We endeavour to gain pupils' perception of their strengths, what they would like to improve and what they feel will help them in lessons, during social time and with their homework, to enable them to reach their full potential.

5. How do we prepare our school to welcome and support SEND pupils and how do we arrange and support a transfer to another school/educational establishment?



Transition into Year 7

Thomas Keble School staff understand that transition between schools and other establishments can sometimes be an anxious time for parents/carers and pupils, especially for pupils with SEND.

For pupils coming into Year 7, the Head of Year 7 and key pastoral/learning support staff, visit all feeder primary schools to support pupils to understand what to expect at secondary school. In addition, discussions take place with the primary class teacher and SENDCO to gain as much information as possible about the pupils, including the SEND information. It is the responsibility of the primary school to share all relevant information, including previous My Plan reviews, and assessments. Parents/carers are welcomed to assist in ensuring the Learning Support and Pastoral teams have complete and relevant information.

For parents/carers of children with additional needs, there will be an opportunity to discuss your child's needs with a member of the SENDCO or Pastoral team. This might take place as a phone call or meeting at the primary school or at Thomas Keble. Please ensure you have read the SEND Policy and this SEND Information Report to answer queries you may have in the first instance, before requesting to speak with a member of staff.

For pupils with EHC plans, the SENCO, if invited, will attend Year 5 and Year 6 transition review meetings to begin to understand the needs of these pupils and to plan for their transition to Thomas Keble School. To support transition from Year 6 to Year 7, all pupils are invited to attend two induction days to support them to feel confident about their transition to Thomas Keble School. These induction days will enable pupils to meet teachers and experience some secondary school lessons. We will also complete assessments with the pupils to enable use to identify their learning needs.

For those pupils with an EHC Plan, and those pupils identified by their primary school as needing an enhanced transition, can attend a tour at Thomas Keble School. Additional transition sessions are offered to those pupils whose needs require an EHC Plan, or those who struggle significantly with attendance. Where attendance is impacted by SEND, we will work with families to identify



barriers, including emotionally based school avoidance (EBSA), and implement appropriate support.

If you wish your child to attend a different school, for a child with an EHCP, Thomas Keble would hold an interim review, inviting the SENDCO from the new school to the meeting to ensure all outcomes and provision are reviewed. After this review, we would follow the Local Authority SEND Casework processes to name the other school.

Transition to Post 16 provision

Our support aims to develop independence, resilience and preparation for adulthood. All pupils in KS4 follow a comprehensive programme of careers guidance and have a minimum of one interview with a career's adviser in school. In Year 10, pupils visit local colleges for taster days. All pupils with EHC plans in Year 11 will have their EHCP review held in Term 1 to facilitate time to organise transition arrangements. For this year group, the SENDCo will also invite the Learning Support Coordinators from the local colleges to attend reviews in order to give first hand advice to pupils and their parents/carers about the suitability of courses. Following their reviews, our Year 11 pupils are supported in attending further taster days at college and may also attend interviews in order to help facilitate a smooth transition.

6. How does our school teach and support pupils with SEND?

We are a fully inclusive school and we offer a broad curriculum for all our pupils. The support our pupils will access is split between SEND interventions and in-class support.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. These adaptations include: Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, adapting the teaching style or content of the lesson, etc.



Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Adapting our resources and staffing

Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

Teaching assistants might support pupils within the class with specified tasks, i.e., support with organisation of tasks, providing encouragement and regular feedback throughout a task, to assess understanding and use additional resources to support understanding or access to the learning content.

We may also provide the following interventions:

| Area of need | Condition | How we support these needs |
|--------------------------------------|---|--|
| Communication and Interaction | Autism spectrum condition (ASC) | <ul style="list-style-type: none"> - Visual timetables - Social stories - Group mentoring (social skills and problem solving) - Structured lunch clubs and quiet spaces |
| | Speech and Language difficulties | <ul style="list-style-type: none"> - Speech and language therapy (directed by a qualified therapist) - Pre-learning of vocabulary and regular revision - Spoken language is appropriately adapted |
| Cognition and Learning | Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia | <ul style="list-style-type: none"> - Study Skills Intervention - Literacy intervention - Handwriting - Support with memory and organisational strategies |
| | Moderate to severe learning difficulties | <ul style="list-style-type: none"> - Use of structured planning and writing frameworks - Additional literacy and numeracy sessions |



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| | | <ul style="list-style-type: none"> - High Quality Teaching Strategies (Super 6 Strategies) - Use of technology – iPads and laptops, with a range of programmes. |
| Social, emotional and mental health | ADHD and ADD | <ul style="list-style-type: none"> - Sensory audit of classrooms, strategic seating - Structured written formats and routines - Process and success criteria - High quality teaching strategies, including regular praise, feedback, tasks broken down |
| | Adverse childhood experiences and/or mental health issues | <ul style="list-style-type: none"> - Group mentoring - 1:1 mentoring with a trusted adult (time-based) - Referral to external professional agencies for mental health support. - Explore charities and agencies support with external mentoring for enrichment activities. - ELSA |
| Sensory and/or physical impairment | Hearing impairment | <ul style="list-style-type: none"> - Advice via the ATS - Pre-teaching of vocabulary with visual support. - Rehearsal of learning. - Quiet classrooms with acoustic sound boards |
| | Visual impairment | <ul style="list-style-type: none"> - Strategic seating - Board work printed in accessible format. - Text books in audio |
| | Multi-sensory impairment | <ul style="list-style-type: none"> - Sensory audit of classrooms - Quiet spaces - Allowances to avoid busy areas in the school |
| | Physical impairment | <ul style="list-style-type: none"> - Adapted PE games - Adapted equipment, as advised by a physiotherapist - Hygiene facilities |



These interventions are part of our contribution to Gloucestershire's local offer.

In Year 9, teachers and the SENDCO can provide advice and guidance for all pupils with SEND with their chosen KS4 Pathway. In addition to a range of GCSE subjects, we offer a small number of entry level vocational qualifications, for pupils who are unable to study the expected number of GCSEs. There is a pathway to KS4 vocational courses that sets out the individual needs of a pupil who may need to access a vocational course. Pupils are not able to choose these courses as part of their options. Care is taken to identify suitable pupils to access these courses, based on the nominations of the SENDCO and DSL, in discussion with the Deputy Headteacher.

Exam Access Arrangements (EAA)

When your child is approaching the start of KS4, if we think it is needed, we will assess and apply for Examination Access Arrangements, according to the Joint Council for Qualification (JCQ) exam regulations. If they meet the criteria, they may be permitted a reader (or computer reader), scribe, rest breaks, prompt, additional time, the use of a word processor or coloured examination papers. Please see the EAA Exams policy for further information.

Those pupils with an EHCP, who are unable to travel to and from their nearest school independently, may be referred, to the ITT Team (Independent Travel Training Team) within Gloucestershire County Council. This supports young people with an Education, Health and care plan to access public transport to school or college.

7. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after school clubs. All pupils are encouraged to go on our school trips. School trip leaders will liaise with the SENDCO, DSL and Head of Year to ensure individual pupil needs are met whilst away on the school trip.



All pupils are encouraged to take part in house competitions, school productions and sports days, with all staff playing a vital role in supporting pupils' access to the wider school opportunities. No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will endeavour to make whatever reasonable adjustments are needed to make sure they can be included.

8. How do we evaluate the effectiveness of our SEND provision?

We evaluate the success of interventions based on pupil progress within those interventions. At the start of any intervention, pupil baseline data is gathered and recorded using standardised scores. The impact of each intervention is reviewed throughout the academic year through further assessment. All interventions are recorded on our provision map which is available to all staff. If pupils are not making good progress in relation to their ability, we adapt the support and intervention, where possible, or seek further guidance from external agencies. The interventions will be reviewed at a time deemed appropriate by the SENDCO. Parents are kept informed of any significant changes or movement.

Identification of difficulties and strategies to support individual pupils, as well as acknowledgement of successes are recorded on the pupil's Learning Plans. This information is discussed and shared with parents, carers and pupils. Learning Plans are updated when required, i.e., a new diagnosis, or updated professional advice, and shared with all staff.

Pupils with an EHC Plan have a minimum of one annual review of the plan each year. Parents/carers, and pupil, are invited to attend these meetings. If appropriate, the following professionals may also attend:

- ▶ Advisory teacher
- ▶ Lead health professional
- ▶ Educational Psychologist
- ▶ Social worker
- ▶ Representative from the Virtual School
- ▶ Youth Support Officer
- ▶ Representative from post 16 provider



9. How will we support your child's wellbeing?

At Thomas Keble School we take our pastoral responsibilities seriously and we take pride in the high level of pupil support and guidance which we provide. All pupils are assigned to a form tutor who will (in most cases) remain with them as they progress up the school. There are additional members of staff who are also able to provide pastoral support, these include: Heads of Year, Designated Safeguarding Lead, Pastoral Support Links.

For a small number of pupils who struggle with their emotional awareness and social skills, we run both small groups and individual sessions which are designed to improve self-confidence and self-esteem. Thomas Keble is a safe environment; however, our more vulnerable pupils are welcome to spend their social times in the smaller, nurturing environment of the Student hub. Additionally, TAs are on duty around the school site each lunchtime and also lead their own clubs.

Our school nurse is in school each week and they available to any pupil who feels they would benefit from meeting with the nurse, within a confidential setting, to discuss their concerns.

We are also able to refer to Young Minds Matters, or direct parents/pupils to TalkWell.

10. Who can you contact should you have any concerns about the provision for your child with SEND?

Where parents/carers have concerns about our school's SEND provision, they should first raise this informally with the SENDCO, SENDCO@thomaskeble.gloucs.sch.uk

The school's formal complaints procedure is also available on the school's website at www.thomaskeble.gloucs.sch.uk

Pupils with SEND are encouraged to express any concerns they may have to the SENDCO, teaching assistants, their tutor, their Head of Year or any other member of staff with whom they feel comfortable to talk about their concerns.

Where can you get further information?

Contact the school on 01452 770301



Look at the Gloucestershire Local Authority's Local offer at:

www.gloucestershire.gov.uk/schoolsnet/article/116672/The-Local-Offer

Look at the school's SEND policy which is available on the Thomas Keble website under Policies at www.thomaskeble.gloucs.sch.uk or ask a hard copy on application to the school.

National charities that offer information and support to families of children with SEN are:

- ▶ IPSEA
- ▶ SEND family support
- ▶ NSPCC
- ▶ Family Action
- ▶ Special Needs Jungle

11. 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
- ▶ 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
- ▶ SENDCO – 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