

Special educational needs (SEN) information report
for Secondary Schools

Version:	2.0
Date created:	September 2025
Author:	SENDCo/Deputy Designated Safeguarding Lead
Ratified by:	Vice Principal, Designated Safeguarding Lead
Date reviewed:	October 2026
Review date:	September 2027

Table of Contents

1. What types of SEN does the school provide for?	3
2. Which staff will support students, and what training have they had?	4
3. What should you do if you think your student has SEN?	5
4. How will the school know if the student needs SEN support?	5
5. How will the school measure student's progress?	6
6. How will you be involved in decisions made about the student's education?	7
7. How will students be involved in decisions made about their education?	7
8. How will the school adapt its teaching for students?	7
9. How will Kibworth Mead Academy evaluate whether the support in place is helping the student?	9
10. How will Kibworth Mead Academy resources be secured for students?	10
11. How will Kibworth Mead Academy make sure students are included in activities alongside students who don't have SEN?	10
12. How does the school make sure the admissions process is fair for students with SEN or a disability?	10
13. How does Kibworth Mead Academy support students with disabilities?	10
14. How will Kibworth Mead support student's mental health, and emotional and social development?	11
15. What support will be available for students as they transition between classes or settings, or in preparing for adulthood?	11
16. What support is in place for looked-after and previously looked-after students with SEND?	12
17. What should you do if you have a complaint about a student's SEN support?	12
18. What support is available for you and your family?	13
19. Glossary	13

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works at Kibworth Mead Academy.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website: [Policies – Kibworth Mead Academy | TMET Leicester MAT](#)

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

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

Kibworth Mead Academy provides for students with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
	Anxiety
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support students, and what training have they had?

Our special educational needs and disability co-ordinator, or SENDCO is Mrs Liz Thornton.

She has 10+ years' experience in this role and has worked as Head of Design Technology and Deputy Head of Science and Technology; she has worked as a qualified teacher for 25+ years.

She has completed the National Award in Special Educational Needs Co-ordination, a Level 7 qualification which is nationally recognised and a requirement to have the role as SENDCO.

She has completed extensive training to develop her knowledge further and keep up to date, additional training has covered ASD, ADHD, Emotion Coaching, Emotional Based School Avoidance to name a few along with being a qualified Access Arrangements Assessor allowing her to carry out psychometric testing. This is a level 7 qualification and is required by JCQ to be able to carry out testing for access arrangements (exam considerations)

She is allocated 4 days a week to manage SEN provision.

Her email address is lthornton@kibworth-tmet.uk

Assistant SENDCO

Our assistant SENCO is Mrs Carine Lewis.

She has 2 years experience in this role and has also worked as SEND Admin.

She has completed Level 2 Counselling Training, is completing a Level 7 qualification to become our Lead Access Arrangements Assessor alongside Mrs Thornton our SENDCO.

Her email address is clewis@kibworth-tmet.uk

Subject teachers

All of our teachers receive in-house SEND training and are supported by the SENDCO to meet the needs of our students who have SEND.

Class teachers undergo:

- Training every 3 years regarding ASD through the LA's Specialist Teaching Service.
- Annual training regarding VI and HI through the LA's Specialist Teaching Service.
- Trauma Informed training through the LA's Virtual School.

Subject teachers also request any further training in any aspect of SEND, this is implemented through in house training or external training where appropriate.

Teaching assistants (TAs)

We have a team of 14 TAs, including 4 higher-level teaching assistants (HLTAs) who are trained to deliver SEND provision including Literacy and Numeracy we also have a trained Emotional Literacy Support Assistant (ELSA).

All teaching assistants are trained to deliver interventions such as Precision Teaching and Top Triangle Literacy.

The team can be contacted on SEND@kibworth-tmet.uk

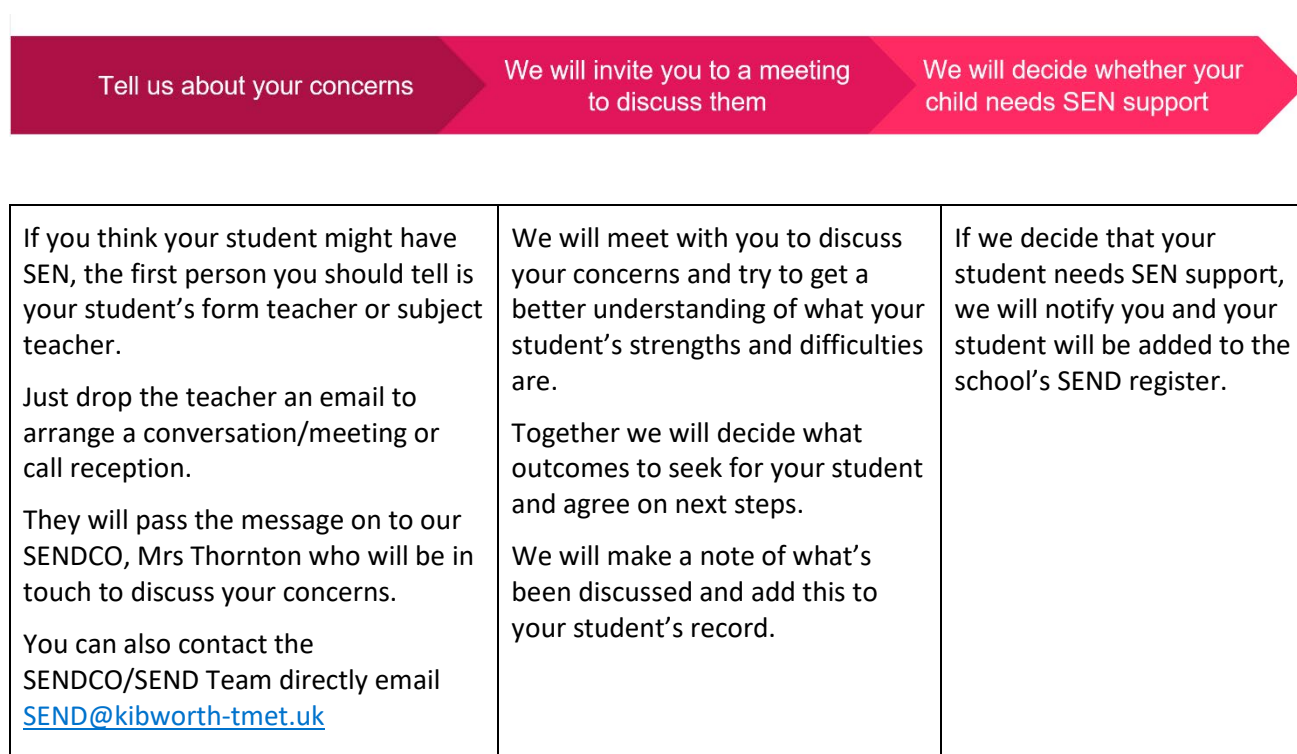
External agencies and experts

Sometimes we need extra help to offer our students the support they need. Whenever necessary we will work with external support services to meet the needs of our students with SEND and to support their families.

These include:

- Speech and language therapists (if available)
- Educational psychologists (if there is capacity)
- Occupational therapists (if available)
- GPs or paediatricians
- Student and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services
- Local authority (LA)-provided support services such as the Inclusion Service and Specialist Teaching Service
- Voluntary sector organisations such as Memphy's

3. What should you do if you think your student has SEN?



4. How will the school know if the student needs SEN support?

All our class teachers are aware of SEND and are on the lookout for any students who aren't making the expected level of progress in their schoolwork or socially. This might include friendships, working with others, reading, recording their answers.

If the teacher notices that a student is falling behind, they try to find out if the student has any gaps in their learning. If they can find a gap, they will give the student extra support to try to fill it. This is the start of identifying if a student has SEN or there is a subject specific barrier.

If the student is still struggling to make the expected progress, the teacher will talk to the SENCO, drop in to the daily SEND drop-in sessions and will contact you to discuss the possibility that your student has SEND using the school SEND concern form or intervention request form.

The SENDCO may observe the student in the classroom or during unstructured times to see what their strengths and difficulties are. They will have discussions with the student's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your student's progress and development with their peers, target grades and national data.

The SENDCO will ask for your opinion and speak to the student to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

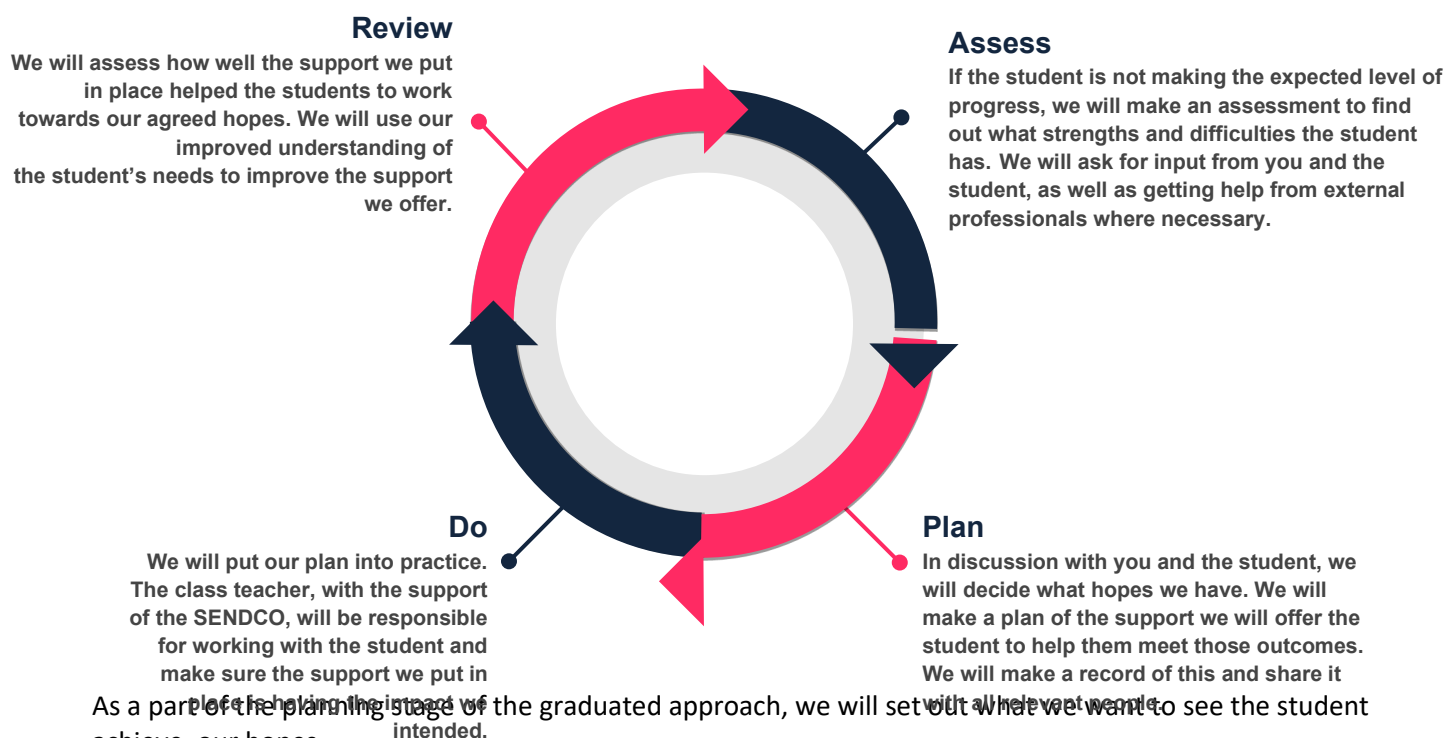
Based on all this information, the SENDCO will decide whether the student needs SEND support. You will be told the outcome of the decision.

If the student does need SEND support, their name will be added to the school's SEND register, and the SENDCO will work with you to create a SEN plan for them.

5. How will the school measure student's progress?

We will follow the 'graduated approach' to meeting your student's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Whenever we run an intervention with the student, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on the student's progress.

We will track the student's progress towards the hopes we set over time and improve our offer as we learn what the student responds to best.

This process will be continual. If the review shows a student has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's hopes, strategies and provisions will be revisited and refined.

6. How will you be involved in decisions made about the student's education?

We will provide termly reports on your student's progress

You will be able to attend parents evening annually to speak to subject teachers or request an additional conversation/meeting to:

- Set clear hopes for your student's progress
- Review progress towards those hopes
- Discuss the support we will put in place to help the student make progress
- Identify what we will do, what we will ask you to do, and what we will ask the student to do

The SENDCO will also be available during parents evening and may also attend additional meetings to provide extra support if requested.

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

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting the student outside of school.

If the student's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any hopes, actions and support that have been agreed. This record will be shared with all relevant staff.

If you have concerns that arise between these meetings, please contact your student's form teacher, subject teacher (if your concern is subject specific), pastoral team or SEND team (SEND@kibworth-tmet.uk).

7. How will students be involved in decisions made about their education?

We recognise that no 2 students are the same, so we will decide on a case-by-case basis, with your input.

We may seek your student's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for students?

The student's subject teachers are responsible and accountable for the progress and development of all the students in their class.

High-quality teaching is our first step in responding to student's needs. We will make sure that student have access to a broad and balanced curriculum in every year they are at Kibworth Mead Academy.

We will differentiate (or adapt) how we teach to suit the way the student works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to the student.

These adaptations include:

- Differentiating our curriculum to make sure all students are able to access it, for example, by grouping, small group work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, reader pens, larger font, etc.
- Teaching assistants will support students in small groups when supporting in class

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE STUDENTS
Communication and interaction	Autism spectrum disorder (ASD)	• Visual timetables • Social stories • Comic Strip Conversations • Situation, Options, Consequences, Choices, Strategies, Simulations (SOCCSS) • Keyworker support • Friendship support
	Speech and language difficulties	• Conversation starters • Speech and Language Link screener and intervention • Speech and language therapy • Keyworker support
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	• Reader pen • Precision teaching • Top triangle reading • Small group interventions in Maths/English • Curriculum review • Coloured paper/overlay • Printed resources • Keyworker support

	Moderate learning difficulties	As above
	Severe learning difficulties	As identified
Social, emotional and mental health	ADHD, ADD	• Review seating plans • Review grouping • Additional redirection • Outdoor learning • Life skills
	Adverse childhood experiences and/or mental health issues	• ELSA • Mentoring • Counselling • Art Therapy • Outdoor Learning
Sensory and/or physical	Hearing impairment	• Seating support • Teacher placement (to support with lip reading)
	Visual impairment	• Seating review • Additional resources if required through the Specialist Teaching Service e.g. visualizer, laptop.
	Multi-sensory impairment	Personalised depending on need – to be discussed
	Physical impairment	Personalised depending on need – to be discussed

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

9. How will Kibworth Mead Academy evaluate whether the support in place is helping the student?

We will evaluate the effectiveness of provision for the student by:

- Reviewing their progress towards their targets each term (each subject)
- Reviewing the impact of interventions after the intervention has been completed
- Using student voice
- Monitoring by the SENDCO

- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will Kibworth Mead Academy resources be secured for students?

It may be that student's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your student access their learning.

If additional funding is needed beyond our universal provision, we will seek it from our local authority.

11. How will Kibworth Mead Academy make sure students are included in activities alongside students who don't have SEN?

All of our extra-curricular activities and school visits are available to all our students, including our before and after-school clubs.

All students are encouraged to go on our school trips, including our residential trips that are arranged for each year group.

All students are encouraged to take part in sports day, sports clubs, work experience and activity days.

No student is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included. If there is an activity that you want your child to participate in but have concerns or feel adjustments are needed to be made we encourage you to make contact with the SENDCO and/or trip organiser to discuss further.

12. How does the school make sure the admissions process is fair for students with SEN or a disability?

Our admissions process is not based on SEN or disability; students access a place through the LA's admissions team. Places are considered based on numbers on roll in each year, for further information look at the school's admissions policy at [Policies – Kibworth Mead Academy | TMET Leicester MAT](#)

Students with an EHC plan will have a school named, Kibworth Mead is usually named through the annual review process. Students with an EHC plan are allocated places as a priority.

If Kibworth Mead is named on an EHC plan and we believe we cannot meet a young person's needs, this will be discussed with parents and shared with the LA.

13. How does Kibworth Mead Academy support students with disabilities?

We support young people with disabilities to access each aspect of the school and school life, where needed we will work with external agencies to identify additional arrangements required e.g. school environment survey and make adjustments suitable for a mainstream school such as wheelchair access, lifts and visual supports e.g. yellow lines to identify kerbs/trip hazards.

For further information please look at the accessibility plan and policy [Policies – Kibworth Mead Academy | TMET Leicester MAT](#) Or speak to the SEND team at SEND@kibworth-tmet.uk

14. How will Kibworth Mead support student's mental health, and emotional and social development?

We provide support for students to progress in their emotional and social development in the following ways:

- Students with SEND are encouraged to be part of the school council
- Students with SEND are also encouraged to be part of extra-curricular clubs to promote teamwork/building friendships such as kindness club, debate club
- We provide extra pastoral support for listening to the views of students with SEND by working closely with the year teams.
- We run a quiet base at break/lunchtime where we encourage building friendships and participate in games such as chess.
- We have a 'zero tolerance' approach to bullying.
- Students on the SEND register are encouraged to talk openly to their keyworker and share worries and concerns. If a student needs additional support, they can request extra check-ins through the post box system outside of SEND.
- If we feel an intervention such as ELSA is needed to support, we will plan these sessions or work with the Family Support Worker (Mrs Milligan) to identify additional interventions such as access to Team 11+, School Counsellor.
- We encourage students to drop in to SEND to share any worries or concerns about the day.

15. What support will be available for students as they transition between classes or settings, or in preparing for adulthood?

Between years

To help students with SEND be prepared for a new school year we:

- We share information between class teachers
- Share student passports with all teachers, these are then updated termly or as required if anything changes
- If required, we can walk students to meet new teachers.
- If required, meet students before the start of the academic year and talk through what the year looks like and the changes they may notice.

Between schools

When your student is moving on from our school, we will ask you and your student what information you want us to share with the new setting.

Between phases

The SENDCO/Assistant SENDCO will attend the year 6 transition review, and year 5 if requested

The SENDCO of the primary school meets with our SENDCO to discuss the needs of the incoming students near the end of the summer term.

We arrange meetings with the parents/carers of incoming students to discuss how we can best welcome their student into our community.

We consider form groupings and make best endeavours to give students access to a group of students they will feel comfortable with

Run transition sessions such as extra visits and parents' information evening

Moving to adulthood

We provide all our students with appropriate advice on paths into further education. We arrange college trips, support with personal statements and Post 16 applications.

If a student has an EHC plan and they know which College, they would like to attend Post 16 we will invite them to the annual review and name the Colleges requested.

We work with the student to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

16. What support is in place for looked-after and previously looked-after students with SEND?

Miss Chelsea Payne and Mrs Helena Sampson will work with Liz Thornton, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after student's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Students who are looked-after or previously looked-after will be supported much in the same way as any other student who has SEND. However, looked-after students will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

17. What should you do if you have a complaint about a student's SEN support?

Complaints about SEND provision in Kibworth Mead Academy should be made to the subject teacher/Head of Department if it is subject specific, or the SENDCO in the first instance, if this has not solved your complaint this can be escalated. Please see our school complaints policy [Policies – Kibworth Mead Academy | TMET Leicester MAT](#)

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the student themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that Kibworth has discriminated against a student because of their SEND, you have the right to make a discrimination claim to the first tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

18. What support is available for you and your family?

If you have questions about, SEND, or are struggling to cope, please get in touch to let us know. We want to support you, students and your family.

Working closely with our SENDCO is our Family Support Worker, Mrs Milligan, you can email her for support at tmilligan@kibworth-tmet.uk or contact SEND to arrange a discussion at SEND@kibworth-tmet.uk

To see what support is available to you locally, have a look at Leicestershire's local offer. Leicestershire publishes information about the local offer on their website:

- <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

- [Welcome | SENDIASS](#)

Local charities that offer information and support to families of students with SEN are:

- [Menphys | Charity for disabled children](#)

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

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow students with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a student's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a student 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** – student and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a student's needs
- **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 student needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a student'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 student’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the student
- **Intervention** – a short-term, targeted approach to teaching a student with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for students with SEN in the local area
- **Outcome** – target for improvement for students 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 student’s disability
- **SENDCO** – the special educational needs and disabilities 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 students with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports students with SEN
- **SEN support** – special educational provision that meets the needs of students with SEN
- **Transition** – when a student moves between years, phases, schools or institutions or life stages