KINGSBURY SCHOOL

Special Educational Needs and Disabilities

LOCAL LEVEL POLICY

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Policy compiled by: Martin Clarke		Approved by the Local Governing Body: Signed: Kate Spencer Date: April 2026	
Signed: Martin Clarke (Headteacher) On behalf of the Senior Leadership Team			
DATE OF NEXT REVIEW: April 2027			

Date	Notes
April 2026	Reviewed by Martin Clarke. Additions include; Legislation and statutory guidance; Provision Maps database; equality impact statement; safeguarding students with SEND; EHCP support for adulthood - Year 9 and above; parental partnership arrangements; special facilities; references.
April 2026	Pending approval by Local Governing Body
April 2026	Approved by Local Governing Body

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Inclusion: A policy statement

1. Background Information

We are a school of approximately 620 students situated in Warwickshire. Our intake reflects a range of SEND and some with Educational Health Care Plans. We have students with difficulties in the area of social and communication, social, emotional and mental health, sensory and/or physical difficulties and cognition and learning.

Our Inclusion Hub is led by an Associate Assistant Headteacher/SENDCo, supported by a team of Inclusion Support Mentors and Examinations Access Arrangements and Concessions Assessors. There are a number of Inclusion Support Mentors employed by the school to work with students with SEND. The faculty works as a team and establishes close working relationships between students, staff, parents, governors and outside agencies so that all of our students are supported in a fully inclusive environment. The Inclusion Team works closely with a designated Educational Psychologist. Support from other outside agencies and consultants is also sourced.

2. Policy Aims

The objectives of our policy are to:

- Organise our activities to ensure that all students are included in the life of the school
- Communicate with students with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the student
- Continuously develop our ways of working to provide the highest quality of provision for all students within the resources available
- Make sure our school fully implements national legislation and guidance regarding students with SEND
- Incorporate the Local Authority Statement of Policy for students with SEND
- Facilitate a students' learning by identifying their needs and ensuring provision is matched to support each individual's attainment and well being
- Respond to students flexibly according to the nature of their difficulties and personalise their learning so that they can learn in a way that best suits their needs
- Support students' learning without making them feel inferior to their peers
- Help students with SEND make a successful transition into adulthood
- Make sure the SEND policy is understood and implemented consistently by all staff

This policy outlines the strategies and approaches that the school will take in order to meet these objectives. The procedures set out will be monitored and reviewed each year in order to build on best practice at Kingsbury.

We are a pro-active, ambitious and innovative school and believe in the importance of rigorous quality assurance, followed by prompt and appropriate action and intervention.

3. SEND Vision, Strategy and Priorities

Kingsbury School has a clear vision, set of priorities and strategic plan for the development of Inclusion and SEND. Our SEND Framework and School Improvement Plan is continuously monitored and amended so that outstanding SEND provision is achieved.

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Vision (Success Criteria)	Priorities for 2026-2027
▪ Provision for students with SEND is outstanding ▪ Every teacher is a teacher of SEND. ▪ Students with barriers to learning, including SEND, **achieve** exceptionally well. ▪ Specialised SEND Provision enhances student's experience of school; it is implemented effectively to improve the life chances of vulnerable students.	▪ All teachers 'know their students with SEND' and the strategies that support them to achieve well. Strategies are consistently implemented and so students with SEND are well supported. ▪ An accurate and current SEND register is in place, with a clear referral process for all staff. ▪ Accurate and creative **provision mapping is in place** to meet the needs of all students with SEND. Provision is quality assured by school leaders, ISM's and Faculty Leaders. Personalisation plans are informed by strategies identified on provision maps. ▪ Learners with SEND are supported with their **emotional and behavioural needs**.

Leadership	Identification	Tracking and Monitoring Progress	High Quality Teaching and Intervention	Developing Provision
• Vision • Ethos and Values • Key Priorities • Roles and responsibilities of key staff • SEND budget	• Process and methodology • Diagnostic tools • SEND profile including SEMH	• Data Systems and process – attainment, attendance, behaviour, achievement • Accountability processes and Quality Assurance	• CPD (including research) • In the classroom; Learning and Teaching • Additional support	• Communication processes – parents; staff; governance • Reporting processes • Transition arrangements • Resources and SEND packages • Bespoke Curriculum • Agency support
Leadership of SEND starts at the very top of any organisation and whilst the SEND Code of Practice states quite clearly that 'Every teacher is a teacher of SEND', it is less explicit about the role of leadership. However, without clear direction and accountability for the outcomes of learners with SEND being rooted in the leadership structure of a school, there is a risk that these learners' requirements will not be considered thoroughly enough when evaluating the school's effectiveness and when setting strategic priorities.	Ensuring that the systems and processes associated with the effective identification of learners with SEND are consistently applied across the school is key to ensuring equitable provision. It is important to prioritise equality of opportunity within the school in order to ensure that learners have consistently good classroom experiences.	Tracking and monitoring progress and attainment across the school can provide opportunities for a range of different types of analysis which can draw attention to strengths and areas for improvement. By aggregating data and making comparative analysis of it, variance between different schools in the trust can be explored. This can support the challenge of underperformance, but also the celebration and sharing of high performance.	Raising the awareness of SEND and strategies to support learners with SEND will require CPD and the development of in-house expertise. Within the context of conducting a SEND Review, developing a broad understanding of strengths and areas for further improvement supports the identification of strategic priorities. This can provide opportunities for maximising the impact of CPD and working collaboratively with other schools and agencies to strengthen the school's offer for learners with SEND.	Having the professional confidence to be open about what is working well, but equally what it is that needs to improve, places a school in a strong position to build on its successes and address those areas that require development. This is strengthened through the development of open partnerships with those who have both an interest in the provision being of the highest quality and those who are in a position to support its development.

4. Roles and Responsibilities

Senior Leadership Team Link	Martin Clarke
Associate Assistant Headteacher, SEND and Inclusion (SENDCo)	Kelly Moores
Phoenix Suite and Inclusion Coordinator	Diana Montgomery
Examinations Access Arrangements and Concessions Assessors	Yvonne Jones Joanne Clarke
Inclusion Support mentors (ISMs)	Joanne Clarke Dean Jones Laura West Claire Noakes Rebecca Baker

Responsibilities

The SEND and Inclusion Team will:

- Liaise with partner primary schools.
- Liaise with external agencies to support provision for our SEND students.
- Lead on and manage the day-to-day operation of this policy.
- Review and update the SEND Register regularly.
- Use the 'Assess, Plan, Do, Review' approach to ensure students are accurately identified, provision arranged, monitor and review the effectiveness of that provision.
- Ensure that provision for all SEND students is arranged.
- Facilitate the tracking and lead on the intervention for students.
- Use the WAVE approach and student profiles to provide accurate and appropriate support for all students with SEND.
- Manage the timetables of the Inclusion Support Mentors
- Report on the effectiveness of provision to the Leadership Team and through them to governors.
- Keep up to date with new initiatives to support students with SEND and share good practice with all teachers.
- Lead and manage arrangements for monitoring, tracking, reviewing and evaluating the effectiveness of SEND provision.
- Analyse the progress made by SEND students and those with EHC plans in the school through Key Stage 3 and Key Stage 4.
- Ensure that parents/carers are aware of the Local Offer and know where to seek advice on SEND.

The Headteacher and Leadership Team will:

- Manage and focus the work of the faculty in line with whole school policy.
- Identify and allocate resources for SEND.
- Plan with the faculty on how resources are used to support students in the most efficient, effective and equitable way.
- Set the overall school policy for SEND and Inclusion.
- Decide whether to put forward students for statutory assessment (EHC Plans), in consultation with parents/carers.
- Ensure that the school information report is accessible via the website.

Subject Teachers will:

- Attend CPD training for SEND.
- Read staff bulletins and updates for SEND, including the SEND and Inclusion sections on the weekly staff briefing sheet.
- Adopt and promote an inclusive classroom approach; ensuring Quality First Teaching and differentiation to personalise learning.
- Use Arbor (MIS) and Provision Maps to check and use profiles regularly to facilitate this effective differentiation in lessons.
- Identify students experiencing difficulties.
- Ensure SEND students are placed appropriately in the classroom; use Arbor to facilitate this.
- Discuss students with SEND within the faculty and then (where relevant) with parents/carers.
- Contribute to planning and provision to meet identified needs, including working with Inclusion Support Mentors.
- Contribute to monitoring and review procedures.
- Provide feedback and information when requested by the Inclusion Faculty.
- Meet SEND within the overall framework of inclusion in the school.
- Track the progress made by students on the SEND register and provide intervention if a student is underachieving.
- Identify when students require reasonable adjustments to remove barriers to learning and accessibility.

Faculty Leaders will:

- Liaise with the faculty concerning special arrangements for examinations.
- Ensure student profiles are used by staff and are consulted on a regular basis.
- Ensure curriculum plans and schemes for learning detail strategies for differentiation.
- Use departmental/faculty resources to develop teaching resources available for SEND.
- Monitor teachers' plans to ensure they include appropriate differentiation for students with SEND and provide appropriate provision for the WAVE approach.
- Ensure assessment procedures are appropriate for students with SEND and that rigorous tracking systems are in place to monitor and report on the progress of SEN students and those with an EHC plan.
- Report on the progress of SEND students within their subject/faculty areas.

Year Team Leaders will:

- Liaise with the Inclusion and SEND faculty over issues arising with students.
- Liaise with the faculty to help evaluate the effectiveness of provision.
- Support and contribute to the profiling of students.
- Lead/contribute to relevant meetings
- Attend Annual Review meetings for EHCP students and other relevant SEND meetings.
- Discuss SEND students (especially EHCP) in behaviour and welfare meetings.

Governors will:

- Identify one school governor with a special interest in SEND to support and challenge the Inclusion Team.
- Report on the effectiveness of the SEND and Inclusion policy at the relevant committee meeting and recommend changes as necessary annually.
- Use their best endeavours to ensure that students' special educational needs are identified and provided for.
- Ensure that the school has effective procedures for ensuring that parents/carers are involved with and consulted about special provision for their child.

Tutors will:

- Take on the role of **Key Worker** for identified students and follow procedures outlined in the profiles to support identified students.
- Liaise with parents/carers to discuss progress made by SEND students and take an active role in setting targets.
- Set relevant targets for identified students whilst involving students, parents/carers and the Inclusion and SEND faculty when relevant.

Parents or carers:

Parents or carers should inform the school if they have any concerns about their child's progress or development. Parents or carers of a student on the SEND register will always be given the opportunity to provide information and express their views about the student's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the student's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the student
- Given an annual report on the student's progress

The school will take into account the views of the parent or carer in any decisions made about the student.

Students:

Students will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the student:

- Explaining what their strengths and difficulties are

- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The student's views will be taken into account in making decisions that affect them, whenever possible.

5. SEN Information Report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

6. Legislation and guidance

This policy is based on the following statutory guidance and legislation:

- **The Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years** (January 2015), which provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations
- **Keeping Children Safe in Education** (September 2025), which sets out schools' responsibilities for safeguarding
- **Working Together to Improve School Attendance** (September 2024), which sets out the legal powers and duties that govern school attendance
- **Part 3 of the Children and Families Act 2014**, which sets out schools' responsibilities for pupils with SEND and disabilities
- **The Special Educational Needs and Disability Regulations 2014**, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report
- **The Equality Act 2010** (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- **The Public Sector Equality Duty** (section 149 of the Equality Act 2010), which sets out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- **The Governance Handbook** (October 2024), which sets out governors' responsibilities for pupils with SEND
- **The School Admissions Code** (September 2021), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

7. Inclusion and Equal Opportunities

At Kingsbury School school we strive to create an inclusive teaching environment that offers all students, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all students the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that students with SEND are included in all aspects of school life.

8. Equality Impact Assessment

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

In developing and reviewing this policy, we have:

- Assessed whether the policy has any positive or negative impacts on people with protected characteristics
- Considered equality implications throughout policy development
- Consulted with parents, staff and pupils to understand any potential impacts
- Made adjustments to ensure the policy promotes equality and does not disadvantage any group

This policy is designed to ensure that all students with SEND, regardless of any protected characteristics they may have, receive appropriate support and are fully included in school life.

9. Admission Arrangements

Before students come to Kingsbury School the Faculty will:

- Visit our partnership primary schools and liaise in relation to students who have already been identified as having SEND and collect information about their educational history.
- Undertake follow up visits to discuss individual students in more detail as necessary.
- Collect information about the student's educational history from the last school attended by the student, including any educational support services who may have been involved with the student.
- Where necessary, develop a plan for tailored transition based on the individual needs of identified students with SEND.

Once students arrive in school we will:

- Identify students with special educational needs and establish their strengths and areas of difficulty and identify strategies for staff to use with each student.
- Profile the needs of each student and share with staff.
- Discuss the student's SEND needs with parents/carers.
- Make sure that information about students' SEND is passed on to appropriate school staff.
- Liaise with parents and inform on progress made by students.

When students leave the school, we will:

- Pass on information about the student's educational history to any receiving school/college.
- Complete other transfer documentation as required.
- A profile is drawn up for the student, in consultation with the student's parents/carers
- Progress is reviewed termly through measuring targets set and attainment data.

If a review at school reveals insufficient progress on the part of the student, or if the Inclusion Faculty believes the nature of the student's difficulties requires such action, the school will:

- Instigate necessary assessments/screening to help determine specific barriers to learning and achievement.
- Use this information to develop action plans to provide the necessary support to overcome these barriers.
- Identify review points to measure the impact of this support.
- If necessary, seek the involvement of external agencies to support the production of a profile for the student.
- Continue to work closely with parents.
- Continue to keep the student's progress under regular review.

Students can come off the SEND register if sufficient and agreed progress is made.

10. Definitions

10.1 Special educational needs

A student has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

10.2 Disability

Students are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

10.3 The four broad areas of need

The needs of students with SEND are grouped into four broad areas. Students can have needs that cut across more than one area, and their needs may change over time.

Interventions will be selected that are appropriate for the student's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Students who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Students with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: ▪ Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia ▪ Moderate learning difficulties ▪ Severe learning difficulties ▪ Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

AREA OF NEED	
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Students may have: ▪ Mental health difficulties such as anxiety, depression or an eating disorder ▪ Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder ▪ Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.
Sensory and/or physical	Students with these needs have a disability that hinders them from accessing the educational facilities generally provided. Students may have: ▪ A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment ▪ A physical impairment These students may need ongoing additional support and equipment to access all the opportunities available to their peers.

11.Education Health and Care Plan (EHCP)

The production of an EHCP is organised by the relevant local authority, in close liaison with the school and the student's parents/carers.

The provision set out in a student's plan will be closely monitored by the SENCO and reviewed annually. Students and their parents/carers will be invited to contribute to the review and attend the review meeting.

All relevant external professionals will be consulted and where relevant invited to attend.

Students from Year 9 upwards **must** have a focus on preparing for adulthood in their Annual Review, including careers guidance

Parents and carers can request a needs assessment if their child has:

- SEN support and,
- Has not made expected progress.

Step 1
In the first instance, parents/carers should talk to the school about the support that is needed. Parents/carers can also contact Warwickshire Local Authority SEND Team and ask for an assessment. Information and advice services such as SENDIAS can also provide guidance.

Step 2
Parents/carers should tell the school about any help that is already received from education, health or social care. It is helpful for the school to have access to any reports that could be included in the assessment.

The school will provide the local authority with the following information:

- school reports
- education plans (IEP)
- documents from the 'assess, plan, do, review' process
- reports from professionals.

Step 3
Parents/carers will be asked to complete a family conversation record, alongside the school or another professional.

The following information should be included in the record:

- your child's difficulties;
- your child's strengths;
- the impact on your family;
- support your child already has.

The school will send the family conversation record to the local authority.

Step 4
The local authority will decide on the best course of action. This may be to:

- provide options that can support your child.
- perform a more in-depth assessment of your child's needs which may lead to an EHC plan.

Further information about the Warwickshire SEND offer can be found at https://www.warwickshire.gov.uk/send

12. Building Adaptations and Special Facilities

We have the following adaptations and special facilities:

- Wheelchair access to all teaching areas and buildings, including lift access to different levels in the main building.
- Toilets for students with disabilities, including wheelchair access.
- Wet Rooms for students with disabilities, including wheelchair access.
- A dedicated Inclusion Hub (The Phoenix Suite) on the second floor which is accessible to students with SEND.
- SEND Reflection Room.
- Access to 'quiet' areas in the Inclusion Hub to support students with autism.
- Resources to support students with autism and visual impairments such as colour blindness.

13. Our approach to SEND support

13.1 Identifying students with SEND and assessing their needs

We will assess each student's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the student may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all students and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a student is making slow progress, they will target the student's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCo or Inclusion Team to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the student's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for students whose first language is not English.

When deciding whether the student needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a student is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the student starts at school, so support can be put in place as early as possible.

13.2 Consulting and involving students and parents

The school will put the student and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a student needs special education provision, we will have an early discussion with the student and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and given to their parents.

We will formally notify parents if it is decided that a student will receive special educational provision.

13.3 The graduated approach to SEN support

Once a student has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. **Assess**

   The student's class teacher and the SENCO will carry out a clear analysis of the student's needs. The views of the student and their parents will be taken into account. The school may also seek advice from external support services.

   The assessment will be reviewed regularly to help make sure that the support in place is matched to the student's need. For many students, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. **Plan**

   In consultation with the parents and the student, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the student will be made aware of the student's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, Arbor, and will be made accessible to staff in an individual education plan.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. **Do**

The student's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the student. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching**.**

The SENCO will support the teacher in further assessing the student's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. **Review**

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and students
- The level of progress the student has made towards their outcomes
- The views of teaching staff who work with the student

The teacher and the SENCO will revise the outcomes and support in light of the student's progress and development, and in consultation with the student and their parents.

13.4 Levels of support

School-based SEN provision

Students receiving SEN provision will be placed on the school's SEND register. These students have needs that can be met by the school through the graduated approach. Where the student's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.
The provision for these students is funded through the school's notional SEND budget.
On the census these students will be marked with the code K.

Education, health and care (EHC) plan

Students who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the student, the provision that will be put in place, and the outcomes sought.
The provision for these students will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).
On the census these students will be marked with the code E.

13.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for students with SEN by:

- Tracking students' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using student questionnaires

- Monitoring by the SENCO
- Holding annual reviews for students with EHC plans
- Getting feedback from the student and their parents

14. Arrangements for Providing Access to the Curriculum for Students with SEND

We support access through differentiation using the graduated WAVE approach, profiling students on the SEND register, allocating extra support to an individual or group according to set criteria and availability of resources. We develop self-esteem through positive reinforcement, using assessment processes to identify any learning difficulties. We ensure ongoing observation and assessment and provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

15. Safeguarding Students with SEND

This section should be read in conjunction with the school's Child Protection and Safeguarding Policy, which sets out the full procedures for safeguarding all students.

At Kingsbury School, we recognise that students with SEND may be more vulnerable to abuse and require additional safeguarding measures. All staff have a responsibility to safeguard students with SEND and must be vigilant in identifying and responding to concerns.

Staff Responsibilities

All staff must know what to do if a student tells them they are being abused or neglected, or if they witness abuse. Staff must:

- Understand how to manage the requirement to maintain an appropriate level of confidentiality, which means only involving those who need to be involved, such as the Designated Safeguarding Lead (or deputy) and children's social care
- Never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child
- Report all safeguarding concerns immediately to the Designated Safeguarding Lead or other designated member of staff.

Role of the Designated Safeguarding Lead

The Designated Safeguarding Lead (or a deputy) will be involved in anything that is safeguarding-related in the context of SEND provision. They will:

- Have knowledge of trusted, high-quality local resources that could be engaged
- Maintain links to the police and other agencies
- Be aware of any particular local issues which may be appropriate to address in lessons or interventions
- Ensure that safeguarding procedures are followed when external agencies are involved in supporting students with SEND

Teaching Sensitive Topics

When teaching content that may relate to safeguarding issues, including topics such as mental health, relationships, or personal safety, staff must be aware of the risks and take appropriate precautions.

When teaching about mental health, self-harm and suicide, teachers must:

- Be aware of the risks of encouraging or making suicide seem a more viable option for pupils
- Avoid material being instructive rather than preventative
- Take care to avoid giving instructions or methods of self-harm or suicide
- Avoid using emotive language, videos or images that could be harmful
- Follow safeguarding procedures immediately if they have concerns about a specific pupil in relation to self-harm or suicidal ideation or attempts

When teaching about relationships and personal safety, teachers should:

- Create an open forum for discussion while maintaining appropriate boundaries
- Make students aware of how to raise concerns or make a report and how any report will be handled
- Understand that good practice can lead to increased safeguarding reports, which indicates students feel safe to disclose

Confidentiality in Lessons and Interventions

Students must understand how confidentiality will be handled in lessons, interventions, and when working with external agencies. Before any session involving sensitive topics:

- Students should be made aware of the limits of confidentiality
- They should understand what might happen if they choose to make a report
- They should know who they can talk to if they have concerns about themselves or a peer

Working with External Agencies

Where external agencies are involved in supporting students with SEND, the school will:

- Agree in advance of any session how a safeguarding report should be dealt with by the external visitor
- Ensure external visitors understand the school's safeguarding procedures and know how to contact the Designated Safeguarding Lead
- Make clear that external visitors must not promise confidentiality to students

Additional Vulnerability of SEND Students

Staff will be particularly vigilant regarding students with SEND, recognising that they may:

- Have difficulty communicating concerns or disclosing abuse
- Be more vulnerable to exploitation or abuse
- Display behaviours that could be misinterpreted or dismissed as part of their SEND
- Require adapted communication methods to express concerns

All staff will receive appropriate training to ensure they have the knowledge and confidence to identify students at risk and know where and how to refer concerns.

For full details of the school's safeguarding procedures, please refer to the school's Child Protection and Safeguarding Policy.

15. How students with SEND are integrated into the school as a whole

We seek to be an inclusive school by:

- Using the SEND review procedures to identify any barriers in the way of the student and plan appropriate and reasonable action.
- Ensuring that all students have appropriate learning targets which are challenging.
- Valuing the diversity of our students of which SEND are a natural part.
- Looking for opportunities within the curriculum to raise SEND issues.
- Seeking to make provision for SEND within routine class arrangements wherever possible.
- Ensuring that students with SEND are integrated with other students.
- Developing links with special schools to extend students' experience of diversity.

16. Criteria for Evaluating the Success of the SEND Policy

The following criteria will be used:

- The amount of identified teaching time available to support SEND students.
- The number of students achieving good progress or above in assessments and end of year examinations.

- Improvement in reading ages of students receiving support.
- There are a number of planned programmes of appropriate intervention and support.
- The budget allocated to SEND by the Headteacher.
- That teachers' records include information on the special educational needs of students in their classes.
- That schemes for learning show planning for differentiation for students with SEND.
- That CPD time is allocated to staff development with reference to special educational needs and disabilities.
- The number of parents attending or contributing to reviews and consultations.
- Staff fulfil their role in carrying out procedures for special needs and contribute to documentation for profiling, reviews, reports and evaluations when requested.
- Recommendations by external agencies are acted upon and incorporated into the curriculum.
- Students with SEND are making progress within their identified bands.
- Students are appropriately supported during their transition between stages.
- SEND students attendance is in line with school averages.
- SEND students exclusions are in line with school averages.
- The policy promotes equality and does not disadvantage students with protected characteristics, as evidenced by regular equality impact assessments.

17. Arrangements for considering complaints about the SEND Provision

In the first instance, complaints should be taken up with school staff directly concerned, the Subject Teacher, Faculty Leader and then the Inclusion Faculty or SENDCo.

If the complaint is not resolved then the matter should be raised with the Headteacher, who may:

- Arrange a joint meeting with complainant.
- Undertake further investigations.
- Seek the involvement of external agencies, such as the Parent Partnership Service or the Midlands Mediation Service.
- Take action to address the complaint.
- Decide that the complaint does not warrant any action, and advise complainants of further action they can take.

18. Information about the School's Staffing Policies and Partnership with bodies beyond the School

The School's Arrangements for SEN In-service Training:

- All staff receive In-Service training or information about the SEN Code of Practice, and issues relating to Disability.
- All staff will receive In-Service training on SEND Procedures in school.
- All staff will receive In-Service training on specific disorders and/or disability of students within their care.
- All staff will receive training in specific techniques related to differentiation, class management and specific disorders e.g., Dyslexia, Autism etc.
- The faculty will identify areas for In-Service training with the Headteacher which will be written into the school's innovation plan.

Extremism and Radicalisation

For general safeguarding procedures relating to students with SEND, please see Section 15. This section specifically addresses the school's statutory duties regarding extremism and radicalisation under the Counter-Terrorism and Security Act 2015

Kingsbury School has a statutory duty under the Counter-Terrorism and Security Act 2015 and the statutory Prevent Guidance 2015 to have due regard to the need to prevent people from being drawn into terrorism.

Extremism is defined as vocal or active opposition to fundamental values of our society, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Radicalisation is defined as the act or process of encouraging extremist views or actions in others, including forms of extremism leading to terrorism.

There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extremist views which could include becoming distant or showing loss of interest in friends and activities or possession of materials or symbols associated with an extremist cause.

Staff are expected to be vigilant in protecting all students from the threat of radicalisation and refer any concerns to the designated safeguarding lead. Staff will be particularly careful, given the vulnerability of the school's SEND students, to be alert to both the signs of vulnerability that are outlined in the Trust's Preventing Radicalisation Policy and those that SEND students may have a tendency to display, seeking advice and referring concerns as appropriate. Staff will receive appropriate training to ensure they have the knowledge and confidence to identify students at risk, challenge extremist ideas and know where and how to refer concerns.

19. The Role of Kingsbury SEND Inclusion Support Mentors (ISMs)

Before the lesson, where possible, teachers should:

- Ensure ISMs have copies of the medium-term plans for subjects at the start of the scheme of learning, these should be available on teams for ISMs to view.

NB: In addition, it is beneficial if planning given to ISMs includes any worksheets going to be needed and identification of your intended ISM role within lessons.

During the lesson teachers should:

- Ensure ISMs have tasks to complete during all parts of the lesson
- Ensure ISMs have clear instructions as to the job/s you require them to do by the end of the lesson.

Before the lesson, ISMs should:

- Read any plans and take up any queries/needs with staff.
- Arrive on time to aid teacher to begin the lesson punctually.
- Ensure they have knowledge of profiles and individual learning needs for the SEN students who they are responsible for.

During the lesson, ISMs should:

- Ensure they understand the level of support/tasks required by the teacher for the lesson.
- Prepare SEN resources that are needed for particular lessons.
- Ensure the identified SEN students are able to access the curriculum through further differentiation/planning/preparation through modification of programmes/activities for designated individuals/groups of identified students.

During teacher introductions at the start of the lesson, ISMs could be asked to:

- Carry out planned starter activities for the lesson with identified students.
- Carry out speaking and listening observations of the whole class or targeted students.
- Read/introduce the lesson starter.
- Be a partner to a student.
- Ensure resources that are needed for the lesson are available in order to support targeted students.
- Further differentiate materials/resources to enable SEN students to achieve lesson objective.
- Support students to aid their understanding/answering of oral questions.
- Guide/support students through the reading/explanation of a text/worksheet.

In the main part of the lesson, ISMs should:

- Take a proactive role and use initiative within the classroom.
- Support/aid/track the learning of statemented/EHC students and those with SEND.
- Implement action written in profiles and support staff through discussion of student's individuals needs with regard to their profiles.
- Further adapt/differentiate/extend/modify specific tasks/activities for SEN students in order for them to achieve success and meet their needs.
- Test identified students in order to provide evidence of progress: reading, spelling, phonic, memory test etc…
- Support a group of EHCP/SEN registered student to achieve the task/objective set.
- Support/adapt the curriculum to meet the needs of SEN student.
- Lead/deliver specific teacher directed activities/programmes of work with SEN students.

In the main part of the lesson, ISMs could be asked to:

- Support group/individual-reading tasks.
- Use practical activities with small groups of students with a particular need outside of the classroom.
- Work with other students who do not understand the lesson concepts/objectives/task or need further revisiting of skills, areas of work.
- Support small groups of students to achieve the differentiated task/objective set.
- Aid students with organisational problems to become more organised and begin the task more quickly.
- Teach specific learning programmes of work: Speech and Language therapy programmes – when trained.
- Re-explain tasks/objectives to individuals/groups of students.
- Reinforce teacher's instructions or carry out assessments missed by SEN students due to absence.
- Support students' physical needs.
- Support and assist mobility between lessons.

At the end of the lesson, ISMs should:

- Support students in order to help them pack away, reinforce home-learning, record home-learning.
- Support targeted students to help them participate in the plenary sessions.
- Provide regular feedback to the teacher, written or verbally, with regard to the success of the target group/individuals within it and discuss with the Inclusion Team and SENDCo if further testing/resources are required.
- Plan and prepare activities/resources needed for subsequent lessons.
- Read up or become familiar with activities/tasks/skills needed to enable support during subsequent lessons.
- Discuss/report any difficulties, written or verbally, that have arisen during lesson for specific students
- Discuss/report any areas of achievement, written or verbally, for specific students.

After the lesson, ISMs should:

- Record areas of difficulties/achievements/strategies/triggers for students assigned to work with and advise the relevant staff in the hub, plus add this information to profiles when completing reviews.
- Ask if there are any additional needs/considerations that could be included into future lessons to help particular students achieve greater success.
- Try to give feedback to Teachers with regard to their support and identify the next stage of learning that students will be undertaking, where possible.
- Record evidence/test results of achievement/areas of concern/assessments for reviews & complete "Round Robins" as necessary for students' reviews.
- Attend reviews where relevant in order to aid the evaluation process.

20. The Use made of Teachers and Facilities from Outside the School Including Support Services

- External agencies will be used to provide advice and In-Service training for staff and specific needs as they arise within school.
- External agencies will be used to identify specific targets for students in line with the school's procedures.
- Planning meetings will be held at the beginning of each term to agree a programme of work with the Educational Psychology Service and Specialist Teacher Service.
- Regular liaison takes place with Area Health professionals to access the following services: Speech and Language Therapy, Child and Adolescent Mental Health Service and Social Services

21. Arrangements for Partnership with Parents

The concept of parents as partners is central to the SEN Code of Practice (2015). Parents/carers should always be kept informed about their child's progress at school and any difficulties should be made known to parents at the earliest stage.

Parental Involvement in SEND Provision

Parents/carers play a vital role in supporting their child's education and we are committed to working in partnership with them. The school will:

- **Formally notify parents** if it is decided that a student will receive special educational provision
- **Consult with parents** before implementing any new interventions or support strategies
- **Involve parents in the graduated approach** (Assess, Plan, Do, Review) at every stage
- **Seek parental views and input** when setting outcomes and targets for their child
- **Share information** about the support being provided and its impact on the student's progress
- **Listen to parental concerns** and take them into account when planning provision

Parental consent and SEND support:

While the school does not require parental consent to provide SEND support that is part of our inclusive teaching approach, we believe that provision is most effective when parents are fully informed and supportive. We will:

- Discuss with parents the reasons for identifying their child as having SEND
- Explain what provision will be put in place and the expected outcomes
- Address any concerns or questions parents may have
- Work collaboratively to ensure consistency between school and home

Parents cannot withdraw their child from SEND support, as this provision is designed to meet identified needs and enable students to access the curriculum effectively. However, if parents have concerns about any aspect of their child's SEND provision, they should raise these with the SENCO or Inclusion Team as soon as possible.

Parents/carers will be encouraged to attend review meetings/consultation evenings where they will have the opportunity to express their feelings about their child's progress. They will have the opportunity to discuss how they will support their child's progress at home.

We recognise the value of parents/carers knowledge of their children and will seek to use that information in planning support for students.

We seek to work in partnership through:

- Regular consultation and review procedure for the sharing of information
- Sharing of assessment and planning information through using the profiles as a tool to aid discussion and liaison.
- Discussing with parents/carers options when students leave schools
- Meeting the parents/carers of prospective new students to the schools to discuss SEND support

22. References

This policy is based on the following statutory guidance and legislation:

Primary Legislation:

- Children and Families Act 2014 (Part 3)
- Equality Act 2010
- Education Act 1996

Regulations:

- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015

Statutory Guidance:

- Special Educational Needs and Disability Code of Practice: 0 to 25 years (Department for Education and Department of Health, January 2015)
- Keeping Children Safe in Education (Department for Education, September 2025)
- Working Together to Improve School Attendance (Department for Education, September 2024)
- Mental Health and Behaviour in Schools (Department for Education, November 2018)
- Supporting Pupils with Medical Conditions (Department for Education, December 2015)

Non-Statutory Guidance:

- The Equality Act 2010 and Schools: Departmental Advice (Department for Education, May 2014)
- Governance Handbook (Department for Education, October 2024)
- School Admissions Code (Department for Education, September 2021)

Local Authority Guidance:

- Warwickshire SEND and Inclusion Strategy
- Warwickshire Local Offer: https://www.warwickshire.gov.uk/send

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

- Child Protection and Safeguarding Policy
- Accessibility Plan
- Behaviour Policy
- Anti-Bullying Policy
- Supporting Pupils with Medical Conditions Policy
- Admissions Policy

Inclusion – A Policy Statement

Aims

- At Kingsbury School we are committed to working towards the standards as defined by Warwickshire County Council in the Warwickshire SEND and Inclusion Strategy.
- We aim to promote 'presence', 'participation', and achievement for all our students.

Objectives

- To ensure that all students who belong to any of the key groups have been identified.
- To share such information from (I) with all staff so that needs can be fully assessed and met.
- To fully develop the work and practices which fall into the eight areas for INCLUSION. These areas being: Leadership, Management/Organisation, Ethos and Environment, Teaching and Learning, Student Progress and Development, Staff Development, Collective Review and Parental/Community Involvement.

Methodology

- A member of the Leadership Team assumes overall responsibility for INCLUSION.
- All staff and Governors are made familiar with the Standards for Inclusion which are used to measure and achieve inclusive educational practices through Teacher Training Days, Leadership Team Meetings, Governors INSET and Subject/Pastoral meetings.
- The students who belong to the various vulnerable groups are identified using information from Primary Schools, parents, Social Services, performance data, the Local Education Authority, Hospital Tuition, LAC, Arbor and the Young Offenders Team.
- Personalised learning strategies are identified and recorded along with INCLUSION codes for all students, which are available on Arbor or hard copies in the tutor groups or subject lists.
- Information about students is shared appropriately and sensitively so that there is no infringement of the rights of the individual and is GDPR compliant.

Monitoring and Evaluation

- Information is updated regularly throughout the year and verified by the key staff responsible on a termly basis.
- Performance Indicators are used to assess achievement of the identified groups of students.
- Members of the Leadership Team, work with Subject and Pastoral to ensure that standards are being met.
- Existing inter-agency working principles are used to monitor and support vulnerable groups and individuals.