



Special Educational Needs and Disabilities Policy	
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Warwick Schools Foundation

Warwick School, King's High School, The Kingsley School and Warwick Preparatory.

Policy Statement on Pupils with Special Educational Needs and Disabilities

The Warwick Schools Foundation Schools aim to provide for all their pupils a broad and balanced curriculum, recognising that all pupils are individual learners and some pupils may have special educational needs or disabilities, requiring appropriate support to enable them to access the curriculum and realise their potential.

We aim to provide appropriate support to enable pupils with special educational needs and/or disabilities to experience the curriculum as fully as possible and achieve within it as highly as possible.

This policy is written having regard to the Special Educational Needs and Disability (SEND) Code of Practice: 0-25yrs 2015 (DfES), Equality Act 2010, and Children and Families Act 2014 and is supported by the individual SEND procedures of the schools within the Foundation

Special Educational Needs and Disabilities Policy

1. Introduction

The Kingsley School is an equal opportunities institution and welcomes applications from parents of students with special educational needs and/or disabilities, in line with its commitment to inclusion and accessibility.

This policy has been developed with reference to the Special Educational Needs and Disability (SEND) Code of Practice: 0–25 years (2015), the Children and Families Act (2014), and the Equality Act (2010).

The Children and Families Act (2014) introduced new regulations and a new SEND Code of Practice. Important principles and examples of good practice from the Act are used to inform provision for the school's pupils and applied where the school has pupils with an Education Health and Care plans (EHCP). These are:

- to ensure early and earliest identification of learning needs.
- to enable all teachers to be responsible for meeting the needs of identified pupils.
- to promote the views of pupils and parents in determining the most appropriate decisions.
- to assist education, health and social care services to work together.
- to ensure that children and their families are fully informed about the support available for pupils identified with special educational needs.

The SEND Code of Practice (2014, updated May 2015) has been carefully considered, and this Policy reflects the overarching aims of the Code, which are that:

- every child and young person has the right to an education that is tailored to their individual needs, supports high achievement, and enables them to reach their full potential. This should empower them to achieve their best, grow into confident individuals who lead fulfilling lives, and successfully transition into adulthood—whether through employment, further or higher education, or training.

The Equality Act (2010) has replaced all previous disability legislation and, in doing so, has introduced the idea of protected characteristics – further details of which are documented in the School's Equal Opportunities policy.

This policy should be read in conjunction with the following school policies:

- Equal Opportunities Policy
- Curriculum Policy
- English as an Additional Language (EAL) Policy
- Admissions Policy
- Relational Practice (Behaviour) Policy
- Anti-Bullying Policy
- PSHE Policy
- Safeguarding and Child Protection Policy

The school will do all that is reasonable to ensure that its culture, ethos, policies and procedures are made accessible to children who have disabilities and to meet the needs of applicants for places at the school.

Some pupils who are selected for places may have special educational needs and/or disabilities identified before or after admission to the school. It is the objective of this Special Educational Need and Disability Policy to ensure that pupils with SEND experience equal opportunities within the school and that they benefit as fully as possible from their education

2. Definitions:

The Special Education Needs and Disability Code of Practice (updated 2015) and the Families Act (2014) define a Special Educational Need or Disability as a child or young person who has:

‘A learning difficulty or disability which calls for special educational provision to be made for him or her.’

A child with a learning disability ‘has a significantly greater difficulty in learning than the majority of others the same age.’

A child with a disability ‘has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.’

A child is not considered to have a learning difficulty solely because the language spoken at home differs from the language used for teaching

Many pupils who have SEND may have a disability under the Equality Act 2010 – that is... ‘a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities’. This definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Pupils with such conditions do not necessarily have SEND, but there is a significant overlap between disabled pupils and those with SEND. If a pupil requires special educational provision beyond the reasonable adjustments, aids, and services outlined in the Equality Act 2010, they will also be identified as having Special Educational Needs (SEND).

A pupil is considered to have Special Educational Needs (SEN) if they have a learning difficulty and/or disability that requires educational support beyond the standard universal provision.

3. Roles and Responsibilities

The Learning Support Department plays an active role in the school community and liaises closely with key departments and members of staff holding relevant positions of responsibility.

The School’s Special Educational Needs and Disability Co-Ordinator (SENDCo) is the Head of the Learning Support Department.

The SENDCo has an important role to play (in conjunction with SLT) in determining the strategic development of SEND policy and provision within the school and to ensure the school meets its responsibilities under the Equality Act (2010), and so the post-holder reports to the Headteacher.

The SENDCo has the day-to-day responsibility for the operation of the SEND policy and co-ordination of specific provision made to support individual pupils with SEND (including any pupil who has an EHC Plan). They provide professional guidance to colleagues (including advising on the graduated approach to providing SEND support) and work closely with staff, parents of pupils with SEND, and other agencies (including other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required).

The SENDCo works in conjunction with the Head of Prep, and the Senior School team including the Deputy Head (Pastoral), Deputy Head (Academic), Heads of Department and Form Tutors, the Senior Mental-Health Lead, the Exams Officer, the Admissions Department and is line managed by the Headteacher.

The SENDCo is full-time and is supported by an Assistant SENDCo. In addition, Learning Support Teachers are employed, at present there are 4.

The school has a part-time School Healthcare Coordinator (3 days a week). The Medical Centre keeps appropriate records and liaises, where appropriate, with outside agencies.

The school has its own Student Hub, which all pupils can access at any time and employs a graduated response to need, which allows all pupils to be assessed by the SLT Pastoral Team and provided with the most appropriate form of support. The Deputy Head Pastoral oversees this system in the Senior School.

4. Aims

It is the aim of staff at The Kingsley School to:

- Maintain effective systems to identify pupils with SEND and provide the pupils with excellent strategies to support their progress
- Recognise each pupil as an individual learner, with their own unique educational needs.
- Uphold each pupil's right to access an inclusive curriculum that is broad, balanced, relevant, and appropriately adapted to support progression and continuity.
- Acknowledge the rights of equal opportunity
- Recognise every pupil's right to high-quality educational experiences that empower them to develop independence and prepare for adulthood.
- Monitor and review provision for SEND through liaison and involvement of all staff, parents, pupils and the Governor of SEND
- Commit to providing the highest quality of service by accepting the need for continuing high levels of co-operation between all those involved with our pupils

5. Objectives

To achieve these aims it is necessary to:

- Maintain a SEND and Access Arrangements Register to accurately identify and assess the individual needs of pupils, ensuring that their history of need and the support provided are recorded from the earliest opportunity.
- Where appropriate, Individual Education Plans (IEPs) will be developed for pupils with SEND to monitor and review progress, and to ensure that suitable resources and strategies are in place. These plans serve as working documents for staff and provide guidance for both parents and pupils.
- Ensure effective communication so that key information about pupils and their educational needs is shared promptly, supporting high standards of classroom management and a strong commitment to each learner's educational development.
- Foster positive attitudes towards pupils through a whole-school professional approach that encourages teaching staff to actively engage in monitoring progress and understanding each learner's individual strengths and areas for development.
- Collaborate with multi-agency professionals as needed to develop and implement effective support strategies for pupils.
- Build strong partnerships with pupils and their parents or guardians to help foster positive attitudes, boost self-confidence, and support the development of self-esteem.

If a student has an Education, Health and Care (EHC) plan, the school will provide support in accordance with the plan, ensuring that the outlined needs are met effectively.

6. Arrangements for Coordinating Provision

Identification and Assessment

Pupils who are believed to have Special Educational Needs are identified and assessed as early and thoroughly as necessary. Where a pupil is identified as having SEND, the school will make every effort to ensure they receive the appropriate support and are fully included in all aspects of school life, with full access to the curriculum.

Referrals come from a range of sources:

- Information from previous schools
- Baseline testing of Year 7 pupils (MIDYS) and Lower Sixth pupils (ALIS)
- Core baseline tests e.g. reading age assessments
- Subject/class teachers/ Head of Year concerns (due to underachievement/lack of progress and/or behaviours)
- Pupil
- Parent/s

Referral from previous school - As part of the admissions process, information regarding a pupil's special educational needs is typically provided either by the previous school through a reference or by parents/carers within the application. In most cases, this includes details of the pupil's History of Need and any support previously provided. Educational Psychologist reports and other relevant documentation are routinely transferred alongside the pupil's records. This information is then shared with the SENDCo via the school's admissions system and/or the School Registrar. The SENDCo will liaise with parents to discuss and plan appropriate provision tailored to the pupil's individual needs.

In-house testing- as detailed above

Staff referral – If a pupil who is not on the SEND register begins to raise concerns within the curriculum, a referral can be made by the Head of Department, subject/class teacher, or Head of Year to the Learning Support Department. Parents will be informed, and based on the gathered information, appropriate strategies will be implemented within the school. If necessary, further assessments and consultations with external professionals may also be recommended.

Pupil referral - One of the aims of the school is to develop independence in our pupils, and we encourage pupils to take responsibility for their learning. Pupils are encouraged to seek advice from subject teachers in helping with problems they cannot solve themselves and to attend the homework support club at lunchtimes.

Parent referral - We strongly encourage parents to communicate any concerns—whether educational, medical, social, emotional, or psychological—by contacting their child's class teacher, Head of Year, the School Healthcare Coordinator, or the Head of Learning Support. All concerns will be taken seriously and addressed appropriately. Where necessary, and in full consultation with parents, the school may engage relevant external agencies to ensure the most effective support for the pupil.

7. Day to day SEND provision and management

Regardless of the channel through which SEND information is received, the following procedures will be implemented:

- All SEND information will be recorded and posted as appropriate for staff access on the school's management systems (Both iSAMS and TEAMS)
- Upon receipt of an Educational Psychologist's report or other specialist documentation, the SENDCo will review and evaluate the information. Where appropriate, an Individual Education Plan (IEP) or Pupil Profile (PP) will be developed, and the pupil will be added to the SEND Register, which serves as the primary record of pupils requiring additional support.
- The SENDCo maintains the SEND register and Access Arrangement Register, and these are updated on a regular basis.
- The Pupil Profile is accessible to all staff electronically via the SEND register, and a copy is also stored in the SEND staff documents folder in TEAMS. Pupil Profiles aim to be discussed and reviewed with individual pupils twice yearly, with a member of the Learning Support Team. New Pupil Profiles are formulated by the Learning Support teachers and distributed to staff, parents and/or pupils
- Copies of all IEP's, Pupil Profiles and Ed Psych. reports are securely kept in the pupil's SEND file online and/or in the Learning Support office.

- The SENDCo, in collaboration with the Deputy Head (Academic), holds responsibility for submitting online applications for Access Arrangements related to GCSE and GCE examinations, including provisions such as special considerations or additional time. All relevant documentation and supporting evidence are securely maintained by the Learning Support Team and are accessible to senior staff and inspectors as required
- Updates regarding Exam Access Arrangements (EAA) for public examinations are sent to the Examinations Officer when decided. The JCQ's guidance for access arrangements is followed.
- All access arrangements can be found on the SEND register.
- All staff are expected to familiarise themselves with the Individual Education Plans (IEPs) and Pupil Profiles (PPs) of the pupils they teach or support. Upon gaining an understanding of each pupil's specific needs, staff are required to implement the recommended strategies as part of their daily teaching practice, treating these documents as active, working tools.
- Staff are expected to review pupils' progress in their subject with reference to the difficulties outlined in the IEP and/or Pupil Profile and to make recommendations where possible.
- The Learning Support Department works in partnership with parents, either upon request or when deemed necessary, to gain a comprehensive understanding of each pupil's needs and to involve families in all stages of their child's educational journey. This includes providing guidance on SEND procedures and practices, particularly those relevant to their child. Pupils with SEND will have full access to the school curriculum; however, certain elements may be appropriately adapted to meet individual needs. Such adaptations are coordinated through close collaboration between the SENDCo, Heads of Department, and Heads of Year. All provisions are subject to ongoing monitoring and review to ensure that individual targets are met and that the needs of every pupil are effectively addressed. Parents will be kept fully informed of any planned curriculum modifications

8. Access to Documents

All documents, including the SEND Register, Pupil Profiles and IEPs and other important information, are held for staff access in the school's TEAM.

9. The Process of Provision

The school's daily practice aligns with the principles for intervention and academic support outlined in the SEND Code of Practice. Pupils and their parents are actively involved in shaping desired outcomes and in decisions about the support provided. A two-stage graduated approach is in place, following the 'Assess, Plan, Do, Review' cycle to ensure provision is responsive and tailored to individual needs.

Stage 1: High-quality inclusive teaching delivered by classroom staff. The initial response involves adapting teaching strategies to meet individual needs and address specific areas of SEND within lessons. If, following a review, the pupil is not making good progress, or where the nature or level of the pupil's needs are unlikely to be met by such an approach, Stage 2 is implemented.

Stage 2: A SEND Referral, which may lead to additional support from the Learning Support Department.

Intervention at this stage is additional to or different from the school's usual inclusive and adapted curriculum and strategies. This could be, but not limited to, in the form of:

- The deployment of support staff to enable timetabled in class support, one-to-one tuition or small group tuition.
- The delivery of a specific intervention and the monitoring of its effectiveness.
- Providing different learning materials or special equipment.
- Staff development and training to introduce more effective strategies.
- One-off or occasional advice from external agencies.

Where a pupil does not make expected progress despite the implementation of the Graduated Response, the school may submit a request for an Education, Health and Care (EHC) Plan assessment. In accordance with the SEND Code of Practice, such a request is made when the support provided through the school's own resources is insufficient to meet the pupil's needs. While parents have the right to request an EHC assessment directly, the school will, wherever possible, initiate and support this process in collaboration with families.

No pupil is excluded from accessing any part of the curriculum on the basis of special educational needs. However, we remain responsive to the preferences of both pupils and parents, ensuring that course choices reflect individual needs and strengths. Decisions are made through discussion with the pupil and their parents. All pupils select their option subjects during the transition from Year 9 to Year 10.

The school aims to remain flexible in delivering a curriculum that meets the individual needs of pupils with special educational needs or disabilities. This may include offering a reduced number of subjects at GCSE or A level, where appropriate. Adjustments are also made to the school's timetable and rooming arrangements to accommodate specific needs.

The school is committed to ensuring that pupils with learning or physical difficulties have full access to all aspects of school life. We strive to make all activities accessible, regardless of physical or cognitive ability, and work closely with pupils and their families to identify and address potential barriers. For example, examination expectations may be tailored to reflect individual strengths, enabling pupils to achieve their best possible outcomes. Practical adjustments are also made to support participation in co-curricular activities—such as relocating events to accessible spaces or adapting school trip itineraries—so that every pupil can engage meaningfully and safely.

In some cases, pupils with special educational needs may require additional or alternative support to make sufficient progress. Decisions regarding the most suitable resources, targets, and interventions are always guided by the individual needs of each pupil.

10. Access to extra-curricular activities

All pupils have equitable access to clubs, which support engagement with the broader curriculum. Where required, reasonable adjustments are made to accommodate the physical and learning needs of individual pupils. Educational visits form an integral part of the curriculum, and the school is committed to ensuring that all pupils can participate. No pupil is excluded from such activities on the grounds of special educational needs, disability, or medical needs.

11. Mental Well-Being

The school's Mental Health Provision is guided by a person-centred, needs-led approach, ensuring that each pupil receives the appropriate level of support at the right time. Support is delivered through a graduated response, following the 'Assess, Plan, Do, Review' model. This process enables us to identify individual needs, plan targeted interventions, implement support effectively, and evaluate its impact to ensure it meets the pupil's requirements.

12. SEND Training and Support

All staff receive regular INSET training focused on supporting pupils with SEND. The SENDCo engages in ongoing professional development, including attending national conferences and training related to access arrangements. Collaboration with other SENDCos also enhances the school's expertise and informs best practice.

13. Facilities and resources

The Learning Support Department has dedicated spaces within both the Senior and Prep Schools. Additionally, the Student Hub serves as a pastoral centre, accessible to all pupils throughout the school day. Where a specific need is identified, tailored support beyond the universal offer is provided as appropriate. While the age of some school buildings means that not all areas are lift-accessible, adjustments are made—such as re-timetabling lessons to ground floor classrooms—to ensure pupils with physical disabilities can access their learning environment.

14. Admissions

The Kingsley School is an independent school for children from 3-18 years. Admission is in accordance with the School's Admission Policy. Entrance after Yr7 is through Entrance results, GCSE scores, references from current school, other examination and test scores and interviews. EAL speakers will have additional tests to determine their understanding and usage of the English language. The Kingsley School's curriculum is designed to meet the needs of all pupils, and the school is equipped to support learners with a wide range of Special Educational Needs and Disabilities (SEND).

15. Reasonable adjustments in External Examinations

Under the Equality Act 2010, awarding bodies are legally required to make reasonable adjustments for candidates who are considered disabled under the Act, if they would otherwise be placed at a substantial disadvantage compared to non-disabled peers. These adjustments must be appropriate and proportionate to help remove or reduce that disadvantage. Examples include providing a braille exam paper for a visually impaired candidate who reads braille or allowing extra time for a pupil with Specific Learning Difficulties, such as dyslexia.

A reasonable adjustment may be tailored specifically to an individual's needs and might not appear among the standard access arrangements.

Whether an adjustment is considered reasonable will depend on a number of factors which include, but are not limited to:

- The needs of the learner
- The effectiveness of the adjustment
- The cost of the adjustment
- The likely impact of the adjustment upon the candidate and other candidates

16. The Equality Act 2010 Definition of Disability

The Equality Act 2010 definition of disability is usually considered cumulatively in terms of:

- Identifying physical or mental impairment
- Looking into adverse effects and assessing which are substantial
- Considering if substantial effects are long term
- Judging the impact of long-term adverse effects on normal day to day activities
- The clear starting point in statutory guidance is that disability means 'limitations going beyond the normal differences in ability which may exist among people'

JCQ access arrangements apply only to students with long-term substantial needs.

'Substantial' refers to an effect that is more than minor or trivial. To determine whether an impairment has a substantial or adverse impact, one can compare the experiences of the person with the impairment to someone without it—if the difference is more than minor or trivial, the effect is considered substantial.

Formal assessment may show that the individual records scores in two areas of provision that qualify for adjustments to be made in external examinations. These include:

- Speed of reading; or
- Reading comprehension
- Speed of writing; or
- Speed of processing measures which have a substantial and long-term effect on speed of working

Long-term means that impairment has lasted for at least 12 months or is likely to do so.

‘Normal day-to-day activities’ can be identified through a pupil’s individual profile, which outlines strategies for daily support in school. These may include additional time allowances (distinct from rest breaks), use of readers, scribes, word processors, reader pens, or ‘read aloud’ options. These adaptations go beyond what is typically offered to other students in the class, providing tailored support or resources. The purpose is to remove barriers to learning, ensuring the pupil is placed at a fair advantage and can access education equitably.

Factors that might reasonably be expected to have a substantial adverse effect include:

- Ongoing and significant difficulty in reading and understanding written text in the individual’s first language, which may stem from a learning need or a sensory/multisensory impairment.
- Consistent struggles to maintain focus or is easily distracted.
- Challenges in comprehending or carrying out straightforward verbal instructions.

Factors that might reasonably be expected not to have a substantial adverse effect include:

- Minor difficulties with writing or spelling
- Needing support to complete extended written tasks or complex assignments, even when working in their first language
- Struggling to maintain focus during long periods of independent study or extended classroom activities

17. Access Arrangements

The SEND register identifies pupils for whom specific provision is made, beyond the school’s universal offer, to ensure fair access to examinations and prevent discrimination. The school adheres to JCQ guidance on access arrangements, maintaining detailed documentation to reflect each pupil’s history of need. Adjustments—such as extra time, rest breaks, or the use of assistive technology like laptops—are implemented based on individual requirements. These arrangements are regularly reviewed, and contingency plans are developed where necessary to support pupils with SEND.

18. What does this mean for staff?

At The Kingsley School, we are committed to meeting the requirements of the Equality Act 2010 by making reasonable adjustments to our assessment processes where appropriate. We work collaboratively with professionals to ensure that reports accurately reflect individual needs, enabling teachers to plan effectively for a range of abilities and learning profiles. The school uses standardised data to support quality first, inclusive and adaptive teaching and learning. Where reasonable adjustments cannot be made to meet the needs of a prospective pupil, we will engage in open dialogue with parents to explain why the school may not be the most suitable setting.

19. Complaints

At The Kingsley School we strive to care for each individual pupil and provide the best education possible to suit the child’s learning needs. Regrettably, there may be times when complaints arise, and parents and carers are encouraged to contact the school quickly if a problem occurs so that a solution can be found.

Please consult the Complaints Policy.

20. Further Support

Warwickshire SENDIAS (Special Education Needs Information Advice and Support Services) supports parents and carers of all Warwickshire children with special educational needs and disabilities, from 0 - 25 years of age. It is a free, confidential, and impartial service for parents and carers, children and young people up to 25 years. Warwickshire

SENDIAS offers independent support for parents and families who have children and young people with a SEND. They also provide this independent advice directly to young people aged 16 to 25 years with SEND.

To speak to a member of their team, call 01788 593159, or visit their webpage: www.warwickshiresendiass.co.uk

21. Local Offer

Warwickshire County Council provides a Local Offer on its website, outlining available support and services for children and young people aged 0–25 with Special Educational Needs and Disabilities (SEND). The Local Offer includes information about education, health, and social care services. <https://www.warwickshire.gov.uk/send>

References: Department of Education. Department of Health (2015) Special Educational Needs and Disability Code of Practice 0-25 years. Available at: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>