



SEND Information Report

1. Introduction

This report outlines how we identify, assess, and support pupils with Special Educational Needs and Disabilities (SEND). It should be read alongside Warwickshire's Local Offer (SEN Code of Practice: 2015, section 4.34) and The Kingsley School's SEND Policy.

The Kingsley School is an independent day school for children aged 3 to 18, encompassing both our Prep and Senior Schools. We are dedicated to delivering a broad, balanced, and inclusive education within a caring and supportive environment. Our commitment is to ensure that every pupil, regardless of their individual needs or abilities, has access to high-quality teaching and meaningful learning experiences.

We set high expectations for all our pupils and work proactively to identify and remove any barriers to learning and participation. Our goal is for every student to feel recognised, supported, and empowered to reach their full potential as a valued member of our inclusive school community.

2. How can you contact the Learning Support Team and SENDCo?

The **Learning Support team** can be contacted via the main school telephone number or via email:

Telephone: 01926 425127

Email: TKS-Schooloffice@warwickschools.co.uk

Martha Bruchez, the **SENDCo** can be contacted via the main school telephone number or via email:

Telephone: 01926 425127

Email: m.bruchez@warwickschools.co.uk

3. What type of SEND needs do we provide for?

The Kingsley School works to ensure that pupils with special educational needs and disabilities can access a broad, balanced and aspirational curriculum and will make reasonable adjustments to overcome any identified potential barriers to learning (SEN Code of Practice: 2015, 6.9).

The school recognises the four broad areas of special educational needs, as stated in the 2015 Code of Practice:

- Communication and Interaction.
- Cognition and Learning (including moderate learning difficulties).
- Social, Emotional and Mental Health Needs.
- Sensory and/or Physical.

Provision at The Kingsley School is personalised to meet the unique needs of each pupil. All interventions are designed and delivered based on individual need. Pupils who require support that is significantly 'different from' or 'additional to' the standard provision, but do not have an EHCP, are placed on the SEND register to ensure their needs are appropriately recognised and supported.

4. How do we identify pupils requiring additional support or intervention?

Identification from Transition Information

- Information gathered during transition is used to help shape the support we provide for each pupil. The Kingsley School has established strong links with local schools and offers an enhanced transition programme to ensure a smooth and well-supported move for every child.
- Upon entry, teachers assess each child's abilities using a range of methods, including both observations and formal assessments.

5. Identification by Parents & Carers/School Staff/External Agencies

- School staff regularly review pupil progress using a combination of formal assessments and informal observations.
- When a concern is raised—whether by parents or carers, school staff, or an external agency—that a pupil may need additional support; we begin a collaborative process to fully understand the child's needs. This involves gathering input from the pupil, their family, and key staff members. The information collected helps us decide whether the pupil requires support that goes beyond the universal and targeted provision already in place.

6. What support is available to support with accessing formal examinations?

Throughout their time at The Kingsley School, pupils' progress and attainment are closely monitored through a combination of formal assessments and informal observations. Where appropriate, access arrangements are put in place to support pupils during assessments and examinations. These arrangements are designed to remove barriers to achievement without providing an unfair advantage. If necessary, an application is submitted to the Joint Council for Qualifications (JCQ) for approval. Once confirmed, parents and carers are notified in writing about the specific support their child will receive. This may include a range of adjustments, such as:

- Computer Reader
- Scribe or use of a laptop
- Additional time
- Adapted materials
- Access to quieter spaces
- Practical assistance or resources

7. How do we involve parents/carers in their child's education?

At The Kingsley School, we work closely with parents and carers to ensure every pupil receives the support they need to thrive. We recognise that strong parental engagement plays a vital role in improving outcomes for children, and we value the unique insights families bring in identifying needs and shaping effective strategies. We collaborate with parents and carers in a variety of ways, including:

- When a pupil is receiving learning support, their progress is monitored through regular reviews carried out by subject teachers and/or their learning support teacher, depending on the level of support provided. These reviews help ensure that the support remains effective and responsive to the pupil's evolving needs.
- Parents are involved in discussions and decision-making around any significant changes to their child's provision.
- In addition to traditional open days, families are welcome to arrange visits during the school day to gain further insight into the learning environment.
- For any questions or concerns, parents and carers should first contact their child's Teacher, Head of Year or the SENDCo. They will coordinate with the pupil's tutor and other relevant staff to ensure appropriate support and communication.

8. How do we involve pupils in the plans for their education?

At The Kingsley School, the pupil's voice is highly valued and actively considered by all staff. We encourage pupils to develop independence and take ownership of their learning. For those receiving SEND support, their views are an integral part of the *Assess, Plan, Do, Review* process, as outlined in the SEND Code of Practice. We use a variety of strategies to gather pupil feedback, including

regular check-ins with trusted adults and both written and verbal reflections, ensuring their perspectives help shape the support they receive.

9. How do we teach pupils with SEND?

The Kingsley School provides high-quality, inclusive, and adaptive teaching that ensures all pupils can access a stimulating and supportive learning experience. Additional adults are thoughtfully deployed to encourage independence and enhance learning, while personalised resources help pupils overcome individual challenges. Most pupils are taught within mainstream classrooms alongside their peers, with a small number receiving targeted one-to-one or small group interventions and booster sessions to further support their progress.

10. How is the learning environment adapted for pupils with SEND?

The accessibility of our learning environment is reviewed annually and outlined in the School Accessibility Plan. Below are examples of how we tailor our learning spaces to support pupils with Special Educational Needs and Disabilities (SEND):

- The pupils have access to a lift serving the first floor of the senior school, as well as accessible toilet facilities. Additionally, accessible shower facilities are available to support individual needs.
- Accessible parking is available.

11. How do we support pupils' emotional and social development?

At The Kingsley School, we are committed to nurturing the whole child, placing equal importance on social and emotional development alongside academic progress. Our dedicated Pastoral Team plays a key role in supporting pupils' wellbeing. Below are examples of targeted interventions we offer to pupils who may benefit from additional support with social, emotional, or behavioural needs:

- mentoring/check-ins with trusted adults;
- enhanced transition programme; and
- interventions to promote self-esteem, confidence, emotional literacy, and social skills.

In addition, it may be appropriate to seek further support from external agencies such as the Educational Psychology Service and RISE.

12. How do we assess the progress of pupils with SEND?

At The Kingsley School, pupils with Special Educational Needs and Disabilities (SEND) follow the same assessment procedures and policies as their peers. All pupils are encouraged to set personal targets across subjects and to use feedback from teachers, teaching assistants, and peers to support their progress. Assessment methods are varied and tailored to suit the subject and topic and may include the following approaches

- Written assessment.
- Verbal assessment.
- Speaking and listening.
- Practical assessment.
- Performance based assessment.

13. How do we review the impact and effectiveness of interventions we offer?

Feedback is actively gathered from pupils, parents/carers, teaching staff, and other professionals involved, to evaluate the effectiveness of interventions throughout the year. These interventions are regularly reviewed and adapted to meet the evolving needs of each pupil, ensuring the greatest possible impact. Progress towards individual targets is carefully monitored and shared with parents to maintain transparency and collaboration.

14. How do we enable expertise and training staff to support pupils with SEND?

The Kingsley School offers a comprehensive programme of professional development for all staff throughout the academic year. As part of this, SEND-specific training is regularly provided, delivered by both in-house specialists and external professionals, tailored to meet the evolving needs of our pupils and staff. To support ongoing learning, best practice and updates on specific areas of SEND are shared weekly through our school's Friday Forecast newsletter and the whole-school Microsoft Teams platform.

15. How do we prepare pupils for the transition to a new key stage or for leaving school?

Transition visits for Year 6 pupils take place during the summer term to support a smooth move into The Kingsley School. For pupils with an Education, Health and Care Plan (EHCP), transition planning can begin as soon as The Kingsley School is named as their next placement. Some pupils may benefit from additional visits to the school prior to the induction day, visits from our Pastoral Team to their current primary school, and further meetings involving parents/carers, primary staff, and relevant external agencies.

A similar transition programme is in place for pupils joining The Kingsley School in Year 12 or moving on to college or post-16 pathways. This includes liaison with previous or future placements, additional visits where appropriate, and meetings with parents and professionals to ensure a well-supported and personalised transition

16. Who else is involved in helping to meet the needs of pupils with SEND?

The Pastoral Team works with a wide range of external agencies and providers to support the needs of pupils with SEND. This may include Educational Psychologists, Specialist Teachers, Early Support Officers, Social Workers, Therapists, and other Education, Social Care and Health professionals.

17. Local Offer Websites:

The Kingsley School is within Warwickshire Local Authority. Warwickshire County Council has a Local Offer available on their website www.warwickshire.gov.uk/send

You should be able to find out about support and services available for your child or children and young people (0-25) with SEND (Special Educational Needs and Disabilities) by visiting this local authority site.

18. Other agencies and stakeholders with whom we work to support our SEND provision

- The Warwick Schools Foundation
- Local Authority SEND support services
- Warwickshire Virtual School (Looked After and Previously Looked After Children)
- Warwickshire Family Connect and Early Support
- Educational Psychology Service
- NHS partners (SALT, GPs and Paediatricians)
- Children's Social Care (CSC)
- Warwickshire Child and Adolescent Mental Health Service (CAMHS)
- Local Charities and Third Sector organisations