

# John Kyrle High School

# SEND Information Report

# September 2025



John Kyrle High School  
& Sixth Form Centre

## SEND at JKHS

### Herefordshire's Local Offer

[All about special educational needs and disabilities \(SEND\) – Herefordshire Council](#)

#### JKHS SEND TEAM:

- Kristian Phillips – HOM SEND and Inclusion Lead
- Alex Rees-SENCO
- Olivia Phillips- Assistant SENCO
- Philippa Arundel- SEND Administrator
- Hub Staff- Jackie Lees, Karon Powell, Alina Taranenko, Christine Hole and Melissa Scott.
- Teaching Assistants: Helen Lusty, Victoria Fomina and Helen Rauccio.
- Learning Support Assistants: Alex Forse, Nadine Bowman-Charlton, Sharice Richardson, Nicola Deja, Rufus Marshall and Amey Lloyd.

#### STAFF EXPERTISE:

The SENCO has the NASENCO Award and achieved post-graduate qualifications in SPLD and Dyslexia. Mr Phillips, Interim Deputy Headteacher, is currently completing the new NPQ for SENCOs. Miss Taranenko provides specific support for students for whom English is an additional Language.

The school's exams access arrangements assessments are completed by a colleague from The Heart of Mercia, the multi-academy trust which John Kyrle are a part of.

Two members of staff are also trained ELSAs, Emotional Literacy Support Assistants. The team bring of wealth of experience from previously working in primary settings including phonics intervention teaching.

#### INTENT:

At JKHS, our intent for Special Educational Needs and Disabilities (SEND) provision is deeply rooted in our commitment to ensuring that all students, regardless of their individual needs, have equal access to a high-quality education that enables them to achieve their full potential. Our intent is to create an inclusive environment where every student feels supported, valued and empowered to thrive academically, socially and emotionally.

#### IMPLEMENTATION:

Our SEND provision is executed through a co-ordinated approach outlined below:

- Quality First Teaching through The John Kyrle Way
- The Key 3
- Ready, Respectful, Resilient
- Specialist Support
- Well-being and Pastoral Care
- Regular monitoring and review
- Hub support – Hive and Haven

#### IMPACT:

The impact of our SEND provision is evidenced through the progress and achievements of students with SEND. Through our high expectations, tailored support, inclusive practices and collaborative approaches, we have seen an impact on the academic attainment, confidence and overall life chances of our students with SEND. Our SEND provision exemplifies a commitment to excellence, equity and inclusivity in a nurturing and aspirational educational environment.

## What types of special educational needs and disabilities do students have at John Kyrle High School?

At John Kyrle High School, we have students who have special educational needs across the four broad categories of need which are:

### **Cognition and learning**

Cognition and learning needs generally account for difficulties in curriculum-related areas such as: reading, writing and spelling. numerosity. comprehension. processing difficulties such as sequencing, inference, coherence and elaboration.

### **Communication and Interaction**

Support with understanding, expressing themselves or interacting with others.

### **Social, Emotional, Mental Health**

Children and young people with SEMH have severe difficulties in managing their emotions and behaviour. They often show inappropriate responses and feelings to situations.

### **Physical and/or Sensory**

Physical and sensory disabilities are conditions that affect a person's ability to carry out daily activities. Physical disabilities involve impairments to a person's body, such as their limbs or motor functions, while sensory disabilities involve impairments to a person's senses, such as their vision or hearing.

As of September 2025, we have students on the school's SEND register with the following breakdown of needs. Please note, some students fall in to more than one category:

### **SEN Category of need for all pupils:**

- Speech, Language and Communication: 29
- Social, Emotional and Mental Health difficulties: 69
- Autistic Spectrum Disorder: 16
- Specific Learning difficulties: 116
- Hearing Impairment: 7
- Visual Impairment: 4
- Moderate Learning difficulties: 16
- No specialist assessment: 3
- Other difficulty/Disability: 10
- Physical Disability: 11
- Total number of SEND: 235

## How does the school identify and assess students who may have SEND?

JKHS works closely with primary schools and requests specific information regarding students with SEND in order to effectively support students with the transition to their new secondary school. The SEND team liaise with primary SENCOs and Year 6 teachers. Extended transition opportunities are offered to those students, who may benefit from additional visits to JKHS, to help ease anxieties or build familiarity with the school site. Information is shared between the primary and secondary settings and this information is used to create Student Support Guides which are available to all staff.

When students join JKHS, they complete online CAT tests (Cognitive Abilities Tests). These assessments provide the school with initial baseline data in addition to Year 6 SATS data if available. Students usually retake the CAT tests in Year 9 in preparation for their GCSE courses.

Individual departments also complete screening or benchmark assessments to ensure that students are grouped in the most appropriate classes for their needs and abilities.

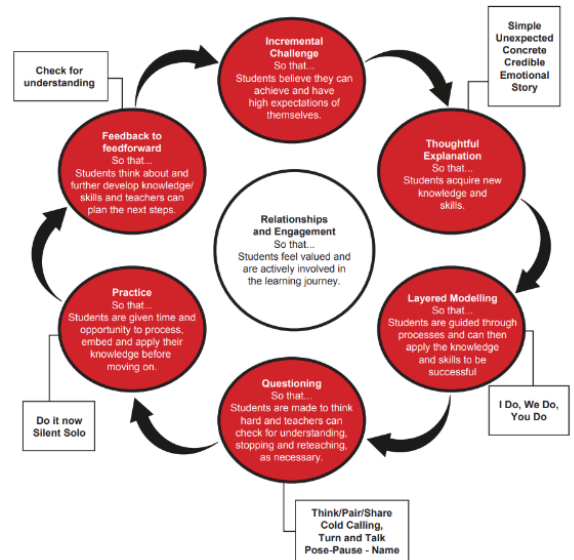
The school has a SEND referral system in place which all teaching and support staff have access to. Referrals are sent to the SEND team for review. If required, further assessments and onward referrals to external services can be completed in consultation with students and parents to ensure that students are supported as effectively as possible.

Observations and discussions with students, class teachers and parents/carers are also a valuable step in the identification and assessment of students with suspected SEND.

## What is our approach to teaching students with SEND and encouraging engagement?

All teachers and support staff have high expectations of all students including those with SEND. **Quality First Teaching** through the school's teaching and learning structure of The John Kyrle Way is embedded across the school. Teachers have been equipped with the knowledge, skills and resources to deliver high-quality, inclusive teaching that caters for all.

### Our Expert Teaching Principles



The **Key 3 for SEND** is also being embedded in every lesson, every day from September 2025:

### Key 3

Every lesson we expect to see 3 things for all SEND/PP students:

1. One scaffolded interaction (for example, a question tailored to their understanding or a one-to-one conversation).
2. Any slides/resources printed off rather than just on screen (SEND only)
3. Explicit teaching of any tricky vocabulary.



**Student Support Guides** ensure that students with SEND are supported across the curriculum and summarise information for all staff, so students' support is tailored to their individual needs. All teachers and support staff can access students' guides through their seating plans on ClassCharts.



**PHOTO**  
**Student Support Guide**  
**Special Educational Needs/Disability**

<b>Name</b>							
<b>SEND Code</b>		<b>SEND</b>					
<b>Date completed</b>			<b>Review date</b>				
<b>Cognitive Ability Tests</b>		<b>Verbal</b>		<b>Quantitative</b>		<b>Non Verbal</b>	<b>Spatial</b>
<b>Assessment of needs/difficulties:</b>				<b>Plan/Do to meet needs:</b>			
<ul style="list-style-type: none"> <li>Processing information is slow - poor short term/working memory. Mental arithmetic will be difficult.</li> <li>Difficulties with organisation of self or work may be present.</li> <li>Below average speed of writing</li> <li>Spellings</li> <li>Concentration span for Xxxx is hard.</li> <li>Xxxx may well present as restless, difficulty sitting still and fidgeting.</li> <li>Xxxx often rushes his work.</li> <li>Difficulties with social interaction and communication.</li> <li>Heightened sensitivity to noise.</li> <li>Displays restricted, repetitive patterns of behaviour or activities/sensory processing differences.</li> <li>Can take comments literally.</li> <li>Changes to routine can be challenging.</li> <li>Uncomfortable when making eye contact.</li> <li>Difficulties/Unable to initiate conversations.</li> </ul>				<ul style="list-style-type: none"> <li>Allow time to process <u>information</u>.</li> <li>Give plenty of time to deal with a task – put a task list on the board, first, then, next, tick off each task as <u>completed</u>.</li> <li>Do not overload with words, keep instructions concise.</li> <li>Check in with Xxxx on a regular <u>basis</u>.</li> <li>Ask Xxxx to repeat instructions back to <u>you</u>.</li> <li>Provide writing frames.</li> <li>Deliver information in small chunks with regular pauses to absorb and understand</li> <li>Minimise copying – jot things down; use a photocopied transcript; print off from the IWB.</li> <li>Give extra time for writing; use pictures or sentence starters to stimulate; use writing frames to support memory and writing speed.</li> <li>Key word lists for each topic as visited in class.</li> <li>Xxxx requires prompts in class to begin tasks and remain on task.</li> <li>Gain full attention prior to giving instructions.</li> <li>Consider seating carefully.</li> <li>Minimise visual and auditory distractions.</li> <li>A quiet place in school to relax, recuperate, regulate.</li> <li>Let xxxxx know as soon as possible about any changes of classroom, seating, teacher, etc.</li> <li>Limit the amount of new information expected to be absorbed at one time.</li> <li>Provide learning and listening breaks <u>in order to</u> process and store information.</li> <li>Use of traffic light card system – red – need help urgently, orange – just about managing, green – I'm fine.</li> </ul>			
<b>Exam access arrangements:</b>							
<ul style="list-style-type: none"> <li>Time, reader, small room</li> </ul>							
<b>Interventions:</b>							
<ul style="list-style-type: none"> <li><b>Exam access arrangements:</b> reader, time, aqua overlay, reading pen</li> <li>Peer reading scheme</li> <li>LST report – 2019</li> <li>BST report – 2020</li> <li>Youth worker – 2022</li> <li>CLD – 2023</li> <li>CAMHS – 2022</li> </ul>							

## What SEND training have staff received to support my child?

Staff have received CPD (Continual Professional Development) in adaptive teaching methods to ensure that the curriculum is accessible, adapted and modified as necessary to cater for the needs and abilities of students with SEND, whilst maintaining high academic standards. Adaptations can be pre-planned or modified in the moment.

## How do you evaluate provision?

Provision is evaluated through a number of processes that include:

- learning walks by heads of faculty; the senior leadership team; the SENCo; the Heart of Mercia colleagues and external reviews
- ongoing departmental assessment of progress made by students with SEND
- work sampling to ensure that Student Support Guides are being understood and implemented to ensure effective access to learning and increased independence
- regular updates provided during Staff Briefing and through the weekly Bulletin, as well as teachers around the child meetings with the SENCo to provide advice and guidance on meeting the needs of students with SEND
- arranged parent/carer monitoring appointments three times a year to ensure collaboration and evaluation of provision
- Students' attainments are tracked using the whole-school tracking system and those failing to make expected progress are identified.
- Staff raise their concerns through the SEND Referral process. Once received the SENCo advises next steps and offers support and guidance to further support the progress of the student and the teacher. SENCo will liaise with Head of Year and home, if necessary.
- SENCO Clinic- a weekly online clinic for parents and carers who have any SEND related queries. This runs from October Half Term onwards.

Actions relating to SEND support will follow an assess, plan, do and review model:

- **Assess:** Data on the student held by JKHS will be collated by the subject teacher/SENCo in order to make an accurate assessment of the student's needs. When appropriate, parents/carers will be invited to this early discussion to support the identification of action to improve outcomes
- **Plan:** If a review of the action taken indicates that adapted support is required, targeted support will be implemented by subject teachers in liaison with the SENCo.
- **Do:** SEND support will be detailed on the school's provision map and the Student Support Guide will be updated and shared with relevant staff, parents, carers and the student.
- **Review:** All provisions for students with SEND will be reviewed three times a year.



## How do you check and review the progress of my child and how will I be involved?

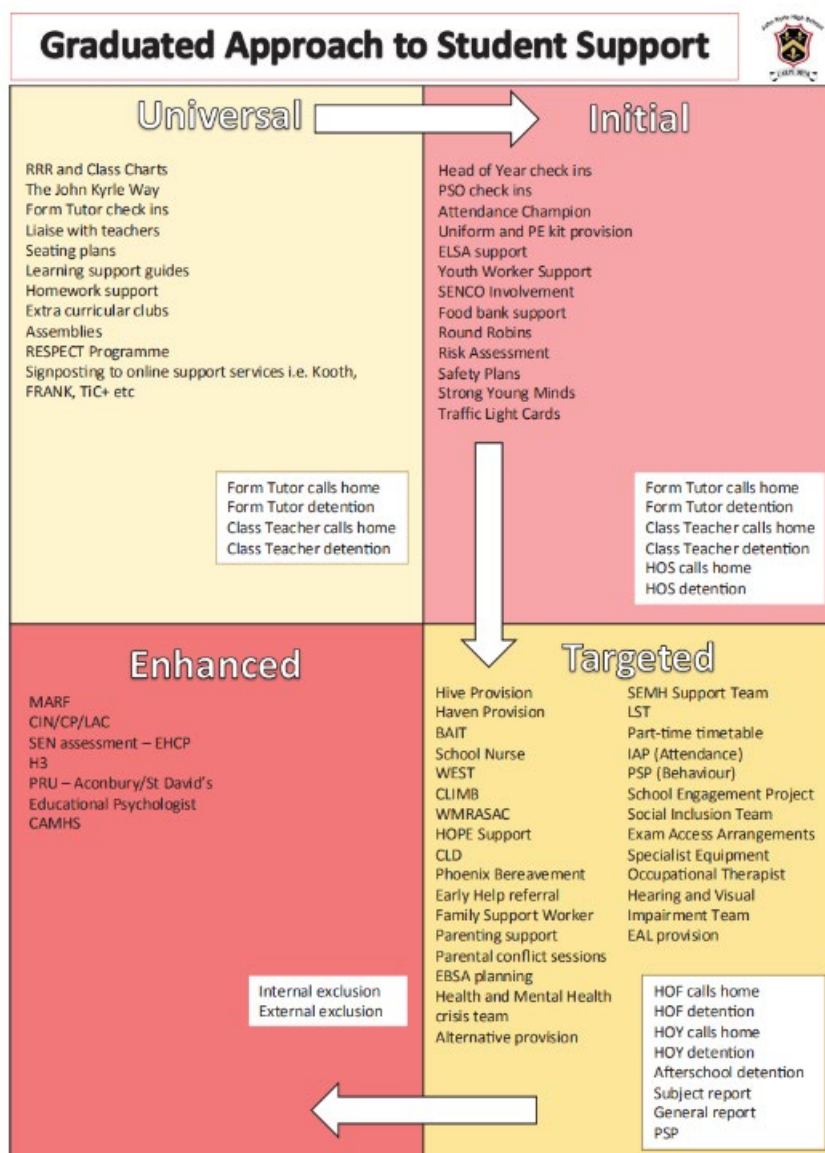
Progress is reviewed in consultation with parents/carers in the following ways:

- Progress reviews are carried out by the SENCo/or a member of the SEND Team three times a year
- Year group Progress Review evenings
- Class Charts
- Interim reports.

## What if additional support is required for my child with SEND?

If concerns are raised regarding the progress of the student with SEND despite the delivery of high-quality teaching and interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a student. This will only be undertaken after parents/carers permission has been obtained and may include a referral to:

- Specialists in other schools
- Learning Support Team
- SEMH Team
- Hearing Impairment Team
- Visual Impairment Team
- Autism and Sensory Support
- Educational Psychology Service
- Physical and Disability Support Service
- Social Care
- Family Support Worker
- School Nurse
- Child and Adolescent Mental Health Services
- Counselling services including Onside
- Youth Worker/mentoring
- Strong Young Minds
- ELSA
- Alternative provision
- Teens in Crisis
- HOPE Bereavement
- WEST



In order to further meet our everchanging needs within the school we have developed our SEN provision to include specialist SEMH and Learning Support interventions at our SEND base 'The Hub':

The "HIVE"	The "HAVEN"
<p><b>SEMH</b></p> <ul style="list-style-type: none"> <li>• SENCO leads with Learning Support Staff and ELSA support</li> <li>• Planned Intervention</li> </ul> <p>Students who often struggle with regulating their emotions and may experience high levels of anxiety, which can make it overwhelming to be in a classroom environment</p> <p>This space can provide a safe space for students to regulate in a supportive way.</p> <p>Students to be supported into the Haven, mainstream lessons and supported in class</p>	<p><b>SEND, EBSA and EAL</b></p> <ul style="list-style-type: none"> <li>• Assistant SENCO leads with and Learning Support Staff</li> <li>• Planned Interventions</li> </ul> <p>Students who are SEND/EHCP will attend for targeted intervention and support</p> <p>Students who are EBSA will attend as part of their reintegration or phased return back into school</p> <p>Students who have used the Hive will attend as part of transition back into lessons</p>

ASD Room	Sensory Overload Room	Decompression Room
Equipped with sensory-friendly features such as soft lighting, comfortable seating, sensory toys, weighted blankets, and calming sensory tools like fidgets or stress balls.	To support sensory overload to provide a controlled environment that minimises sensory stimuli for individuals who experience sensory overload or hypersensitivity.	A dedicated space for releasing emotions, to help students learn healthy coping strategies for managing stress and frustration, promoting emotional well-being and self-awareness.

### How are teaching assistants and learning support assistants deployed?

Teaching assistants are assigned to the following departments:

- English
- Maths
- Science
- Humanities

Where possible, if the timetable allows, teaching assistants are deployed to other curriculum areas. Students with EHCPs are prioritised, but we use a flexible approach to promote independence, so the teaching assistants support other students within the class.

Learning Support Assistants:

LSAs are not tied to departments but deployed holistically across the school. Each LSA will develop expertise in a specific area of SEND, based on the needs of our current student cohort.

A copy of the school's Special Educational Needs and Disabilities Policy can be found on the school's website [www.jkhs.org.uk](http://www.jkhs.org.uk)

For the school's Complaints Policy, please see: [John Kyrle High School - Policies](#)