



King's Academy
Rowner

Special Educational Needs and Disability Information Report 2025- 2026



Contact Details

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Introduction

King's Academy Rowner, which is part of the King's Group Academy, is a two form entry mainstream school for 7 to 11 year olds with 200 pupils currently on role. The school is supportive and inclusive and aims to meet the needs of all children with Special Educational Needs and/or Disabilities (SEND). Children with SEND are given opportunities and encouragement to learn through a broad and balanced curriculum, in an inclusive learning environment, where securing improvement is at the forefront.

November 2025 numbers on roll: 59 children with SEND.

Children and young people with SEND have different needs; all children with SEND are welcome to apply for a place at our school, in line with the school Admissions Policy. If a place is available, we will strive to work in partnership with parents, carers and, where necessary, professionals from outside agencies, in order to ensure that we are able to offer the provision required to meet the needs of all pupils at this school.

Children who have a SEND are included on the SEND Register. Their specific need or needs are recorded and shared with parents / carers, the Senior Leadership Team (SLT) and other relevant members of staff. The four broad areas of need are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and / or Physical needs

If your child has complex SEND they may be part of a Transfer Partnership Agreement (TPA) or have an Educational Health Care Plan (EHCP), which means that formal arrangements to support your child are agreed and are recorded in writing. In addition, meetings will take place with you and anyone else involved in your child's learning to discuss your child's progress. There will also be an annual review.

How does the school know if children need extra help and what should I do if they think my child has special educational needs?

'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided by others of the same age in mainstream schools or mainstream post-16 institutions.' (SEND Code of Practice 2015)

At King's Academy Rowner, we identify children as having SEND through a variety of ways, including the following:-

- Liaison with the child's infant school/previous school
- Information sharing through Transition meetings (if the child is already on the SEND register) and Annual Review meetings (if the child has an EHCP)



- Child is performing well below age-expected levels
- Concerns raised by parent/carer
- Concerns raised by teacher (e.g. behaviour or self-esteem and general well-being is affecting the child's performance)
- Liaison with external agencies (e.g. Specialist Teacher Advisory Service, Educational Psychologist, CAMHS etc.)
- Health diagnosis through pediatrician
- Diagnostic screening and assessment carried out in school

If you have concerns that your child may have a special educational need, share your concerns with the class teacher in the first instance. You can also contact/meet the SEND Leader (Mrs Sarah Knoll) who is available by appointment throughout the academic year.

Should you have a concern about the School's SEND provision, please contact the SEND Leader, the Associate Head Teacher (Mrs Kerry Sharpe) or the Executive Head Teacher (Mrs Georgina Mulhall). If your concerns persist about the school's provision, a formal complaint can be made to the King's Group Academy Inclusion Lead (Ms Laura Phillips).

How will both you and I know what progress my child is making and how will you help me to support my child's learning?

We pride ourselves on building positive relationships with parents/carers. We are open and honest with parents/carers so that the child's best interests are at heart and we hope that parents/carers and children are able to do the same with us.

We offer an open-door policy at King's Academy Rowner where you are welcome any time to make an appointment to meet with either the class teacher, SEND Leader or a member of the Senior Leadership Team to discuss how your child is progressing. We can offer advice and practical ways that you can help your child at home. We believe that your child's education should be a partnership between parents/carers and teachers, therefore, we aim to keep communication channels open at all times, especially if your child has complex needs so we can ensure we can enable the right provision for your child.

The SEND Report aims to give an overview of the inclusive provision we are able to offer in this setting. **Hampshire's Local Offer** can be accessed through our school website and has been developed with parents/carers to help find the right services and support for you and your family:

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page;jsessionid=AAFF8F686AF0DF1FB365080BAF1F5791?familychannel=6>

As a school, we measure children's progress in learning against national and age related expectations. This includes assessing using Pre Key-Stage standards, if required.

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year 3 through to Year 6 in Arbor, which gathers data from a variety of different sources including teacher assessment using the National Curriculum and summative assessment papers e.g. PiXL Tests and Fischer Family Trust (Reading Assessment Programme). Actions are put in place to support children in their learning if they are not making the expected gains in progress.

If your child is on the SEND register, they will have a SEND Learning Plan on **Provision Map** which will have individual and personalised small step targets for your child to work towards which are reviewed at least once a half term. The SEND Learning Plans are created by the class teacher in consultation with your child, teaching assistants and the SEND Leader and are shared with you so that you can support your child in reaching their small step targets. The pupil's key strengths and key areas of concerns as well as the interventions they are working on are recorded. Targets in Provision Map are designed to support your child to make the best of their abilities and make improved progress. Provisions applied will help communicate to anyone working with your child, the most



appropriate adaptations required, to help remove barriers your child has to access their learning. Targets will sometimes be addressed in interventions, which may be required to be led in addition to the normal core subject lessons. This may mean that your child is removed for short periods of time (usually in the afternoons) to focus on their target in a small group or on a 1:1 basis with the most appropriate professional.

When the child's targets are reviewed on Provision Map, comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

When pupil/parent progress meetings are scheduled in school (3 times a year), there will also be the opportunity for any parent/carer (even if their child is not yet on the SEND register) to make an additional appointment to see the SEND Leader (Mrs Sarah Knoll).

If your child has complex needs and they have an EHCP, a formal Annual Review will take place each year from the date the first plan was issued. This will consider your child's progress, review the plan's targets and provide information which will be reported back to the Local Authority (LA) who will decide if your child's needs continue to need additional support from an EHCP.

Parents/carers are very welcome to make an appointment at any time to view and discuss their child's progress with the Class Teacher or SEND Leader.

How will the School support my child? – curriculum and environment.

*'Special educational provision is educational or training provision that is **additional to or different from** that made generally for other children or young people of the same age by mainstream schools.'*

(SEND Code of Practice, 2015)

We aim to include inclusive practices across the school. All learning environments are inclusive and ASC friendly. Consideration and adaptations are made to the school environment where necessary.

Children with a SEND are taught in class by a qualified teacher who delivers lessons they have planned along with their year group colleague. The learning is broad and balanced, personalised and resourced to provide challenge, progress and a sense of achievement for all.

The class teacher will oversee. Plan and adapt lessons for each child in their class to ensure that progress is made. We aim to use inclusive practices across the school for all children.

Where appropriate, access strategies are provided to ensure all children are successful in their learning. English and mathematics are taught daily, usually in the mornings, where there may be a teaching assistant working in a supportive role in the classroom with individual or small groups of children as appropriate or they may be required as part of an EHCP.

When an intervention programme is used to accelerate progress for a child, it is delivered by a teacher, or teaching assistant, who has had quality training in the intervention they are delivering. The progress that is made by the child in the intervention is evaluated by the SEND Leader and class teacher. Outcomes are shared with parents / carers and are reported to the Primary Phase Committee.

Our SEND Leader, in partnership with the Senior Leadership Team regularly reviews any child with additional needs across the school. Additional needs refers to all areas of need, throughout the four broad areas of SEND.

Mrs Sharon Fuller, who is a trained practitioner of FEIPS, (Framework for Enhanced Individual Pastoral Support), trauma-aware trained and qualified Mental Health First Aider is available to provide children with pastoral support



when required to enable successful learning experiences. Mr Connor and Mrs Connor are also trauma-aware trained and Mrs Fuller and Mrs Held are trained to provide Lego Therapy intervention.

We make regular contact with specialised professionals who can give additional advice and support our staff and parents, so we can work together to provide an effective education for children.

As part of the King's Group Academy, we also have access to additional support e.g. Educational Psychologist and Inclusion support.

What support will there be for my child's overall well-being?

We are an inclusive school; we welcome and celebrate diversity. All staff believe that a child's well-being is very important. We have a caring and understanding team looking after our pupils.

- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents/carers first point of contact. If further support is required, the class teacher liaises with the SEND Leader for further advice and support. This may involve working alongside outside agencies such as Health and Social Services and/or the Primary Behaviour Support Team (PBS).
- Once a term, one of our SEND Leader (Mrs Sarah Knoll) and typically a colleague from Autism Hampshire, runs a coffee morning for parents/carers wishing to meet informally for advice and support.
- Trauma Informed practitioners make up our pastoral team offer our young children a safe and supportive environment to talk about difficult issues in confidence. We listen to children's views, experiences and feelings without judgement in an atmosphere of respect and empathy, based on a secure, trusting working relationship. They work across the year groups and often make contact with parents/carers regarding well-being matters which arise. This enables excellent communication between home and school. To support all areas of a pupil's life most effectively.
- We run a Service Club providing support for our children in Service families. This is an informal school club offering activities and some trips for children from services families to attend.
- Our whole school curriculum is underpinned by our 'Gosport Futures' which is taught to help fulfil our mission to allow children to be 'growing learners, growing leaders and growing citizens,' through life skills considered useful for success.

How will the school be monitored to ensure best practice?

The SEND Leader reports to the school leadership team at least half-termly to inform them about the progress of children with SEND. There is open and robust dialogue. The King's Group Academy Inclusion lead (Ms Laura Phillips) has an overview of SEND provision for the Trust. The Executive Headteacher, working in conjunction with our Associate Headteacher will support the monitoring of SEND provision and share this with the Governing Body. A colleague in a governance role visits the school and reports back to the school senior leadership and CEO.

The system provided by the SEND Team is subject to usual school inspections and advice as required.

How will the curriculum be matched to my child's needs?

Class teachers plan lessons to meet the needs of children accordingly.

Some children may have additional, personalised interventions of support, to enable accelerated progress (e.g Toe to Toe, Stride Ahead, Precision Teaching, Paired Reading, Lego Therapy, Sensory Circuit, speech and language therapy, phonics sessions and Speech Link interventions). This will not be during core subject lessons. We aim to ensure all children have a full, broad and balanced curriculum, so your child will never be removed from class for long periods of time or be regularly taken out of the same subject.



Where a child has a physical or sensory difficulty, reasonable adjustments and access arrangements will be put in place (with advice and support given from the Specialist Advisory Service) to ensure access for all pupils to the curriculum, the physical environment and to information.

The SEND Leader will regularly update the SEND action plan which will detail how the school is constantly assessing, planning, improving and enhancing for children with SEND.

In some cases, the learning may be specific to the individual: for a visually impaired child, for example, there may be enlarged text, for a child with dyslexia, coloured overlays.

Class teachers are supported by the SEND Leader to make appropriate adaptations for children with SEND.

How is the decision made about what type of and how much support my child will receive?

Your child's needs will be assessed continually by the class teacher and the SEND Leader through half termly review meetings. Following this, allocation of additional support to pupils in need is made, if required. The type of support is determined by the area of need; this may be an academic, emotional or a physical support or learning intervention. Most children with SEND will have their needs met within the inclusive classroom setting that King's Academy Rowner provides, without further support.

If your child requires support which is additional to and different from the peer group in which they are in, they may be placed on the SEND register. We will inform you if this is being considered and discuss with you the implications.

Some children, however, may require an EHC needs assessment in order for the Local Authority to decide whether it is necessary for it to make enhanced additional provision to support your child's success in a mainstream school.

The purpose of an EHC plan is to make special educational provision to meet the considerable special educational needs of the child, to secure the best possible outcomes for them to access education, health and social care and, as they get older, prepare them for adulthood.

An EHC can be requested by you or by the school via the EHC Hub online. The SEND Leader will oversee the process in school and will be happy to do so. Where a request for a statutory assessment is made, the school, parents/carers and any relevant outside agencies must provide written evidence of at least two terms worth of 'Access - Plan - Do - Review cycles' to the Local Authority (LA). This must also include details of:

- Any relevant educational assessments
- Details of the agreed plan for provision by the school, parent/carer, the child and any relevant outside agencies
- Records of actions taken by the school, parents/carers, the child and any relevant outside agencies
- Records of review of planned provision and their outcomes through 'Provision Map'
- Details of the child's health including the child's medical history, where relevant.
- Age-related expectations and standardised scores in all core subject areas.
- Details of involvement and assessment from relevant outside professionals to develop provision, for example, from a specialist advisor teacher or Educational Psychologist.
- The views of the parents/carers and of the child through the K1 and K2 forms (since November 2021, these forms now needed to be completed via the EHC Hub online).
- Involvement of any other professionals.
- Any involvement by the social care or education welfare service.

The process of application for a EHC assessment is very detailed and it can take up to an academic year to gather enough appropriate evidence to support the request and demonstrate a requirement for additional funding, so we will ask for both your support and patience if this route is considered.



If you and the child's current educational provider feel that your child may require an education different to that provided in a mainstream school, an EHCP will have to be issued in order for an application to be made for access to a specialist setting. Please make contact with the SEND Leader if this is something you have considered for your child.

What training is provided for staff supporting children with SEND?

Our SEND Leader has a Masters Level SEND Accreditation, an award required for all SEND Leaders.

Our support staff receive training, as required, in delivering intervention programmes to support (e.g. Precision teaching to improve spelling, Paired Reading, Toe by Toe and Stride Ahead to improve reading decoding and comprehension skills).

All members of staff have received training on the 'whole child', de-escalation and changing perception of behaviour and Safeguarding, facilitated by members of staff across the King's Group Academy who are experts in these areas.

Some members of staff have received specialised training in providing support for children with specific conditions, including Autism, Trauma, ADHD, speech and language difficulties and Attachment Disorder. We can also draw upon other expertise across the King's Group Academy (adaptive planning and responsive teaching and executive functioning skills).

This list is not exhaustive and is revisited throughout the year to meet the needs of the whole team.

How are children with a SEND included in activities outside of the classroom, including school trips?

We aim to work in partnership with parents and carers wherever possible and your views are valued. When planning activities outside of school, including school trips, children with a SEND are fully included. If appropriate, parents are consulted about arrangements for outside activities and may, in some instances, be asked to accompany their child on the visit.

How accessible is your School (indoors and outdoors)?

King's Group Academy has eight classrooms which are located in a two-storey building. There are wheelchair access points and there is a separate accessible toilet. In addition, the school has a wet room and toilet facility which includes a hoist and bed.

The car park has one designated disabled parking space. Several members of staff have first aid training and where appropriate, specialist training is given to support pupils who have a physical or medical SEND.

What support is given for improving the emotional and social development of pupils with a SEND?

All children have lessons involving their Personal Development Learning (PDL), well-being and Commando Joe's (Character development curriculum, which follows a RESPECT framework). Children who have a social or emotional SEND are supported appropriately and recorded on our 'Provision Map'. In exceptional cases, temporary support is also available in our bespoke adjusted provision, The Hive.

We value and believe in every individual and we promote this through kindness, care and high challenge. This is achieved through a rich curriculum that is embedded with the 'Foundations for Gosport Futures,' a set of skills that promote personal and character development.



How does the school manage the administration of medicines?

The school has a Medical Conditions and First Aid Policy which includes procedures for administration of medicines. Children with specific medical conditions will have an Individual Health Care Plan. Risk assessments are routinely used so that all staff are able to manage medical conditions. The school employs staff qualified in first aid.

Parents are asked to contact the school if medication is recommended by health professionals to be taken during the school day.

Specialist services and expertise available at, or accessed by King's Academy Rowner

Our SEND Leader, Mrs Sarah Knoll, is fully qualified and accredited to lead SEND. She works closely with any external agencies that she feels are relevant to individual children's needs following identification and referrals within our school including: - Behaviour Support; Health – GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists; occupational therapists and physiotherapists; educational psychologists; outreach from Heathfield and the Waterloo schools, Specialist Advisory Teacher services, Children's services including – Intensive Family Support and social workers.

How do we prepare and support children to join our school, transfer to a new school or transition to a new stage in life?

We encourage all new children to visit the school before starting, to be shown around the building and grounds and to see our children and adults working together. For children with SEND we would encourage further visits to assist with their acclimatisation in their new surroundings.

If we anticipate transition to our school could be stressful for the child, extra support will be provided.

Occasionally, it may be appropriate for a child to join King's Academy Rowner on a managed move. This is a gradual, time-specific move which involves close liaison between parents or carers, the current school and King's Academy Rowner as the receiving school. Hampshire County Council admission protocols are adhered to strictly in order for the process to culminate in the best outcomes for all concerned.

When children with a SEND are preparing to leave us for a new school, we arrange a meeting with a member of staff from the receiving school, the parents and the child to develop a Transfer Partnership Agreement (TPA). The agreement details the provision already in place and sets out the new arrangements to be made by the next school.

We offer to write social stories with children if transition is potentially going to be challenging. If you would like this, it can be discussed with your child's current SEND Leader in their current school, who will liaise with us to do this.

If your child has an EHCP, their Annual Review will be brought forward to ensure that transitions between Key Stages are appropriately staffed, resourced and planned for in the new setting. This is also an opportunity to discuss appropriate educational settings for your child, should you have any reason to feel that alternative provision, in addition to (or instead of) mainstream education needs to be considered.

We can also provide sessions towards the end of the summer holidays for children to attend onsite, who may have anxiety related difficulties, to re-familiarise themselves with the staff and setting before the first day back - please arrange this discussion with the SEND Leader.

We endeavour to liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

We work closely with the King's Group Academies SEND Team. SEND Leaders meet in a shared forum to support King's Group Academies' SEND endeavours.



How are parents/carers of pupils currently involved at King's Academy Rowner? How can I get involved and who can I contact for further information?

Prior to transition from Infant school, parents/carers are invited into the Junior school to meet the pupils and staff and have a tour of the school. Children with a higher level of need have a transition meeting which includes the current and new teacher plus the SEND Leader from each school.

For children who have an EHCP, parents/carers are asked for a written contribution prior to an Annual Review meeting to discuss the child's progress and targets.

Parents/carers are invited to come and discuss their child's SEND Learning Plans at any time. Reviews can also be emailed /sent home if you are unable to come into school and meet with us.

Parents/carers are welcomed to accompany some school trips and become involved in certain areas of school life. King's Academy Rowner has an active PTA called 'Friends of Rowner' which enables the voice of parents/carers to be heard as well as supporting whole school events such as school discos and the Christmas shop.

Parents/carers are also encouraged to apply for vacancies on the governing body as they arise.

The pastoral team at King's Academy Rowner provide support and communication on an informal basis if required for both CYP and parents/carers.

Parents/carers are advised to access the school's website and Hampshire's Local Offer online, to access further information on support for Children and Young People (CYP) with SEND.

What steps should I take if I have a concern about the school's SEND provision?

In the first instance, any concerns should be addressed to the class teacher. However, if the concern is specifically regarding SEND provision, the SEND Leader (Mrs Sarah Knoll) should be contacted as well.

If concerns persist, a further discussion should take place with the Leadership Team (Assistant Headteachers, Miss Kate Tuckley and Ms Debra Sewell, Associate Headteacher, Mrs Kerry Sharpe or Executive Headteacher, Mrs Georgina Mulhall).

Who should I contact if I am considering whether my child should join the school?

Contact the School Admissions Team and arrange a visit to the school. The SEND Leader or Senior Leadership Team will willingly discuss how the school can meet your child's needs.

Who can I contact for further information?

Fareham and Gosport Special Educational Needs Team - Email: fareham.gosport.sen@hants.gov.uk

Contact Hampshire SENDIASS – website: www.hampshiresendiass.co.uk Telephone: 0808 164 5504 Email: info@hampshiresendiass.co.uk

Contact IPSEA (Independent Parental Special Education Advice) – www.ipsea.org.uk/

Where can I get further information where the Local Authority's Local Offer is published?



The SEND Information Report can be accessed through our school website and refers to provision in our setting. The information above is provided as part of Hampshire County Council's Local Offer. To access the Local Offer in its entirety click on this link:

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page;jsessionid=AAFF8F686AF0DF1FB365080BAF1F5791?familychannel=6>

The Department of Education website www.education.gov.uk will give links to the most relevant recent legislation and guidance for organisations who work with and support children with SEND.

Written by: Mrs S Knoll (SEND Leader)

Date: 04.11.2025

Next review due: September 2026