



KING EDWARD VI SCHOOL

SHAKESPEARE'S SCHOOL

Special Educational Needs

Information Report

This report describes how the School's SEND policy is implemented. It is updated annually (September 2026).

What are the admissions arrangements for students with special educational needs?

All admissions applications are processed by Warwickshire County Council Education Department, who will require evidence of a special educational need (such as an Educational Psychologist's report, or a Specialist Teacher's report) in order to grant 25% additional time in the entrance exam. Further information is available by calling 01926 410410, or online at www.warwickshire.gov.uk/admissions.

For Sixth Form entrants Access Arrangements will have been applied at GCSE level. Please supply a copy of these on starting Year 12 in order that we can continue to offer appropriate support.

What kinds of special educational needs are provided for at the school?

All students with SEND are supported and monitored by our SENDCo (cd@kes.net), and our Learning Support Assistants.

We have students on our register from the four areas of need set out in the SEN Code of Practice, 2015:

Communication and interaction: (including Autism Spectrum Conditions and ADHD students, who may have challenges in the behavioural, emotional and social development areas as well as with learning).

Cognition and Learning: (e.g. dyslexic students and those with other specific learning difficulties may require support negotiating the demands of the Secondary Curriculum with its emphasis on note-taking, memory and essay writing)

Social, emotional and mental health needs (SEMH): A School Counsellor supports students with mental health needs, and we work with a range of services providing advisory and therapeutic capacity. Our SENDCo and Learning Support Assistant support students with one-to-one courses on anger management, cognitive behavioural therapy, resilience, managing anxiety, developing independence, and building confidence and self-esteem, in addition to their work with them on cognition and learning.

Sensory and physical needs: includes hearing/visual/ physical impairments which may need additional assistance or technological support. This also includes dyspraxia students, those with sensory processing disorders and those with medical needs.

SEND Supported, a local provider of expertise in SEND, have worked with our SEND Department to help enhance resources, ensure they are up-to-date and develop best practice. They continue to support us in an advisory capacity. Staff are advised on how to deal with medical issues by liaison with healthcare professionals, and medication can be kept securely in Student Services by prior arrangement. Specific medical needs are supported on an individual basis.

What is the school's approach to teaching students with special educational needs?

SEND needs are usually met within the classroom through adaptive teaching, and our staff are dedicated to ensuring the best academic and social progress as possible. All teachers have high expectations of SEND students, and our records show that SEND students achieve alongside their peers with targeted support.

Staff are kept up-to-date with training and are receptive to adapting their lessons according to students' needs for additional or different provision. These needs are brought to their attention at Staff Meetings, weekly briefings, and through the Learning and SEND Plans, which are agreed with parents, and regularly updated. These plans may be revised by our SENDCo if needs change, or in the light of new research. Strategies described in the Learning and Enhanced Plans are carefully talked through with parents to maximise students' achievements. Interventions and the support designed can be delivered discreetly, if needed. Regular training is delivered on SEND on an individual case-by-case basis through which Staff investigate, develop and share best practice.

The School uses a graduated approach to supporting students with SEND.

- If no additional support is required, beyond the universal provision of high-quality adaptive teaching, the student will be classified on the SEND register as **Tier 1**.
- If additional support is required, beyond the universal provision of high-quality differentiated teaching, the student will be identified **Tier 2** and a **Learning Plan** will be provided outlining adjustments and strategies in the classroom to help meet the student's needs.
- If the student needs additional support via the Learning Support Department and/or external agencies the student will be classified on the SEND register as **Tier 3**. An **Enhanced Plan** will be provided by the SENDCo in consultation with parents and teachers.
- All SEND provision, including Learning and Enhanced Plans are reviewed termly and aims and provision adjusted accordingly.

Parents are consulted about significant changes to these plans, as well as being offered the opportunity to review them each year. The plan sets out any learning aids and also whether additional time or other Access Arrangements in examinations are needed. This is assessed by our qualified colleague from SEND Supported, or other accredited provider. This is assessed in the Michaelmas Term of Year 9 and Year 12. If there is a change in need, which can be evidenced by teachers and the trialing of extra time, an assessment may be undertaken after the Year 10 Mid-GCSE Mock Examinations and the Year 12 Mid A-Level Mock Examinations.

SEND students take a full role in extra-curricular activities in the wider life of our School, encouraged by their Form Tutor, who liaises with the SENDCo to understand their needs,

and offer support and encouragement where appropriate.

How are special educational needs identified?

If a student is identified as requiring extra assistance, this is in the first instance brought to the attention of the SENDCo by subject teachers, Form Tutors, Pastoral Leaders, or parents, who may refer queries to them. Parents are made aware of their child's progress termly, through the Individual Student Tracking report so that underachievement can be quickly identified. Subject teachers may also identify students who require extra support through this system, or through their own knowledge of that student's work, using assessment for learning principles to identify areas of weakness and suggest improvements in their feedback. We do not offer diagnostic assessments for dyslexia but are able to signpost parents to accredit assessors in the local area. Neurodiversity referrals are made to Warwickshire and Coventry RISE or similar agencies.

How does the School adapt the curriculum and demands of School life for students with special educational needs?

Where a student struggles to access the curriculum, for example, when they have transferred mid-year from another School, or are having difficulty managing their workload, a tailored programme of support will be provided. This includes mentoring from staff or students who are academic mentors, or one-to-one support with study skills from the SEND Department, or a combination. For students for whom the School day is logistically challenging, adaptations are made in agreement with SENDCo, parents, teachers and the Pastoral Team. Adaptations are made to the curriculum to support an individual's learning needs when required.

We have an inclusive ethos, which considers the need to treat each member of the School as an individual, whilst seeking to help them integrate into the School as a whole. There is a strong system of Pastoral Care, through which students are nurtured to achieve their best potential. Teachers praise strengths and reward achievement.

What expertise and training do Staff have in relation to teaching students with special educational needs?

Special Educational Needs are met with expertise and sensitivity by our experienced staff. Teachers are made aware of the latest training materials for Special Educational Needs, and are encouraged to enhance their skills as part of their continuing professional development.

Staff regularly attend networking meetings with professionals working in the same field to discuss ideas and keep up-to-date with new developments and policies.

INSET time is regularly allocated to improving Staff skills in teaching students with SEND, and the SENDCo works with the Educational Psychology Service to identify useful training opportunities for SEND.

What are the arrangements for supporting students with special educational needs in transferring between phases of education or in preparing for adulthood and independent living?

Periods of transition can be particularly stressful for some students, and extra tours can be arranged for Year 6 students, in addition to the Year 7 and Year 12 induction days, and familiarisation sessions with the SENDCo can also be arranged in the first week of term. The SENDCo liaises with Primary Schools to collect data and share strategies for teaching which

have been effective at that stage. Our Careers Adviser, parents and SENDCo work together with the Head of Sixth Form, to ensure a smooth transition to University or Further Education for Sixth Form students. Some students may be eligible for financial, technical or pastoral support via the Disabled Student Allowance.

How does the School involve support services in meeting the needs of students with special educational needs and in supporting the families of such students?

We have links with outside agencies whose expertise may be called upon where necessary, and always with parent agreement. Where necessary, an Enhanced Plan will outline what additional support the student is to receive from these agencies. These include; SEND Supported, The Educational Psychology Service, medical and health care professionals and Lifespace.

Parents who are experiencing difficulties with their children at home may also access assistance through SENDIAS, Warwickshire's Family Information Service, and an Early Support Framework, which the School can help organise. These sessions can signpost help from other voluntary and professional groups and services. The School also provides access to a dedicated School Counsellor. SEND Supported offer assistance for those with Autistic Spectrum Disorders and those with Sensory Processing issues, as well as advising students with cognition and learning needs or ADHD.

How are specialist equipment and facilities secured to support children and young people with special educational needs?

If it has been identified that a student requires specialist equipment or facilities, these need to be arranged via liaison with the SENDCo. Arrangements may be made to use a School laptop for external examinations for those with a history of using a laptop as their normal way of working in lessons, because of significant difficulties with presentation via referral from a teacher. Laptop computers may be loaned to students who are on the list approved by the SENDCo, who will agree this arrangement with teachers and parents.

How is progress monitored for students with special educational needs?

Students on the SEND register will have their progress monitored termly by the SENDCo through the Individual Student Tracking Scheme. This monitoring ensures progress is on target and identifies those who may need more input or additional help. SEND student provision is discussed at Pastoral Leadership Teams meetings following each round of reports to ensure pastoral and SEND provision is meeting the needs of students on the SEND register.

How are students involved in their own learning and consulted about how to maximise their own progress?

Students on the SEND register are involved in their own personalised learning programme where intervention is helpful. The SENDCo and/or Learning Support Assistants meet with students on Tier 2 and 3 in a one-to-one session, consulting them about their learning style and ascertaining their area of need. Their aspirations and goals, as well as their difficulties, in their own words, are recorded. Staff are also consulted, both verbally and through the use of authoritative surveys. Once the area of need has been identified, the SENDCo will then work with the student and their parents and teachers collaboratively to develop strategies to help remove barriers to learning.

What additional support for learning is available to students with special educational needs?

As well as Sixth Form Mentors, numerous clubs and activities, and a programme of study conducted one-to-one with the SEND Department, we organise interventions to enhance study skills and revision skills with the help of the Educational Psychology service and SEND Supported. Our interventions help to clarify learning and organisational skills for some of our SEND students.

Support from outside agencies can also be accessed on an individual basis. For GCSE and Sixth Form students, the resources recommended by the Learning Support Department for supplementary study are available on the Department Digital Classrooms. One-to-one support is targeted to enhance the potential of those whom staff have identified as requiring assistance. Sixth Formers who suffer from anxiety or exam anxiety may be supported by the Learning Support Department, SENDCo, or the School Counsellor.

Occasionally, parents refer students with social rather than academic needs. This could be for anger management or help with social skills, such as issues of turn-taking or when and how to join in.

Parents may contact the SENDCo about any area of concern, to discuss tailored support.

All of these interventions only take place with parent agreement. In cases where the School Pastoral system requires enhancement to tackle difficult issues, our School Counsellor, Lifespace or the Educational Psychology service are consulted.

What are the arrangements for involving parents of children with special educational needs?

The SENDCo is happy to meet parents to discuss progress, and welcomes feedback from them. A parent knows their child's difficulties best, and their input is essential to their progress. Initially, it is helpful to have a psychologist's or medical report of any diagnosis which has already been made, to provide a starting point for discussion, as such reports often contain recommendations for strategies to be used by teachers. If a daytime appointment for a discussion cannot be scheduled, the SENDCo is happy to meet parents by prior arrangement at Parents' Evenings, or after School. Alternatively, some issues can be dealt with via a telephone call, or an email, (cd@kes.net).

How are the Governing Body kept informed about the special educational needs provision at the School?

The SENDCo reports to the SEND Link Governor once per term on the progress made by SEND students and any changes in the Department are reported to and approved by them. SEND provision and progress is also discussed regularly at the Governors' Education Group.

How is the School working to make sure it is accessible to all students?

The site has been made more accessible with the provision of movable wheelchair ramps, a lift in the Science building, an accessible workstation in Food Technology and a disabled toilet in the Levi Fox Hall. The School will take account of the needs of students and other users with physical difficulties and sensory impairments when planning and making further improvements

and refurbishments of the premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

The School utilises local services, including Integrated Disability Service and others provided through the LA, to ensure accessibility and/or information in alternative formats when required or requested. The Accessibility Plan is also available on the school website or on request to the Headmaster, in the following formats: email, enlarged print version and other formats on request.

How are complaints relating to the School's special educational needs provision handled?

The School's Complaints Procedure, available on the School website, is followed.