



Warwick School
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Special Educational Needs and Disability (SEND) Information Report

Warwick (Senior) School

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Version History

Version number	Amended/Formal Review	Date	Summary of Change
1	Formal Review	12/04/25	Initial drafting of first report of this type
2	Review	15/08/25	Review prior to new term and to reflect provision changes

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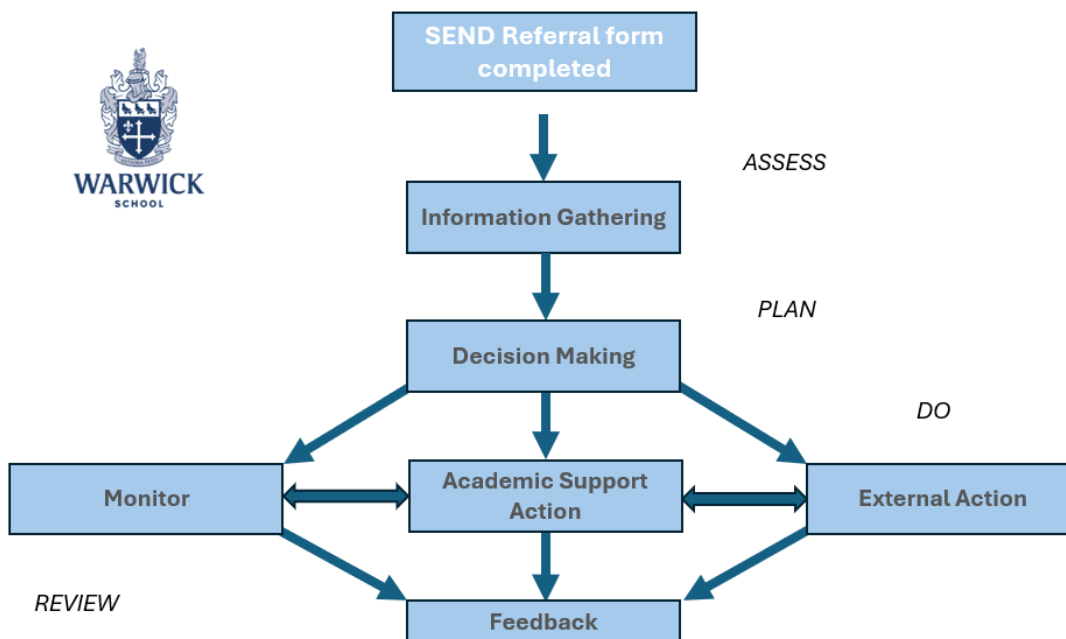
1. Introduction

The following report provides information on the implementation of Warwick School' SEND (Special Educational Needs and Disability) policy. The full policy is available on the school's website. Warwick School is an Independent School for boys aged 11-18. The school's ethos places emphasis on a broad, balanced and inclusive education within a nurturing and supportive environment. We aim to offer excellence and choice to all our pupils, whatever their ability or needs. We have high expectations of all our pupils and strive to put these into practice through the removal of barriers to learning and participation. We want all our pupils to feel that they are a valued part of our school community.

2. The Graduated Approach

Assess-Plan-Do-Review

This approach is at the heart of whole school practice as we continually track and monitor all our pupils. In addition, we employ this approach when identifying SEND within the school and in our targeted support of such pupils. This approach is cyclical and, therefore, allows for greater personalisation each time.





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3. Definition of special educational needs (SEN)

A child or young person has SEN if they have a learning difficulty or disability which calls for special provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they: (a) have a significantly greater difficulty in learning than the majority of others of the same age; or (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

SEND Code of Practice 2015

4. Definition of disability

Many children and young people who have SEN 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.

Children and young people with such conditions do not necessarily have SEN, but there is significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires a special educational provision, they will also be covered by the SEN definition.

SEND Code of Practice 2015

5. Key Factors to Consider

- High quality adaptive teaching is the first step in responding to pupils who have or may have SEN.
- Class teachers and individual departments, supported by the school’s Leadership Team, should regularly assess the progress of all pupils.
- Where pupils are falling behind or making inadequate progress given their age, a 6-week graduated response will be enacted by the teacher, and only after this, a SEND Referral may be made.
- Support should begin in the classroom.
- A SEND Referral may result in an internal assessment, or it may also result in additional targeted support.
- Where a pupil continues to make little or no progress, despite well-founded support that is matched to the pupil’s need, the school will consider involving specialists, including those from external agencies.

6. Questions and Answers

<p>Who should I contact if I have a SEND or EAL query?</p>	<p>Mrs Anna Albrighton Head of Academic Support and SEND (SENCo) a.albrighton@warwicksschools.co.uk</p> <p>Mrs Amanda Lee EAL Coordinator a.lee@warwicksschools.co.uk</p> <p>Mrs Leaf SEMH Lead h.leaf@warwicksschools.co.uk</p> <p>If you are concerned about your child and a particular aspect of the school day, it is suggested that you contact your son's form tutor in the first instance and/or the relevant Head of Section.</p> <p>Academic Support is located in the Aspire Hub next to the Wellbeing Hub.</p>
<p>What are the areas of need supported at Warwick School?</p>	<ul style="list-style-type: none"> -Communication and Interaction -Cognition and Learning -SEMH (social and emotional health difficulties) -Physical and/or Sensory
<p>How are pupils at Warwick School identified with a SEND?</p>	<p>The majority of pupils arrive at Warwick with their SEND recognised and, as a result, will provide the school with the necessary documentation and information through the registration process.</p> <p>Unrecognised SEND can be identified via the following channels:</p> <ul style="list-style-type: none"> -an internal SEND referral following a 6 week graduated response can be made by any teacher/member of staff - a parent referral via the school SENCo -a pupil referral via the school SENCo <p>All three result in a SEND referral process and the initial stage of teacher feedback being enacted.</p>



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	<p>The process may result in an internal assessment for cognition and learning or perhaps a conversation about how to access an external assessment for a medical assessment. It may also result in a decision to take no further action or to monitor.</p> <p>Pupils can be referred more than once.</p>
<p>How are parents involved in understanding and supporting their child's needs at Warwick School?</p>	<p>The school works closely with parents and carers in the support of those children with special educational needs. The Academic Support and SEND encourages an ongoing dialogue with parents and carers, and we encourage all parents /carers to engage in regular communication with the school regarding their child's needs, if required. The Head of Academic Support will communicate PEN Portraits at the start of the school year to parents/carers and/or pupils, and make contact with parents/carers around the time of a parent's evening to communicate relevant information regarding their child's in-class support and/or targeted provision. Parents/carers of a pupil with an EHCP will be invited to regular meetings where the pupil's progress will be discussed. Parents/Carers will also have the opportunity to discuss their child's SEND at parents' evenings and meet the tutor evenings.</p> <p>When a pupil with SEND is transitioning to Warwick School the Head of Academic Support will communicate directly with the parents prior to arrival and arrange for any additional transition meetings to take place.</p> <p>All pupils with SEND are in a support TEAM that provides support resources and ideas for guidance. Parents can view these resources alongside their child.</p> <p>When a pupil receives academic support lessons, these will be reported on at the same time as other lessons through the Form Orders and Report Cycles.</p>
<p>What is the school's approach to teaching children with SEND?</p>	<p>High-quality adaptive teaching within the classroom remains at the heart of SEND provision at Warwick School.</p>



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	<p>The Head of Academic Support and SEND works closely with the Assistant Head of Teaching and Learning and the Teaching and Learning Committee to ensure that teachers feel supported in meeting need within the classroom.</p> <p>Furthermore, the WSS TEAM SEND/EAL Channel provides staff with continual training opportunities and guidance. In addition, all SEND pupils will have a PEN Portrait (personal educational need portrait) that helps staff to understand individual needs.</p> <p>All information is shared with staff members across the school, and staff know that SEND is everybody's responsibility.</p>
<p>How does the school monitor the effectiveness of the provision for pupils with SEND?</p>	<p>Monitoring the effectiveness of provision for pupils with SEND starts with individual departments and HODS, tracking the progress of their SEND pupils.</p> <p>SEND pupils are indicated by their appearance on the SEND Register and Additional Need Register. A Special Educational Need is determined by whether or not their need requires special support, in addition to our universal provision.</p> <p>In addition, staff are supported by the Deputy Head Academic's whole year group tracking data that enables pastoral staff as well as the Head of Academic Support and SEND to track progress across whole year groups.</p> <p>The Academic Support and SEND department regularly monitor department and whole school tracking data as well as end of year exam results to ensure the effectiveness of provision for pupils of SEND.</p> <p>The Academic Support and SEND department also observe SEND pupils in lessons, monitoring the application of PEN Portrait information and providing feedback to class teachers.</p> <p>Fridays' Child meetings also allow for specific pupils to be discussed and reviewed and for adaptations to provision to be made.</p>

<p>What training do staff receive to support pupils with SEND?</p>	<p>The Head of Academic Support and SEND is currently completing the SENCo NPQ and keeps up to date with regular training. For example, most recently: How to be a Neurodiverse Friendly School- ADHD/ASD/PDA.</p> <p>The Head of Academic Support and SEND attends Warwick Group SENCO meetings.</p> <p>Whole school staff training for SEND takes place regularly and is part of the school's Continuing Professional Development programme.</p> <p>All staff have access to up-to-date resources and guidance through the WSS TEAM SEND/EAL Channel.</p>
<p>Where can I find information about SEND and support offered in my local area?</p>	<p>https://www.warwickshire.gov.uk/health-wellbeing-send/neurodevelopmental-conditions/3</p> <p>https://www.happyhealthylives.uk/staying-happy-and-healthy/improving-access-experience-and-outcomes/learning-disability-autism-and-neurodiversity/neurodiversity-autism/information-for-neurodivergent-people-and-their-families/ (Warwickshire/Coventry)</p> <p>https://solihullapproachparenting.com/about-the-solihull-approach/</p> <p>https://www.nhft.nhs.uk/cypaa (Northamptonshire)</p> <p>https://www.ghc.nhs.uk/our-teams-and-services/children-and-young-people/camhs/support-a-childs-neurodiversity/ (Gloucestershire)</p> <p>https://www.oxfordshire.gov.uk/children-and-families/oxfordshire-send-local-offer (Oxfordshire)</p>
<p>Other useful links:</p>	<p>https://www.bdadyslexia.org.uk/</p> <p>https://www.addiss.co.uk/</p> <p>https://www.autism.org.uk/autism-services-directory</p> <p>https://www.pookyknightsmith.com/</p> <p>https://www.bemoreuncommon.com/clubs</p>



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<https://www.masteringmemory.co.uk/>

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<https://speelanguage.org.uk/educators-and-professionals/what-works-database/register/>

<https://www.youngminds.org.uk/>

<https://cerebra.org.uk/get-advice-support/sleep-advice-service/>