

Knightsfield School SEN information report – 2025/26

Knightsfield School are committed to providing a broad and balanced education for all our young people both academically and in their own personal and social development.

<p>What types of SEN do we provide for?</p>	<p>Knightsfield School is a specialist provision registered for young deaf people and we currently deliver primary and secondary education for children aged from 9 to 18 years old with deafness as a primary need.</p> <p>It is an inclusive school admitting children who have needs in addition to deafness provided that the main need is their deafness through an oral auditory approach to teaching and learning. The school provides specialist provision for deaf children and additional support including speech and language communication, visual impairment, autistic spectrum disorder, learning difficulties and social emotional mental health needs. Through these measures the school seeks to ensure all pupils have full access and that no children with needs in addition to deafness are treated less favourably than their peers.</p>
<p>What is our approach to teaching students with SEN?</p>	<p>All teachers are teachers of all students in school. Secondary teachers are subject specific in the first instance and then train as a Teacher of the Deaf in line with government guidelines. The year 5/6 teachers are primary trained specialists. Students are taught in small class groups. Some groups may be taught in mixed years to enable students to learn to work collaboratively and within their educational needs. Classes are taught in Key Stages in the normal phases of Primary and Secondary. Key stage 2, 3, 4 and Post 16. Teaching is adapted and delivered to meet the needs of all students with support from additional staff where appropriate.</p> <p>We also have on site Speech and Language therapists especially skilled in paediatric deafness and a range of support staff skilled in working with deaf pupils including our dedicated Pastoral Team, positive role models small supportive form groups.</p>
<p>How do we adapt the curriculum and learning environment?</p>	<p>A broad curriculum is followed according to the ability of the young person and follows their areas of strength and interest.</p> <p>Those who require additional support through 1:2:1 intervention or reduce barriers to learning have specific support in relevant areas. The curriculum follows two pathways and options are given for KS4 to study accredited courses. The learning of language forms a large part of our student's learning, not only in discrete lessons but incorporated through all subjects and our cross-curricular approach to language and communication development is an integral part of the curriculum.</p> <p>The classrooms are acoustically treated to meet BB93 specifications and desks are arranged in a horseshoe around the teacher to facilitate a good arena for lip reading to take place. Teachers wear a radio aid transmitter to aid listening.</p> <p>We use shape coding for those students who require more visual support and the implementation of the Word Aware programme with staff to support students' vocabulary development.</p> <p>Furthermore, we provide an onsite audiology clinic for checks, repairs and ear mould making, our classroom layout and lighting is suited to the needs of deaf children to ensure they can see clearly for the purposes of lip-reading.</p> <p>In addition, we have close links with NHS audiology/ENT departments and a range of external agencies and voluntary organisations for deaf children</p>
<p>How do we enable students with SEN to engage in activities with other students who do not have SEN?</p>	<p>School uses the wider community to ensure that pupils participate in activities with mainstream students or other students with different SEN needs. Students have art lessons with Monk's Walk School during the school week and can opt to study GCSEs that are not offered at Knightsfield in Key Stage 4 if they wish to do so supported by Knightsfield staff but within the mainstream classroom. Students are also encouraged to attend clubs at Monks Walk School.</p> <p>Specialist equipment to access the curriculum is identified and planned for on an individual basis and access requirements are identified accessibility plans put in place where appropriate including lifts and Evac Chairs to improve accessibility to some facilities on different levels.</p> <p>External trips and career opportunities from outside providers are readily included in the curriculum including Work Experience in Year 10.</p>

<p>How do we consult parents of students with SEN and involve them in their child's education?</p>	<p>Parents, students and the school staff are imperative in the learning of our young people. Parents are given communication channels via their form tutor to ensure that they are consulted in their son or daughter's learning.</p> <p>Parents are invited to all meetings involving their son or daughter and are involved in the setting of both academic and non-academic targets, through EHCP meetings and Annual Reviews for the school year. Parents also have direct access to our Edulink educational platform to aid home learning and homework monitoring. Edulink also provides an effective and simple way to communicate between the school's staff and home and vice versa.</p> <p>Parents can also have continuous email contact with their form tutor, admin team and the Headteacher, should they require this.</p> <p>Parents are consulted via questionnaires to help the school make the right choices for its students and school staff regularly update their SEN knowledge and expertise by participating in whole school CPD to support students and parents.</p>
<p>How do we consult students with SEN and involve them in their education?</p>	<p>Students are consulted with regard to their education. They complete the 'All About Me' section of the EHCP to show how they would like to be provided for and how they would like their own needs met in school.</p> <p>This is an imperative part of the school's target setting and progress monitoring package and is also used for the EHCP and annual review. All young students with impairments and/or disabilities at any level will complete this and are involved through regular meetings to update their educational needs, likes and dislikes.</p> <p>Students are also consulted via form representatives, as a school council and via questionnaires. This helps them to make decisions about how they would like their school to be and to feel heard by the Headteacher and her staff.</p>
<p>How do we assess and review students' progress towards their outcomes?</p>	<p>The school assesses and reviews students' progress using our assessment processes. The student's 'all about me' (part of the Educational Health and Care Plan) is the starting point of this assessment together with the start of year baseline which includes the standardised CATS testing alongside our own bespoke Learning Score assessment which further considers their deafness within their learning requirements. Students have a copy of their targets, both academic and non-academic, that are set with the student, parents and teacher. They are reviewed termly and inform the content of the meetings with the students and their parents. Other professionals may also review the assessment at the annual review meeting.</p> <p>All students are assessed regularly in all subject areas of the school's curriculum including those subjects studied for at Monk's Walk school (art/drama) in Key Stage 3 and for Key Stage 4 GCSE subjects. Regular assessment and monitoring of progress and development then informs future planning and provision. Post 16 are assessed regularly by their course leader and note taker.</p> <p>Knightsfield students are actively involved in self-evaluation of targets and participate in learning conversations with teachers.</p> <p>Access arrangements for exams are also assessed according to individual need.</p>
<p>How do we support students moving between different phases of education?</p>	<p>Knightsfield provides a stringent transition platform whereby we prepare teachers and TAs through a programme understanding the needs of new students through visits and the annual transition day alongside an extra day for all transition students in preparation for the coming year. This is communicated to parents and to the young people so that they can prepare. More vulnerable students will spend extra time getting to know their teacher and the school through extra visits. Students are supported in their choices for transition from KS3 to KS4 and also from KS4 to post 16. Furthermore, Knightsfield provides a through careers curriculum with numerous opportunities in preparation for adulthood.</p>
<p>How do we support students preparing for adulthood?</p>	<p>The PSHCE curriculum programme of study starts to prepare our young people for adulthood. Careers is part of this programme and our Year 11s and Post 16 students are encouraged to experience some further work placements after their initial year 10 experiences.</p> <p>Post 16 provision ensures that life after Knightsfield is discussed, planned for and transition programmes are in place to meet the needs of our young people. They also learn personal skills and engage in community work throughout their time at Knightsfield including participation in deaf awareness assemblies to local schools and work within local care homes.</p>

<p>How do we support students with SEN to improve their emotional and social development?</p>	<p>All students have access to a counsellor should it be required.</p> <p>PSHE lessons are a part of the school's curriculum, which highlights current affairs and other new situations that our students need to be aware of and understand.</p> <p>Break and lunchtime are a time for all students to socialize and Knightsfield offers a variety of clubs and activities which are made available to students every lunchtime.</p> <p>Communication is key to socialisation and therefore language and communication sessions are factored into the school's timetable to enhance this skill in our students.</p> <p>PSHE incorporates strategies for resilience to ensure that our students are prepared for adulthood alongside our Achieve, Believe, Communicate (ABC) ethos and bespoke programme of study.</p>
<p>What expertise and training do our staff have to support students with SEN?</p>	<p>Teachers are specialists in deaf education and are either Qualified teachers of the deaf (QToD), in training or will be qualified within three years of starting at the school.</p> <p>Teachers are primarily secondary subject specialists prior to taking up post and studying to be a teacher of the deaf or have qualified as a Teacher of the Deaf. Some teachers are primary trained to meet the needs of KS2.</p> <p>All staff receive training to ensure that the needs of all students are met and teachers are continually developing their practice through INSET and teacher meetings focusing on all areas of learning for our students.</p> <p>All staff are trained in Safeguarding, Prevent and Herts STEPS and receive training on a wide variety of learning requirements which some of our students have diagnoses of alongside their deafness.</p> <p>Teachers also attend training for their own subject areas and this includes meeting with Monks Walk subject areas where appropriate to enhance their own professional development.</p> <p>Some Teaching Assistants are trained in particular areas e.g. behaviour, resilience and art therapy.</p>
<p>How will we secure specialist expertise?</p>	<p>School staff will refer to a range of external agencies and local authority specialist personnel to secure appropriate assessment, support and interventions for children where required e.g. advisors for physical or visual impairments, LINKS behaviour support team, Deaf CAMHS, SENSE and Knightsfield School works alongside a host of other specialists, some operating in school and others on an advisory basis.</p> <p>NHS SLCN – We have Speech and Language therapists on site who work in small groups or on a one-2-one basis.</p> <p>We have a specially trained member of staff who is responsible for Audiology and Listening. Listening and deafness are an ongoing part of daily school life including ensuring that Hearing aids and implants are working correctly. Further advisory services include:</p> <ul style="list-style-type: none"> • NHS PT/OT • Educational Psychologists • School Counsellor • Advisory Teachers • Deafness team • Visual Impairment team • Herts SEND Team • Disability Sports Team • ESC
<p>How will we secure equipment and facilities to support students with SEN?</p>	<p>School works very closely with health services for any additional equipment that may be required.</p> <p>The school is a specialist built acoustic environment, which enables teaching to meet the needs of all of our students. Each teacher or TA uses radio hearing aid systems for all students where applicable. The school has ramps and electronic doors to enable easy access for those with physical difficulties or disablement. There is also a lift to secure access to the upper floor. Areas of the school are also adapted for those with visual impairments to ensure safety whilst moving around the building.</p> <p>Knightsfield also follows medical protocols for children with significant medical needs and allergies and for the further procedures for administration of pupils' routine and emergency medication.</p> <p>Access to specialist advice whenever necessary and training arranged for school staff as required is integral to facilitating all of our SEN students.</p>

<p>How do we involve other organisations in meeting the needs of students with SEN and supporting their families?</p>	<p>The school often works with other organisations and is happy to direct our young people and their families to other voluntary establishments who may be able to give them assistance including the selection below. Please visit the Mental Health Portal on our school website for more information and supportive resources:</p> <p>Student Mental Health and Wellbeing - Knightsfield School</p> <p>www.parentpartnership.org.uk www.ndcs.org.uk http://www.familylives.org.uk http://www.ace-ed.org.uk http://www.hertsdirect.org/parentpartnership</p>
<p>How do we evaluate the effectiveness of our SEN provision?</p>	<p>The school has several areas of education in which it monitors student progress and through this, can analyse gaps in learning and areas of need for progress of all students, both academic and personal.</p> <p>This ensures that the provision for all students is effective.</p> <p>Any areas needing further support are addressed through teacher or all staff training programmes and this, alongside the curriculum model and all school practices are monitored and evaluated regularly by the school trustee board.</p> <p>Intervention programmes are organised by the SENCo and targeted support is given where required in the six areas of need below and the impact of these interventions is evaluated and updated regularly.</p> <ul style="list-style-type: none"> • Physical and Sensory Awareness • Cognition and Learning • Communication and Language • Social, Emotional, Mental Health • Careers and Independence • Behaviour
<p>How do we handle complaints from parents of children with SEN about provision made at the school?</p>	<p>Knightsfield has a complaints policy that is accessible on the school website. Parents are made aware of this policy when their child joins the school and should a complaint be forthcoming are directed to the policy to ensure that all aspects of the procedure are followed thoroughly and correctly.</p> <p>In the first instance the parent or carer will contact their child's form tutor with details of the complaint.</p>
<p>Who can young people and parents contact if they have concerns?</p>	<p>The first point of contact for our young people and their families is the form tutor. They also have direct access to the admin team who will pass on any information to the relevant member of staff.</p> <p>Some young people prefer to contact the counsellor or a member of staff, especially our dedicated pastoral team or any member of staff they feel they can trust – all staff members are approachable and listen to children's concerns with understanding and support,</p>
<p>What support services are available to parents?</p>	<p>Parents are an integral part of Knightsfield school and are consulted in all aspects of their child's education. The school liaises closely with our parents and will look to support them in appropriate ways. This is often through regular progress meetings, parents' evenings or via the form tutor or pastoral and/or behaviour lead. The school is also involved in the Welwyn and Hatfield Family Support Worker network, offering a variety of support services to families.</p> <p>Parents are also able to make an appointment to come into school anytime to discuss any concerns with the Head or Deputy Head teacher.</p>
<p>Where can the LA's local offer be found? How have we contributed to it?</p>	<p>As the only specialist auditory oral specialist school in the County, we form part of the Hertfordshire Local offer.</p> <p>Knightsfield school also collaborates very closely with the Local Authorities of those students who attend from outside of the County and welcome students from many areas beyond Hertfordshire into our Outstanding provision.</p> <p>This report forms part of the Local offer from Hertfordshire County Council and can be accessed via the link below. As can our most recent Ofsted Report from November 2024 of which we retained our Outstanding status – please also see the link below:</p> <p>Ofsted - Knightsfield School</p> <p>SEND and additional needs - Hertfordshire Grid for Learning</p>