

KCLMS

SEND Information Report
2025-2026

Monitoring and Review

Action	Date	Name	Role
Last reviewed	17/05/2026	Eirini Birmbili	SENCO
Ratified	03/06/2026	Education Committee	Governors
Next review	Summer 2027	Education Committee	Governors

Aim

We wish all students at King's College London Mathematics School (hereafter 'KCLMS') to have high aspirations and expectations of what they can achieve. Our school provides a focus on outcomes for students and not just hours of support, and we have used exactly the same process and baseline data to set target grades for both SEN and non-SEN students. We aim for students with SEN to enjoy the learning experience and to feel suitably challenged, whilst simultaneously putting mechanisms in place to support them.

Context

A child is defined as having SEND if they have a physical or mental impairment which has long term and substantial adverse effects on their ability to carry out normal, day-to-day activities. These difficulties call for a special educational provision, namely provision different from or additional to that normally available to students of the same age. Specifically, in a learning environment, SEN means that the child has significantly greater difficulty in learning than the majority of children of the same age; or, that the child has a disability, which hinders them from making use of educational facilities from those generally provided by schools for children of the same age, within the same area.

There are four broad areas of need and these categories are detailed in the SEND Code of Practice as:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

SEND Policy

The KCLMS SEND policy is available on the school website and by hard copy from the school office. It is reviewed every year and sets out the vision, values and aims of the school's SEND arrangements. The SEND policy includes a template of the Individual Education Plan, an outline of the responsibilities for SEND for the SENCO, governors and teaching staff and information on how the policy was developed and responsibilities for implementation.

SEND Information Report

What types of SEN does KCLMS provide for?	KCLMS currently provides support for students in all four categories of need, with the greater proportion of students in the categories of Communication and Interaction (which includes autism and speech, language and communication needs) and Social, Emotional, and Mental Health (which includes ADHD, anxiety and depression). We also provide support for students with complex medical needs. Students with higher level needs are unlikely to be placed in the school due to the selective nature of the school; however, where these needs occur, we will work with councils and other agencies to ensure that the needs of students are met. Where those students attract funding, we will use the funding effectively to support the student, considering the needs of the student and their progression to higher education/employment and the support required for transition planning and increased independence.
How does KCLMS identify and assess students with SEN?	Identification before enrolling at the school is preferable. Students are asked to notify us of any existing needs on their application forms, and then again on their enrolment forms; any such self-declarations are added to the Additional Needs register as a matter of course. Depending on the severity of the need, parents and previous schools may be contacted for further information. All new students will be reviewed by the end of the Autumn term. This will allow time for the students' previous school to provide us with any relevant information/documentation. This will also provide an opportunity for teachers to observe and record details (over time) of students whose needs they suspect might warrant further investigation. All students who either have a diagnosis of SEND or who face significant barriers to their education as a result of their need (and who are therefore included on the Additional Needs register) have an Individual Education Plan that is co-created by the student and the SENCO. This outlines the needs of the student with strategies for support and potential access arrangements. A copy is sent to the students and their parents/carers for further comments. IEPs are reviewed regularly during their time at KCLMS to ensure the support is still required and assess progress towards any targets set for progression.

	When deciding whether to make Special Educational Needs provision, subject teachers and the SENCO will consider all information gathered from within the school about the student's progress, alongside national data and expectations of progress. This may be followed up by a meeting with an external SEN specialist if required in the Spring term. All new students will be assessed during the Autumn term using Exact (from GL Assessments), an online screening tool that produces nationally benchmarked reports to identify young people who could qualify for additional arrangements to help them achieve the A Level results of which they are capable. Depending on the results, some students might then have a further meeting with a specialist assessor who will make any relevant recommendations for access arrangements, as well as adjustments that could be made by classroom teachers to ensure that learning is accessible. This is the responsibility of the SENCO alongside the Exams Officer (see JCQ Access arrangements and exam considerations 2025/26 guidelines). The final decision about access arrangements lies with the JCQ.
Who is the special educational needs coordinator (SENCO) at KCLMS and how can they be contacted?	Ms Eirini Birmpili is the SENCO. She is contactable by email KCLMS-SENCO@kcl.ac.uk and by calling the school office on 0207 848 7346.
What is the KCLMS approach to teaching students with SEN?	Quality first teaching and the Graduated Approach form part of the essential provision for all students within the classroom context and teachers are able to provide for all students using quality first guidance: ○ Teachers are required to adopt quality first teaching methods and support mechanisms. ○ All teachers are responsible and accountable for the progress and development of the students in their class. ○ High quality teaching, is the first step in responding to students who have or may have SEN. ○ The school seeks to provide high quality teaching in lessons, over and above any additional intervention and support. ○ The quality of teaching is monitored carefully with regular lesson observations of staff. Teachers are given guidance about how to support particular students with SEN. Students are regularly assessed and those underachieving are given extra support by subject staff.

	○ SEN strategies are reviewed annually to ensure that all students are provided for adequately, and staff training given regularly to be able to identify and support vulnerable students and improve their knowledge of the most frequently encountered SEN. • For the academic year 25-26, there is a focus on raising SEND awareness at KCLMS. A SEND deep dive will take place in Summer 2. The aim of the deep dive will be to grasp the day-to-day experience of students with SEND and from there, note strengths and improvements on the KCLMS approach to SEND pupils.
How does KCLMS adapt the curriculum and learning environment?	The SENCO, supported by the SEND learning mentor, meets with identified students to create their Individual Education Plan (IEP). Through this, students can make requests for adaptations or specialist equipment e.g. rest breaks, tinted paper, enlarged paper, use of a laptop in lessons. This information is then shared with all teaching staff and is included within lesson planning. As a small school, many students who may have previously struggled in a larger secondary school environment are able to benefit from the quieter environment, the one-to-one meetings with their form tutor, and the supportive community. The small class sizes of maximum 20 students allow teachers to adapt the learning for individual students where required. A strength of KCLMS is the pastoral structure in place for all students. Upon entry, students are assigned a tutor group and a tutor which as far as possible remains the same during their two years at KCLMS. They also have a dedicated Year Lead Teacher. In addition, the Assistant Head PDBW oversees the pastoral care within the school and is the Designated Safeguarding Lead. Students with SEN are supported through the tutor system and have access to a range of support where required. In addition to their tutor groups, Year 12 and Year 13 are organised into four houses: Langlands, Mirzakhani, Noether and Ramanujan. The house system allows both year groups to collaborate including sports day and the 'Kingdom of Kudos' – an award provided to the house with the most reward points at the end of each term. Within the Student Council, there are two posts for Wellbeing and Equalities for both Year 12 and 13 and these student officers work with the Year Lead Teacher to review any student feedback.

How does KCLMS consult parents of students with SEN and involve them in their child's education?	Once an IEP has been created, a copy of this is sent home to parents and carers for additional comments. For students identified with social, emotional and mental health needs, if they are in receipt of counselling at KCLMS, under 'Gillick Competence', students are able to request for information to not be shared with parents/carers. Parents and carers will also receive the updated IEP following the Spring term review, when they are once again invited to share their feedback on their child's in-school support and targets. All parents/carers are invited to discuss their child's education at the planned Parent/Carer Consultation evenings. In addition, at the start of Year 12 there is an induction evening for all new parents, and in June a UCAS information evening for parents and carers. There are informal social events for parents and carers coordinated by the Assistant Head PDBW during which parents can speak with staff about their child.
How does KCLMS assess and review pupils' progress towards their outcomes?	The tutor provides one-to-one support for each of their tutees which involves a 10 minute meeting at least once a half term between the tutor and each student individually to discuss targets, attendance and punctuality, behaviour concerns and pastoral issues. For students with SEN, this allows an opportunity for students to regularly consider the support they are receiving and inform their tutor of any concerns. At the end of each assessment cycle, students work with their tutor to review their grades and set SMART targets to ensure they are working towards their predicted grades in each subject area. All students can receive additional support through the booster sessions held in small groups at lunchtime and after school. In addition, students with SEN receive a formal review in the Spring and Autumn term with the SENCO and the review is recorded within their IEP. The Additional Needs register is a fluid document and students' needs will change from time to time. With various points of review in a year, students will be removed from the register if they, together with their parents and staff, are happy with the progress they are making academically, socially and emotionally.
How does KCLMS support pupils moving between different phases of education and preparing for adulthood?	KCLMS is very aware of the need to ensure a smooth transition to either higher education or employment and when creating the IEPs, the SENCO and the SEND learning mentor will discuss this with the student at their review points. The Head Teacher, Assistant Head PDBW, Year 13 Lead Teacher, and the SENCO discuss students who may require additional transition planning and for these identified students, the SENCO is responsible for liaising with the relevant teams within

	the higher education institutions to share further information` Additionally, the SENCo has been providing evidence to higher education settings, to ensure SEND students receive all their access arrangements during the interviewing process, and for the setting's record keeping. Through liaising with higher education institutions prior to the end of Year 13, the SENCO has been able to ensure that students with particular needs are able to have support in place to allow for a smooth transition. This has included matching with peer mentors with a similar background/interest, arriving earlier than other students to their halls of residence or organising meetings/communication with the student and support team before arrival. Finally, assemblies cover a wide variety of themes, such as voting for example, to further prepare KCLMS students for adulthood.
How does KCLMS support pupils with SEN to improve their emotional and social development?	All students receive a weekly Personal Development (PD) lesson with the Year 12 or 13 Lead Teacher(s) or other members of the PD team and the sessions cover a wide variety of themes including politics, health and wellbeing, sex and relationships education, transition planning and personal safety. These lessons involve discussion, debate and development of group skills and presentation planning. Students are able to access the weekly counselling drop-in sessions advertised by email and messaging through PD lessons, and, if required, they can email the Assistant Head PDBW/Year 12 or 13 Lead Teacher(s) if they would like to access regular sessions. The counselling is provided by an independent Tier 2 Counsellor. KCLMS also works with a dedicated Wellbeing Consultant, who speaks to all students over the course of the first two terms to help students work on their own strategies for approaching and supporting their own emotional wellbeing. Some students see the Wellbeing Consultant on a 1-1 basis and some in a group setting as part of the wellbeing club. All students take part in a sporting activity every Friday afternoon which provides an additional opportunity for all students to improve their social development. There is also a programme of clubs and societies for students both during lunchtimes and after-school to encourage positive emotional and social development in a more structured environment. These are overseen by members of staff.

How does KCLMS enable pupils with SEND to engage in activities available to those in the school who do not have SEND?	As a small school, students' needs are assessed and met on a case-by-case basis. All of our extra-curricular activities and school visits are available to all our pupils, including our lunchtime and after-school clubs. Students are encouraged to form their own clubs and societies, and these are monitored by staff, to ensure that they provide inclusive and welcoming environments. All pupils also participate in our programme of sport and exercise on Friday afternoons. When students have particular needs that may affect their participation (such as dyspraxia or sensory needs), their choices will be prioritised. When school activities are run through first-come-first-served sign-up, students on the additional needs register are given the option to sign up in advance of the main student body. When educational trips are organised, including residential trips, all pupils are encouraged to attend. When needed, individualised and tailored support is provided to ensure that all trips are accessible (such as support with travel and detailed itineraries). Students' potential needs are considered at the planning stages of all events and activities.
What expertise and training do the staff at KCLMS have to support students with SEN?	The SENCO, Ms Birmpili, has successfully completed the National Award for Special Educational Needs Coordination in August 2023. Additionally, Ms Birmpili has completed the DSL training in February 2024 and a trauma informed practice training in September 2024. KCLMS also has a designated SEND Learning Mentor, Mr Ariel Albuquerque, who provides one-to-one and small group support for students who need additional guidance with self-management, emotional regulation, and academic literacy. As part of the fortnightly Learning, Teaching and Assessment programme for staff professional development, there are dedicated sessions to help inform, update and train staff in supporting students with SEN led by the SENCO. The school's SENCO attends, where possible, the LA's SENCO network meetings in order to keep abreast of local and national updates in SEN, as well as The SENCO Forum and the National Association for Special Educational Needs (NASEN). The school uses the National Autistic Society and other specialist training providers where necessary, such as the ADHD Foundation and the British Dyslexia Association.
How does KCLMS involve other organisations in meeting the needs of students with SEN and supporting their families?	Should a student require additional support, KCLMS may engage the services of other relevant agencies. Referrals to specialist services will only be made in consultation with parents, students, and the local authority. It is the responsibility of the SENCO to liaise with outside agencies where necessary. These include the Child and Adult Mental Health Service, Social Services, Health services and use of the in-school counselling service.

How does KCLMS evaluate the effectiveness of the SEN provision?	Questionnaires are issued regularly to determine parent views, student views, and staff views on SEND provision. A SEND report is produced termly for the Governing Body's Education Committee. Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all students. Results from questionnaires and other ongoing feedback from all stakeholders is taken into account when evaluating the usefulness of provision. The effectiveness of the SEN provision is also reviewed as part of the wider review cycle of the school in the creation of the school quality improvement plan and self-assessment report.
Who can students and parents/carers contact if they have concerns?	Students and parents/carers are able to contact the individual tutor for the student, details of which are emailed at the start of the academic year. In addition, the Lead Teacher for each year group can be contacted or either the Assistant Head PDBW or the SENCO. Contact can be made via email or by telephone. Year 12 Lead Teacher: Ms Eirini Birmpili Year 13 Leader Teacher: Mr Christian Dolman-Atwell Assistant Head PDBW: Ms Obehi Orukpe KCLMS SENCO email: KCLMS-SENCO@kcl.ac.uk for general SEND and medical needs enquiries
How does KCLMS handle complaints from parents/carers of children with SEN about provision made at the school?	For further information on the complaints procedure, please see the Complaints Policy on the school website.
What support services are available to parents/carers?	Parents and carers are able to contact the SENCO directly if they require additional support and are able to make individual appointments to discuss their child either during planned Parent Consultation evenings or at a convenient time suitable for them.

Where can the LA's local offer be found?	A local authority publishes its local offer and the school accesses additional resources as, and when, required. Lambeth local offer can be found here: https://www.lambeth.gov.uk/lambeths-send-local-offer
Where can information about the accessibility of KCLMS be found?	The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled students and to implement their plans. Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area. We monitor and assess student progress and needs, through ongoing assessment and reporting. All staff meet and discuss concerns with the Head/Deputy Head/Assistant Heads/Senior Teachers and parents/carers as needed. Currently all students are able to access all of their learning environments without adaptations and for each cohort we will assess the individual needs of the students and determine whether reasonable adjustments are required. The school is situated in two buildings which have both been upgraded to comply with disability and equality laws. The school's accessibility plan can be found on the school website.
How does KCLMS support students with medical conditions?	The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Students with identified medical conditions are included within the Additional Needs register and information about the potential impact of their condition on their attainment is shared with teaching staff by the SENCO. For further information about supporting students with medical conditions, please see the Medical Needs Policy on the school website.

Links with other policies and documents	This SEN Information Report links to the following documents: - Accessibility Plan 2025-2028 - Admissions Policy - Behaviour Policy - Complaints Policy and Procedures - Equality Statement and Objectives - Medical Needs Policy - Positive Mental Health Policy - SEND Policy								
SEND Profile for the last 12 months	SEND summary categories					Year 12	Yr 12 %	Year 13	Yr 13 %
	Students with EHCP					1	1%	2	3%
	EHCP Annual Reviews carried out					0	0%	2	3%
	Students with access arrangements					27	34%	24	31%
	Assessed by a competent advisor in 2025-2026					3	4%	1	1%
	To be assessed by competent advisor					1	1%	0	0%
	Students on Additional Needs register					27	34%	24	31%
	Students with Individual Education Plan (IEP)					9	11%	9	12%
	Students with IEP and/or Form 8 in progress					1	1%	0	0%
	Students discussed with Lambeth Educational Psychologist					0	0%	0	0%
	Female students on Additional Needs register					14	18%	12	15%
	Male students on Additional Needs register					13	16%	12	15%

	Non-binary students on Additional Needs register 0 0% 0 0% Students who have access arrangements without an official diagnosis 5 6% 11 14% Students with SEMH needs 7 9% 10 13% Autistic Students 6 8% 3 4% Students with ADHD 3 4% 3 4% Students with SpLD 6 8% 7 9%
Outcomes	Based on K6 internal assessments: Y13: (VA all 0.26) VA SEND: 0.20 VA AA: -0.18 Y12: (VA all -0.03) VA SEND: 0.03 VA AA: -0.19 (One student has not submitted their paper which led to an automatic U)
SEND Budget	£6175 of which £4250 remains. Spending this year: - GL assessment - Access Arrangements - SENCO Network Meetings

External Agencies	• Ealing LA SEND – liaising with case worker for AR • Westminster LA SEND – liaising with case worker for AR • Hackney LA SEND – liaising with case worker • CAMHS • Hackney MASH