



SEND INFORMATION REPORT 2024-2025

Context

The King's (The Cathedral) School is a publicly funded independent academy, located in central Peterborough. It was founded by Henry VIII in 1541 as the Cathedral School to educate the Cathedral choristers and this close link with the Cathedral is still valued and maintained today. The School follows a broad and balanced curriculum and there are ample opportunities for extra-curricular activities, which develop a student's social and cultural understanding. Approximately 1,200 pupils attend The King's School, with 60 in our Junior Department through to over 380 in the Sixth Form. The School continues to achieve an outstanding record of success and was recently awarded 'Outstanding' from Ofsted in July 2024.

Pupils of all abilities are encouraged to achieve their highest academic potential. Other aspects of development are not neglected: there is plenty of opportunity for participation in music, drama, outdoor activities, sport, and social events, as well as a range of clubs and societies, catering for leisure pursuits. Our children are expected to develop a sense of responsibility for their conduct and behaviour, and to become aware of the needs and rights of others. The size of the School enables each pupil to find a sense of both identity and security: new pupils soon settle in and become part of our extended family. The mainstream Key Stage 5 curriculum is suited towards those learners who may wish to pursue a demanding academic pathway. It is particularly tailored to suit students who aspire to study at Russell Group Universities or higher-level apprenticeships.

Admissions and Entry

All students must meet the entry requirements for The King's (The Cathedral) School as outlined in the admissions policy published on The King's (The Cathedral) School website. If a student has an EHCP, the statutory process involves a consultation period in order for the SENCO team and Headteacher to decide if the School is a suitable setting and the needs of the student can be met. Part of this process may involve further information gathering including discussions with the Local Authority SAMS Officers, SENCO team and an observation at the student's current educational setting, if appropriate. If it is agreed that the School is an appropriate setting, a decision will be sent to the student's Local Authority. If the School is oversubscribed, the student will be placed on a priority waiting list.

If a student does not have an EHCP but requires additional SEND support, the SENCO team will make contact home within the first academic term to discuss the provision offered.

Types of SEND Provision

Quality First Teaching

The foundation of SEND provision at The King's (The Cathedral) School is centred around the principal of Quality First Teaching. Due to this, all classrooms are SEND friendly classrooms with the needs of students being met largely through this provision.

Our teachers have high expectations of all students and are always keen to discuss the learning needs of each student. Teachers are qualified, access high quality CPD and are confident to adapt lessons and adjust resources where appropriate. This may include providing electronic resources, providing printouts, or using adapted technology to support learning. For Key Stage 4 and 5, a focus of scaffolding of answers and exam technique is prioritised and a

typical feature of most lessons. Students are expected to be proactive in all elements of the curriculum and take responsibility for their own learning.

In addition to quality first teaching, the School has a Learning Support Department with a number of dedicated and highly skilled colleagues. This includes the Head of Learning Support (SENDCo and DDSL), Deputy SENDCo, five HLTAs (higher level teaching assistants) and ten teaching assistants.

Ordinarily Available Provision

The term 'ordinarily available provision' comes from the SEND Code of Practice and refers to the support that mainstream schools or settings are expected to provide for a child or young person through their agreed funding and resource arrangements.

Ordinarily, available provision can be defined as the provision made for children whose special educational needs can be met from the resources generally available to the school or setting. This will apply to all children without an Education Health and Care Plan (EHCP), but children with an EHCP will also benefit from this type of provision in addition to the provision written in their plan.

Examples of this provision include:

- Differentiation is intentionally planned
- Scaffolding in lessons
- Awareness of Individual Needs
- Reasonable Adjustments
- Physical Equipment to Aid Concentration
- Multi-sensory Approach to Support Learning and Organisation
- Academic Mentors
- Key workers
- Pastoral support officers
- Referrals for Additional Support

Whole class TA support is not ordinarily available provision at The King's (The Cathedral) School. However additional adult support may be provided depending on Section F provision, for students with an EHCP.

Small Group Learning

Identified students with an EHCP or K Code (SEND Support) may access targeted small group provision. This offers a bespoke curriculum targeted to specific students' needs during some of their lessons. The primary area of need for students accessing this provision is cognition and learning, with academic levels typically 2-3years behind that of their peers. All students at The King's (The Cathedral) School continue to access mainstream lessons, which is reflective of our inclusive approach to the curriculum and learning.

How does King's identify Students with SEND?

We identify special educational needs in a variety of different ways. This is commonly through primary transition. However, it could be as a result of information from professionals within School supported by observations and assessments. Staff within the Learning Support department are able to offer some diagnostic screeners, if requested. We may also use external agencies or respond to concerns raised by parents / carers.

At King's we ensure that provision for those with SEND is administered as soon as possible through:

- Cognitive testing and assessing when concerns arise
- Maintaining close liaison with feeder primary schools during transition
- SMART target setting, tracking of performance and regular reviews
- Exam Access Arrangements testing (Years 9 & 10)
- Addressing concerns from parents / carers
- Attending to referrals made by external professionals

For more information, please see our SEND policy:

<https://www.kings.peterborough.sch.uk/page/?title=Policies&pid=34>

Steps to ensure that disabled students are fully included

The Department seeks to fulfil its statutory duty as laid out in section 69(3) of the Children’s and Families Act 2014. As a department, we are passionate about inclusion and supporting the needs of all students. We will work closely with home and previous settings to ensure that, wherever possible, we can encourage all students to thrive. We will liaise closely with other providers and the relevant outside *agencies*. The School is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the School. The School’s buildings date from between 1885 and 2009. In recent years, the School has made every effort to make the premises as fully accessible as possible, responding to the needs of individuals as well as to the legal requirements in force at the time of the renovation of the Victorian building and the construction of the latest teaching blocks. Access has been improved with the provision of lifts and stair-lifts in almost all areas. We have clear accessible signage for students with visual impairments and dedicated toilets. Across the school, we will make adaptations to resources to ensure all pupils can access their learning. We also provide different exam provisions in order to meet needs.

If your child has a disability, please contact the Learning Support team so we can discuss admission arrangements.

For more information, please see our Accessibility plan:

<https://www.kings.peterborough.sch.uk/page/?title=Policies&pid=34>

Monitoring of Progress

In Years 7 and 8, all pupils’ reading is monitored through Accelerated reader testing. Students in any year group who present with significant reading concerns are assessed on a one-to-one basis, using standardised reading tests by our SENDCo. Students in every year group, including students with SEND, have aspirational flight path targets which are tracked and monitored by the Year teams. The SEND team is part of this process to ensure quality assurance. Students that fail to make expected progress are considered for intervention and targeted through the assess, plan, do, review process. In entry to Year 7, and again in the Sixth form, students are assessed using standardised tests. The SEND team closely analyses this data. Where appropriate, some students may be offered extra intervention.

Within the small group teaching, students are regularly assessed and monitored to ensure progression. Targets are based on assessment, used to inform planning, and reviewed each term. We share targets with students and endeavour to involve them in discussion around how to achieve these targets.

Liaison with External Agencies

In Learning Support, we work collaboratively with a range of different professionals with a range of specialist expertise. This may include, but it is not limited to:

- Educational Psychologists
- Exam Assess Arrangements assessors
- Speech and Language therapists
- Occupational Therapists
- Physiotherapists
- Teachers of the Deaf
- Counsellors
- Social workers
- Crew Trident
- CAMHS
- Nurses
- Local Authority SEND teams
- Virtual schools
- Early Help Team Peterborough
- Early Help team Cambridgeshire
- Early Help team Lincolnshire

Support We Offer for Students' Wellbeing

Your child will be placed in a tutor group and your child's tutor will oversee the well-being of your child on a day-to-day basis.

- The King's School has a member of staff who operates 'Pupil Reception'; students can attend this area for medical assistance and advice, including the administration of medicines as authorised and directed by parents / carers.
- Mentoring programmes
- Pastoral Prefects (Year 12/13 pupils)
- Lunchtime clubs
- Prayer Room
- School Chaplain and associated group
- Assemblies
- Gym
- Liaison with outside agencies
- Extra-Curricular Activities
- Pupil Support Officers (PSOs)
- Virtual School for Looked After Children

The School runs an active School Council, to which students are invited to express their views. This group of elected young people meets regularly and communicates views / concerns of students across the School back to senior members of staff.

Throughout the school we have a number of staff members who are qualified mental health first aiders.

Partnership with Parents / Carers

We welcome the views of parents and students, and work closely with them to ensure the most effective provision. We make contact with parents in different ways, including:

- Annual reviews
- Interim reviews
- Parental meetings
- Email
- Telephone
- Letters
- The School Gateway / Edulink
- Parent / teacher consultations
- SEND questionnaire
- If English is not your first language, we will aim to put in support to help you to understand.

We would urge parents / carers to contact us should they have any concerns.

Transition

- In the Autumn Term, there is an open evening for Year 6 students when Learning Support staff are available to discuss your child's needs.
- Where applicable key members of staff visit primary schools or the current secondary school.
- For all Year 6 students there are usually at least two Primary Induction Days followed by a Parents' Evening.
- Where students are identified as having additional needs, further visits to the School and transition meetings are held if required. Where appropriate, individual transition plans are put in place.
- We welcome early contact from children and/or their parents and carers.
- We welcome invitations to Year 5 and 6 annual reviews
- The Learning Support department works to prepare students for a smooth transition to the next phase of education.
- Our Careers Advisor works closely with SEND students. This enables our young people to create 'preparing for adulthood' outcomes which reflect their ambitions. This may include higher education, employment, independent living, and participation in society. Through our careers department, we can signpost students to the appropriate pathways.

The Teaching of Phonics

In the Junior Department, we teach phonics using the *Read, Write, Inc* programme. The teaching of phonics is very much informed by the identified needs of each particular cohort of students. This is captured through a phonics assessment at the start of the year. Phonics is usually taught as intensive interventions, in small groups or individually, by a member of staff qualified in the *Read, Write Inc* programme. These interventions usually take place outside English lessons and may run four times a week or daily. If the cohort requires it, we would teach phonics as part of daily English lessons. Phonics may also be taught in appropriate interventions or within small teaching groups. In school, we may also use a variety of resources such as Fresh Start, Phonic Books and Rapid Plus Reading schemes. We are committed to dedicating the necessary time to ensure this learning is secure as well as adopting and changing our practise as cohorts and identified needs change.

SEND Communication with Parents / Carers

The School is keen to work closely with parents / carers. We encourage parents / carers to meet with a member of the SENDCo team prior to starting with the School. This is paramount to discuss the nature of our provision and to provide support regarding subject choices. We recognise the importance of choosing the correct setting, as this is fundamental to the life choices of each student.

Throughout the academic year, all parents / carers are regularly updated regarding the progress of their child through reports and assessments. If the student is on the SEND register, a key worker will be identified who will provide regular feedback at least three times throughout the academic year. If a student has an EHCP, they will also access their EHCP Annual Review which is statutory in order to reflect and review provision.

Parents / carers can also access Sachel One (Show My Homework), have access to Edulink, UCAS Apply (for Sixth Form) and other systems to monitor and support their child.

Key Contacts

Rebecca Merrington	Head of Learning Support, Deputy DSL, Access Arrangements Lead for KS5 and Designated Teacher
Katherine Diver	Deputy SENDCo
Rosie Wiles	Higher Level Teaching Assistant for Year 7
Anita Spires	Higher Level Teaching Assistant for Year 8
Chloe Warnes	Higher Level Teaching Assistant for Year 9
Francesca Sallabanks	Higher Level Teaching Assistant for Year 10
Matt Skipworth	Higher Level Teaching Assistant for Year 11
Liz Upsdell	Senior SEN Administrator
Hannah Sanctuary	Access Arrangements Lead for KS3
Mandy Warner-Bradshaw	Access Arrangements Lead for KS4
Kevin Palmer	SEN Governor
Duncan Rhodes	Learning Support Line Manager
Rebecca Pasqualino	School Registrar (Admissions)

Statutory Duties

The Department seeks to fulfil its statutory duty with regard to the Revised Code of Practice for Special Educational Needs (January 2015). A Special Needs Register listing all the pupils and students in the School with a recognised special need is kept to inform all staff. Learning Passports are created for students with special educational needs. The Learning Passport acts as a guideline for staff, concerning the teaching and learning needs of students with special needs, across the School. Identification of students with special needs is made as early as possible on entry to the School by a variety of methods – primary school liaison; cognitive ability testing; monitoring of progress; close liaison with departments and teaching staff; discussion with individual students and consultation with parents or carers.

The School ensures that it complies with its duties in the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014 in making its curriculum accessible for those with disabilities or special educational needs.

Complaints Procedure

The Governors would expect all complaints to be resolved in discussion with senior staff and parents are invited to contact the school directly. Please refer to the school's complaints policy.

Some aspects of this report have been included as a result of parent consultations.

Reviewed and Updated January 2025