

The Emscote School

POSITIVE about *YOUNG PEOPLE*



School Information Report SEND policy

A handwritten signature in blue ink, appearing to read 'Parneet Kang', with a horizontal line underneath.

Parneet Kang,
Principal

A handwritten signature in blue ink, appearing to read 'William Holland', with a horizontal line underneath.

William Holland
Chair of Trustees

REVIWED: July 2026 – Tracy White

The Emscote School – School Information Report

School Details

School Name: The Emscote School
Address: Nelson Lane, Warwick, CV34 5JB
School Type: Non-maintained Special School
Headteacher: Parneet Kang
SENCo: Tracy White
Email: tracywhite@emscoteschool.org
Website: <https://emscoteschool.org>
Ofsted Rating: Good

Our Vision & Values

At The Emscote School, we believe that every child deserves a nurturing, safe, and inclusive environment where they can thrive academically, socially, and emotionally. We are committed to providing personalised education that empowers our pupils to achieve their full potential, celebrate their individuality, and prepare for adult life.

Curriculum Overview

Our curriculum is designed to be flexible, engaging, and responsive to the diverse needs of our learners. It is rooted in the national curriculum but adapted to suit individual learning pathways. We focus on developing key skills in communication, independence, emotional regulation, and life skills alongside academic achievement.

Pastoral Care & Safeguarding

The well-being of our students is at the heart of all we do. Our staff are trained in trauma-informed practices and positive behaviour support. We maintain a strong safeguarding culture and adhere strictly to national safeguarding guidance to ensure that all students feel secure and valued.

Behaviour & Attendance

We promote positive behaviour through a consistent and supportive approach tailored to each pupil's needs. Attendance is closely monitored, and we work collaboratively with families to ensure that pupils attend regularly and are supported in overcoming any barriers to learning.

Admissions

Admissions to The Emscote School are coordinated through the local authority in line with our non-maintained special school status. We welcome visits from prospective families and professionals as part of the placement consultation process.

Contact Information

For any questions about our provision or this report, please contact:

SENDCo: Tracy White

Email: tracywhite@emscoteschool.org

Website: <https://emscoteschool.org>

The kinds of SEN that are provided for at The Emscote School

Our school currently provides additional and/or different provision for students with a range of needs, that includes:

- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Moderate learning difficulties
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy or other medical needs

Identifying students with SEN and assessing their needs

Students arriving at The Emscote School will often come to the setting with little information about their needs therefore to inform the steps to be taken on the graduated approach, staff conduct a '360 overview' of the pupil on entry. This involves meeting with staff within the school to help understand their needs, write Pupil Profiles and plan accordingly.

The induction includes the following:

- The Behaviour Lead reading and sharing the LIF and requesting further information from school as required
- A meeting with the Behaviour Lead/Headteacher - with parent/carer who will outline the induction process
- Time with the Intervention Mentor to look at an analysis of needs and strengths/weaknesses and any baseline or other assessments (in discussion with the SENCo and Curriculum Leads)
- Time with the SENCo to look at any additional resources or needs as required.
- A discussion with the child's allocated mentor
- If any further SEND needs are identified the parents/carers will be invited in for a further meeting to discuss support.

The '360 overview' will be compiled collaboratively with the staff involved in the induction process and it will be used to create a Pupil Profile (by the SENCo) which will be shared with all staff via DropBox.

Class teachers will also make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress

- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social and emotional needs. Any concerns regarding possible SEND needs that are either diagnosed or not will be directed to the SENCo by teachers to investigate via CPOMs.

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

When deciding whether special educational provision is required, 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.

Pathways

	Cognitive	SEMH	PI+SENSORY	SLCN
Wave/Pathway 1 (Base)	In class differentiation: including but not limited to – smaller class sizes, visual aids, TA support in classroom, chunking of activities.	In class differentiation: including but not limited to – smaller class sizes, visual aids, TA support in classroom, chunking of activities.	In class differentiation: including but not limited to – smaller class sizes, visual aids, TA support in classroom, chunking of activities.	In class differentiation: including but not limited to – smaller class sizes, visual aids, TA support in classroom, chunking of activities.
Wave/Pathway 2 (Blended) As above but needs additional support as identified by the induction.	As above but also including but not limited to: Literacy and numeracy intervention, 1:1 reading or spelling programme WRL, access to alternative ways of recording in lessons, access arrangements,	As above but also including but not limited to: Therapy Dog, Zones of regulation, WRL, access arrangements.	As above but also including but not limited to: Ergonomic pens, coloured overlays, adjustable seating, WRL, access to alternative ways of recording in lessons, access arrangements.	As above but also including but not limited to: Time out, 1:1 key person, visual timetable, Now and Next boards, Therapy Dog, WRL, access arrangements. Referral to Neurodevelopment or CAMHs if appropriate.

Wave/Pathway 3 (Bespoke)	As above but also including but not limited to:	As above but also including but not limited to:	As above but also including but not limited to:	As above but also including but not limited to:
Additional Support, bespoke SEND Pathway, external agencies	Individualised timetable, small group and/or 1:1 support, curriculum amendments e.g. functional skills	Bespoke pathway, intensive SEMHL support, CAMHs or RISE referral.	HI/VI/PI service, Occupational Therapy programme, Physiotherapy programme.	Speech and Language referral, CAMHs therapeutic input, Neurodevelopmental input.

Consulting and involving students and parents

We will have an early discussion with the student and their parent/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strengths and difficulty
- We take into account any parent/carer concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are and with whom the responsibility will be to follow up
- We will formally notify parents when it is decided that student will receive SEN support

Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The Intervention Mentor will work with the SENCo to carry out a clear analysis of the student's needs. This draws on:

- The teacher's assessment and experience of the student. Any previous progress and attainment or behaviour reports/information that have been gathered
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parent/carers
- The student's views
- Advice from external support services, if relevant

The assessment will be reviewed regularly through the internal multi-disciplinary team process.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required via the Pupil Profile and "Focus On" meetings. We will regularly review the effectiveness of the support and interventions, and their impact on the student's progress

Supporting students moving between phases and preparing for adulthood

- We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students' which information will be shared as part of this
- Students who are returning to mainstream through the Panel process will be supported in their induction by Emscote School staff and further by the local authority after their start date
- Students who transition through an EHCP will have a personalised programme of support agreed by the students, parents/carers and their new school

Our approach to teaching students with SEN

Teachers are responsible and accountable for the progress and development of all the students in their class. Quality First teaching is our first step in responding to students who have SEN. This will be differentiated for individual students including the procurement of specialist equipment. We will also provide the following interventions:

- Subject specific in class interventions designed by the class teachers
- SEMH intervention with the school's Intervention Mentor or SENCo
- Literacy and Maths intervention with the Academic Mentor team
- Mentor support
- Behaviour Lead support
- Transition support
- Zones of regulation
- Specific interventions as directed by external support teams

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson or learning objectives
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts
- Differentiating our teaching, for example, giving longer processing time, using visual aids and vocabulary lists or reading instructions aloud
- This should be read in conjunction with the school's Accessibility Plan

Additional support for learning

We have a number of Student Support Workers across each subject who are trained to support students with varying SEND needs in the classroom setting. They will also support students in 1-2-1 sessions or small group as directed by the class teacher.

We work with the following agencies to provide support for students with SEN including (though not exhaustive)

- CAMHs
- Speech and Language Therapy
- Occupational Therapy
- Educational Psychologists
- Mind
- Positive Youth Foundation

Expertise and training of staff

Teaching and support staff have training linked to SEND throughout the school year. The training delivered to staff depends on the needs of the students in our school at the time and the prior experience and training of our staff team. This year there has been a focus on Autism, Behaviour management strategies and dyslexia support as well as specific interventions, planning and delivered high quality lessons for SEND learners. This training is delivered by a range of school staff including the SENCo and by external specialists. We will always seek out training opportunities to support the needs of learners within the cohorts that we have.

Evaluating the effectiveness of SEN provision

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

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions after the predetermined cycle length
- Monitoring by the SENCO
- Monitoring by Curriculum Lead (SLT)
- Holding Annual Reviews for students with EHC plans
- MDT team progress reviews
- Enabling students with SEND to engage in activities available to those in the school who do not have SEND

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- All of our extra-curricular activities and school visits are available to all our students with planning completed to ensure that they can engage (eg with additional support)
- All students are encouraged to take part in school events such as workshops, sporting events, performances etc
- No student is ever excluded from taking part in these activities because of their SEN or disability
- A copy of the school's accessibility plan can be accessed on the school website

Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- A clearly developed PSHCE programme delivered to all students
- Students with SEN are encouraged to be part of the school council
- Students with SEN are also encouraged to be part of identified intervention programmes
- Additional support in times that a student may find difficult such as lesson transitions and break and lunchtimes
- Engagement in student surveys

Working with other agencies

The Emscote School works closely with all partner agencies including health, social care and support services. We may seek specialist support for further assessment or guidance on how to best support a student's specific need. This will always be done in consultation with the student and their parent/carers.

Complaints about SEN provision

Schools and academies deal with complaints internally and these are not the responsibility of the council. Each school and academy is required to have its own complaints procedure which should be available to parents, pupils and members of the public.

At The Emscote School Your first step would be to express any concerns directly to The Emscote School Headteacher (Parneet Kang)

If you still felt that the issue had not been resolved then you would contact the SEN Governor (William Holland)

If you would like some independent advice please contact Warwickshire SENDIAS

(<https://www.warwickshire.gov.uk/directory-record/6955/independent-information-advice-and-support-sendias>)

EHCP students

1. Referral for an Education, Health and Care Plan (EHCP)

If a student has lifelong or significant difficulties, they may undergo a statutory assessment process which is usually requested by Emscote school to the home school or ABP but can be requested by a parent/carer.

This will occur where the complexity of need or a lack of clarity around the needs of the student are such that a multi-agency approach to assessing that need, and for planning provision and identifying resources, is required.

The decision to make a referral for an EHCP will be taken at a progress review involving parents/carers, SLT and home school or ABP.

The application for an EHCP's will combine information from a variety of sources including:

- Parents/carers
- Teachers and their assistants
- SENCo
- Social Care staff
- Health professionals, including CAMHS input
- Specialist education professionals, such as educational psychologists and speech therapists via the LA
- Input through SEND Supported Services (paid for by The Emscote School)

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile.

A decision will be made leaders in the local authority, in which the student resides, and by Education, Health and Social Care staff about whether individuals eligible for an EHCP or not.

The parents of students with disabilities can appeal to the First Tier Tribunal (SEND), also referred to as the SEND Tribunal, if the local authority refuse to carry out an EHC needs assessment or to issue an EHC Plan (<https://www.warwickshire.gov.uk/special-educational-needs-disabilities-send/special-educational-needs-disabilities-send-%E2%80%93-complaints-appeals/2>)

2. Education, Health and Care Plans (EHC Plan)

- Following Statutory Assessment, an EHC Plan will be provided by a local authority, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in school and parents/carers will be involved in developing and producing the plan.
- Parents/carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the student's formal record and reviewed at least annually by staff, parents/carers and the student. The annual review enables provision and its impact, for the student, to be evaluated and, where appropriate, for changes to be put in place.

Contact details for raising concerns

Parneet Kang (Headteacher)

William Holland (Chair of Governors)

Contact details of support services for parents of students with SEN

Additional information on support services for parents of students with SEN can be found at (<https://www.warwickshire.gov.uk/special-educational-needs-disabilities-send>) This includes the Warwickshire Council Local Offer.

