

SEND Information Report 2026

Reviewed

February 2026

Adopted by Governors:

Full Governing Body meeting
12th March 2026

Next review:

Spring 2027

Kings Mill School & Residence



Our school's approach to supporting pupils with SEND

The aim of this information report is to explain how we implement our SEND policy. The report aims to outline how SEND support works in our school and should be read in conjunction with our SEND Policy.

What types of SEN does the school provide for?

Kings Mill school is a community special school providing education for children aged from 2-19. It is a specialist provision with a designation for children with severe learning difficulties and complex needs, including children with a broad range of additional needs, children experiencing a learning delay and those who may be on the Autistic Spectrum.

Admissions

All children offered a place at Kings Mill School will have a profile of identified SEN. All children will have an Education Health Care Plan (EHCP) prior to admission that falls within the designations listed below.

The four areas of need as specified in a child's EHCP are:

AREA OF NEED	CONDITION
Cognition and learning	Severe learning difficulties (SLD) Profound and multiple learning difficulties (PMLD)
Communication and interaction	Autism Spectrum Disorder Speech and Language difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD) Attention deficit disorder (ADD)
Sensory and/or physical needs	Hearing impairments Visual impairment Multi-sensory impairment Physical impairment

How do we:

Identify and assess Children and Young People with SEND?

Pupils' progress is measured against the outcomes within their Education Health Care plan. The evaluation of provision is undertaken through the annual review process and other review meetings/procedures as and when appropriate and specific to individual pupils, dependent on identified need.

Each pupil has an individual educational plan (IEP). Personalised targets are set in core subjects and PSHCE for each pupil based on the pupil's initial assessment, outcomes outlined in their EHCP and on progress over time. All IEPs are reviewed and updated termly

The school uses assessment systems that record step by step skills progression assessment across the school's curriculum subjects

Assessment of pupil achievement (progress) is continuous throughout the school year including ongoing assessments in individual subjects at end of term/year. Achievement and progress is reported to parent / carers termly, and at the point of the annual review of EHCP.

Parents and other professionals involved with the pupil/student are invited to attend the review, conducted in accordance with the guidance in The Code of Practice. At the annual review, the EHC plan is considered together with progress against individual outcomes.

Evaluate the effectiveness of provision for Children and Young People with SEND?

The evaluation of work at Kings Mill school is the responsibility of Governors, Senior Leadership team and Curriculum Co-coordinators. We are constantly looking for methods of self-evaluation. The following systems are in place:

- School Development Plan- involving all staff, Governors and Local Authority
- Annual consultation process with pupils and parents
- Governors are linked to areas of the school
- Head Teacher's report to the Governing Body meetings
- Staff appraisal
- Staff reviews
- Monitoring of teachers' planning
- Classroom observations
- Holding annual reviews and reviewing progress towards outcomes
- Monitoring of IEP's
- Scrutiny of pupils' work and evidence folders
- Bi-annual review of pupil progress meetings
- External Accreditation for pupils
- Pupil voice

Consult with pupils and parents?

Maintaining effective communication between home and school is extremely important, especially considering the distance from school that many of our pupils live. Parent/carers are encouraged to communicate in the way they feel most comfortable with, whether this is face to face, by phone, email or through Dojo. Class Dojo is also used to inform parent/carers of merit marks gained and for whole class messages as well as writing to individual families.

Class staff are very proactive in contacting parent/carers by telephone/Dojo regarding day-to-day matters involving their child. Our Home School Liaison Officer plays a vital role in communications with parents and is there to support in any capacity that they can.

We also communicate with parent/carers via newsletters and bulletins posted on DoJo and the website and, as required, by letter, email, text.

Involve parent / carers in decisions made about your child's education?

As all pupils at Kings Mill have an EHC plan in place, all pupils will be subject to the annual review process during which provision, learning, social and personal development issues, successes and concerns will be discussed. Parent/carers are invited to contribute their thoughts to these review meetings.

If needed, an interim meeting might be arranged at any time during the school year to discuss more significant and/or ongoing concerns, should this be considered necessary; such meetings might also involve other professionals. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we are trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

Involve pupils in decisions made about their education?

The level of involvement will depend on age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis. We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes (if appropriate)
- Prepare a pupil voice booklet to contribute their views to their annual review
- Discuss their views with a member of staff who can act as a representative during the meeting

What are the different types of support available for Children and Young People with SEND in school?

Kings Mill is a specialist provision with a designation of SLD and complex needs, including children with a broad range of additional needs, children experiencing learning difficulties and those who may be on the Autistic Spectrum. Staff have a wide range of experience, skills and knowledge in SEND.

The school works closely with other professionals and specialist services to provide for all its pupils and especially for those individuals in need of additional support in specific, identified areas of their holistic learning and personal development.

Support is allocated as specified in the child's EHC plan and as determined by on-going assessment and review.

External agencies and experts

The pupils at Kings Mill school benefit from the support services that work closely with the school.

Kings Mill School currently receives support from the NHS East Riding & Hull Trust Speech Therapy Service, the Schools Nursing Team and the Education Welfare Service. Other support services such as Occupational Health, and the Sensory and Physical Teaching Service (SaPTS), visit the school on a needs-led basis. The school works collaboratively with Social Care Services/teams as appropriate. Relevant professionals are invited to children's Annual Reviews as required.

Whenever necessary we will work with other external support services to meet the needs of our pupils and to support their families. These include:

- East Riding Special Educational Needs and Education Inclusion Service,
- Sensory and Physical Teaching Service (SaPTS),
- Sensory Integration
- Educational psychologists
- GPs or paediatricians
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social Care services and other LA-provided support services
- Voluntary sector organisations
- Occupational therapy
- Physiotherapy

We commission an independent careers adviser. We provide counselling and music therapy to specific pupils based on need.

We actively make referrals and support our families if they feel they need support. We run regular parent workshops.

School Nurse

The City Health Care Partnership CIC, Community Children's Nursing Team support the school 2 days a week, during school hours. The nurse works closely with all staff to provide training and to ensure child welfare.

Speech Therapy

NHS East Riding & Hull Trust Speech Therapy Service provide a service for those pupils or students who require a programme to develop communication or eating and drinking skills. The need for such therapy may vary during the time a pupil attends the school. Therapy may be provided individually or in a group setting. Input may be provided by a speech therapist or by school staff under their direction. The school is allocated the equivalent of 2 days a week speech therapy.

Physiotherapy

Physiotherapy may take place either in the class base or in other teaching areas. Pupils/ Students requiring physiotherapy are referred by their consultant or doctor. All referrals are individually assessed.

The physiotherapy team provides exercise programmes and advice. Either the physiotherapist or a member of the class team as appropriate may deliver these. This helps to extend the agreed care plan into daily management routines. Pupils requiring hydrotherapy can also receive this on the school site. Equipment requirements are identified for the school to purchase.

Occupational Therapy

Occupational therapists attend the school to carry out their clinics, the therapist provide postural support to all pupils, with a physical impairment requiring specialist equipment i.e wheelchairs, classroom chairs, P-Pods, standers, walkers etc. They also support with adaptive technology and assistive devices to help with daily tasks and learning. Equipment requirements are identified for the school to purchase.

What training have staff received to support children and young people with SEND?

Teachers

- All hold qualified teacher status.
- Various advanced certificates/diplomas.
- First and second degrees (various subject specific, Education, Primary Education, Special Education):
- Staff regularly undertake specific ERYC courses to keep up to date with new legislation and competency frameworks.

Learning Support Assistants

Learning Support Assistants staff hold qualifications appropriate to their level (e.g., NVQ L2, NVQ L3, BTec National Diploma, HLTA, BTec National Nursery Nurse, etc.)

All Staff have in recent years undertaken a wide range of relevant training including but not limited to:

- Language acquisition
- Teaching Communication Skills for Independence
- Proloquo & Symbols use
- Using ICT to support learning in the special school environment
- Alternative and augmentative communication (signing/symbols systems/sig supported language/etc)
- Social Stories
- Sensory approaches to learning
- Autism awareness training
- Behaviour management
- Mindfulness
- Wellbeing of both staff and students
- Immersive therapy
- Positive Play
- Risk Assessments
- All staff undertake training in Team Teach - accredited training and development for positive behaviour cultures
- A wide range of training/professional development re such as curriculum development, assessment of learning, target setting, accreditation, progress /attainment analysis, etc.
- Child protection and safeguarding awareness training.
- First aid and specific conditions (e.g., asthma, epilepsy, use of a defibrillator, etc)

Staff regularly undertake specific ERYC courses to keep up to date with new legislation and competency frameworks.

Individual and/or groups of staff have variously undertaken a wide and varied range of training as appropriate including for example:

- Communication Difficulties in the Classroom & Curriculum
- Embracing Children's Emotional Needs
- Foetal Alcohol Syndrome Disorder
- Understanding Children who Self-harm
- Autism
- Downs Syndrome Speech & Language training.
- Challenging behaviours including Specialist Leader training
- National College - Leadership Pathways/Leading from the Middle/National Professional Qualification in Middle leadership and Senior leadership/Special Schools Leadership Programme

- Applied Behaviour Analysis
- Reciprocal reading training
- Phonics
- Visual Structures and Supports
- Safeguarding and current guidelines
- Prevent training
- Yoga and Relaxation

How will teaching be adapted for a child or young person with SEND?

All pupils attending Kings Mill School have a profile of SEND and are working at levels well below that expected for their age. Pupils are taught in class groups of 9 to 13 children with 3 to 6 learning support assistants.

Class teachers are responsible and accountable for the progress and development of all the pupils in their class. They will make sure that children have access to a broad and balanced curriculum that is differentiated to suit the way pupils work best. There is no '1 size fits all' approach to adapting the curriculum, adaptations include:

- Differentiating the curriculum to make sure all pupils can access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Learning support assistants work with pupils in small groups and on a 1-to-1 basis throughout the day.

Interventions may be provided for the following:

- Reading
- Language/communication
- Mathematics
- RSE
- E safety
- Behaviour / SEMH needs
- Sensory processing (OT)

Kings Mill caters for pupils with severe learning difficulties as their primary need but pupils may also have secondary needs in the following areas of need:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Schedules Now and next boards Workstations Applied Behaviour Analysis Pictures 2 Communicate Sensory integration opportunities Distraction free environment Structured learning environment
	Speech and language difficulties	Speech and language therapy recommended strategies Sign supported English
Cognition and learning	Profound and multiple learning difficulties	Structured learning Small step learning and reinforcement of learning High level of support to meet all personal care needs Stimulating experiential learning opportunities multisensory environment Focus on developing communication through alternative means (AACs) Multi agency working

	Severe learning difficulties	Structured learning Small step learning and reinforcement of learning High level of support to meet all personal care needs Stimulating experiential learning opportunities multisensory environment Multiagency working
	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slopes, additional time, scribing, access to IT, concrete resources, additional support through interventions as required
Social, emotional and mental health	ADHD, ADD	Quiet workstation
	Adverse childhood experiences and/or mental health issues	Nurture groups
Sensory and/or physical	Hearing impairment	Work with the HI service
	Visual impairment	Limiting classroom displays, working with the VI (Vision Impairment) service
	Multi-sensory impairment	Working with all relevant agencies and providing multisensory experiences
	Physical impairment	Working with OT services and physiotherapists

What support is available for parent carers of a child or young person with SEND?

The school works very closely with parent carers throughout their child's time at Kings Mill. The school may initiate contact with other professionals/services or signpost parent carers to other professionals/services as appropriate.

How is the school's physical environment accessible to children and young people with SEND?

The school is based across 2 sites, with our key stage 5 students based on the site of Driffild Secondary school. The main site opened as a new build, in 2016. There are purpose-built facilities including a Hydrotherapy pool, accessible toilets, a health room, hygiene rooms, ceiling hoists and shower areas. There is ramp access to every room/area where required. All ground floor teaching rooms have direct access to the outside with some having a covered outdoor learning area.

What facilities are available for children and young people with SEND on the school site e.g., special quiet room, lunchtime club?

The schools' facilities and resources are used to enable access to the broad curriculum for all pupils. There are break out spaces and designated sensory areas. There are numerous curriculum enrichment opportunities throughout the year including lunchtime and after school clubs.

How will children and young people be supported during transitions? (when moving to another setting/school/college or between classes/groups in the school)

Typically, children joining the school at the start of the academic year are offered a series of visits during the latter part of the summer term prior to admission, to spend time with the pupils and staff they will be joining in the September. Pupils already at the school but moving class groups at the start of a new school year, will spend time with their new class groups at the end of the summer term during the transition days for new admissions. Pupils starting during the academic year will be offered visits to the school prior to admission to spend time in their future class group.

A significant amount of work goes into promoting pupils' independence and life skills. Students in key stage 3,4 and 5 work on a training programme to develop their life skills. It should be noted there are no formal agreements to support transition visits to/from other schools/colleges within the East Riding of Yorkshire or with neighbouring local authorities. All transition visits to Kings Mill are offered and organised by the school who arrange these directly with the parent carers of pupils joining the school. Kings Mill will support requests for time off school for pupils to undertake transition visits to other schools/colleges.

Any concerns or complaints raised by a parent of a child with SEND will be dealt with by the school by:

If you have any comments or queries, please contact a member of the Senior Leadership Team. If parents/carers are concerned about the progress or provision of their child, they can contact the class teacher, Assistant Headteacher or the Head Teacher by direct email or by contacting the school office by email:

kingsmill.specialschool@eastriding.gov.uk

or by making an appointment through the school office.

Please refer to our Complaints Policy that can be found on the website