



Curiosity | Care | Courage | Creativity

# King Edward VI School

## Special Educational Needs and Disabilities Policy

June 2024

Our Vision:

*To be a vibrant learning community nurturing courage, care, curiosity and creativity in every young person, so that they flourish in the world with hope and self-belief.*

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## 1. Introduction

King Edward VI School aims to embrace the needs of all students and has a whole-school approach to special educational needs and disabilities (SEND). We provide effective opportunities for all students by responding to students' diverse learning needs, setting suitable learning challenges and overcoming barriers to learning. All teachers teach students with SEND and are responsible for their needs while in their care.

SEND provision is coordinated by the Special Educational Needs and Disabilities Coordinator (SENDCo) Mrs Farrow, who is line managed by the Deputy Headteacher, Ms Tucker. We follow the Department for Education (DfE) definitions and guidance. Due consideration is given to the requirements of the Disability Discrimination Act.

## 2. Principles

A student has special educational needs when they have a learning difficulty or disability which calls for special educational provision to be made for them. King Edward VI School considers that a student has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of their peers. Or they have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age.

A student does not have a learning difficulty or disability solely because the language (or form of language) in which they are using or will be taught is different from a language (or form of language) which is or has been spoken at home.

Special educational needs and disabilities (SEND) can affect a student's ability to learn. SEND can affect their:

- behaviour or ability to socialise, for example they may struggle to make friends
- reading and writing, for example because they have dyslexia
- ability to understand things
- concentration levels, for example because they have attention deficit hyperactivity disorder (ADHD)
- physical ability, for example because they have dyspraxia or hypermobility.

At King Edward VI School, special educational provision is matched to the students identified SEN. Children's SEN are generally thought of in the following four broad areas of need and support:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

These areas give an overview of the range of needs that the school should plan for. However, individual students often have needs that cut across all these areas and their needs may change over time. For instance, speech, language and communication needs can also be a feature of several other areas of SEN, and students with an Autism Spectrum Disorder may have needs across all areas.

King Edward VI School has adopted the Strengths Based Framework for planning the special educational provision made for a student. It is based on an understanding of their particular strengths and barriers to learning and uses well-evidenced interventions which are targeted at areas of difficulty and, where necessary, specialist equipment or software. This is designed to

overcome barriers to learning and improve participation. Support is family centred and considers the individual family's needs and the best ways to support them.

The school uses a graduated response to special educational provision. All students on the SEN register have a student passport which can be accessed on Go4schools. The school access internal and external expertise as needed to ensure progress, which is in line with the **SEN Code of Practice 2015**.

If a student requires wave 2 or wave 3 interventions, which are additional to or different from that of their peers, they are placed on the schools SEN register. This is a live document and it is constantly updated. A student will be added to the additional needs register if they have slightly different needs from the majority of other students their age, but do not need additional or different support to reach age-related expectations. This may include:

- Students with medical needs
- Students with SEND that don't require specific or additional support to reach age-related expectations
- Students with English as an additional language (EAL)
- Students from a specific vulnerable group
- Students who are eligible for free school meals
- Students with behavioural issues
- Looked-after and previously looked-after children
- Students who require access arrangements to sit exams

All members of staff are made aware of a student's needs through the SEN register, Additional Needs register, Pupil Passports, codes on SIMS, access to Provision Map and Go4Schools.

Parents can read their child's pupil passport through accessing the document section of Go4schools. The pupil passport is a live document and can be updated throughout the year.

### **3. Family Engagement**

King Edward VI School actively encourages family engagement, because the school wants to ensure that it meets the needs of every student, to ensure progress and build trust. All SEN families will be invited to two formal pupil passport events a year. Families are invited to termly Tea and Talk events and to ensure that the school has a strong feedback mechanism we hold termly SEN family focus groups.

Students are encouraged to take an active role in SEN student voice. Their views are listened to and acted on.

### **4. Identification and assessment of students with SEN**

A teacher can identify a student for additional SEND support through the 7Cs Learning Support Form. This can be written because the student is not making adequate progress, using Quality First Teaching techniques. The Learning Support team will arrange monitoring, assessment and observation as needed, and, if appropriate, will arrange for further assessment or referrals.

A parent can identify their child as requiring additional SEND support by emailing the SENDCo, Mrs Farrow. Mrs Farrow will then arrange a meeting with the parent and child and may then arrange monitoring, assessment and observation as needed, and, if appropriate, will arrange for further assessment or referrals.

A student can identify that they need additional SEND support by speaking to a member of staff and describing how they are feeling. Mrs Farrow will then arrange a meeting with the parent and child and may then arrange monitoring, assessment and observation as needed, and, if appropriate, will arrange for further assessment or referrals.

When a student is identified as requiring SEND support, they will be asked to complete the 7C's learning portfolio so that they can identify three strengths and three barriers to learning. This will form the basis of the initial discussions with the Learning Support team.

The **Code of Practice** explains that once a student with potential SEN is identified, **four types of action are needed** to ensure that effective support is put in place. These actions form part of a cycle through which earlier decisions and actions are revisited, refined and revised, with the growing understanding of the student's needs and of what supports the student in making expected progress.

The Code states that this process is known as the '**graduated approach**'. The four actions are:

**Assess:** the class teacher and SENDCo should clearly analyse a student's needs before identifying a child as needing SEN support

**Plan:** A plan for provision is put together that may include intervention outside of the classroom. This will be time limited

**Do:** the class or subject teacher should remain responsible for working with the child on a daily basis (**Quality First Teaching**). Where the interventions involve group or 1-1 teaching away from the main teacher, he/she should still retain responsibility for the student. This requires effective liaison between teacher and support staff and should be target drive

**Review:** the effectiveness of the support should be reviewed in line with the agreed date, where outcomes and targets are reviewed and new targets set.

## **5. How does our school provide for children with additional needs?**

Special provision for students with SEND usually means **differentiated delivery, resources or tasks managed by teachers in class settings**, without necessarily involving additional adults. It may also entail in-class support or targeted group interventions by Learning Support staff, such as Catch-Up Literacy and Numeracy, 1: 1 ELKLAN (speech and language support) or 1:1 dyslexia support.

Many students with SEND also have special (access) arrangements in exams, such as extra time, a reader, scribe or access to a word processor. Students for whom these arrangements may be appropriate are assessed by our Exams Assessor, Mrs Haddow.

In some cases, students with SEND will have foregone medical or educational assessments to identify and diagnose their areas of need, e.g., Autistic Spectrum Condition (ASC), Attention Deficit Hyperactivity Disorder (ADHD), Dyslexia, Dyscalculia or Dyspraxia. This may include access to specialist external activities that contribute to helping them make progress.

If a student has Scotopic Sensitivities, we ask families to send us their test results before they will be given coloured overlays or books. For more advice, please contact the Learning Support Team.

Students with SEND who have difficulty managing their own behaviour may have a Pastoral Support Plan (SPFS). This will include an outline of their difficulties, special provision and

targets, and be used for monitoring and reviews. This work is carried out in partnership with the Heads of Year.

Some students who have a disability/medical need may have a Care Plan prepared with the help of the student, his or her parent/ carer, the School Nurse and other health services. Care Plans detail support arrangements, contact numbers and procedures, and are reviewed at least annually. They are coordinated by the Medical Needs Co-ordinator, Ms Skittrall.

## **6. Students with an Education, Health and Care Plan (EHCP)**

Under the SEN Code of Practice, children with **complex** SEN needs may be assessed to determine whether they qualify for an **Education, Health and Care Plan (EHCP)**. The final decision for this remains with the local authority (LA). An EHCP is a **statutory document** which identifies Learning Outcomes for the child and highlights the provision needed to be put in place by the education setting in order for the child to achieve these outcomes. The SENDCo, teaching staff and Learning Support team work together to ensure that this provision is in place.

Parents and carers of a child with an EHCP are expected to attend annual review meetings and to be actively involved in the review process, including the setting of interim targets.

## **7. Transition from Key Stage 2**

Many students with SEND will have had formal assessments or diagnoses at previous school(s). The Learning Support team has developed links with feeder schools and students are visited in their Y6 class in the summer term prior to transition. Some students will be invited to additional transition day and have access to an additional transition booklet. For students with EHCPs the SENDCo takes part in transitional annual reviews where possible.

## **8. Partnership**

King Edward VI School emphasises the importance of developing a partnership with parents, carers, teachers and students in order to plan provision and review progress.

This might include:

- Discussions with teachers, Heads of Year, Heads of Department and the SENDCo
- Input into provision-planning
- Sharing details of external reports and assessments
- Participation in reviews and parents/carers' meetings

## 9. Appendix A – 7 Cs

### Compassion

- Talk to them about friends and rehearse icebreakers for new situations.
- Use stories or films to explore different points of view.
- Encourage them to identify what they think they have done well at that day. If necessary tell them 2 things you noticed, but ask them to choose what they think.
- Use structured choices so they learn to make decisions and know that their thoughts matter.

### Co-ordination

- Develop fine motor skills by drawing, cutting, threading, sorting objects and rehearse vertical, horizontal and circular movements in isolation to help with letter formation.
- Rehearse throwing, kicking, catching a ball and standing, hopping, jumping, running as well as keeping balance.
- Look out for any sensitivities to loud sounds, lights, tastes, smells or items to touch. Also look to see if your child seeks these experiences. Talk to their Teacher if you do see these.
- Get regular sight and hearing tests.

### Curriculum

- Whenever time allows, read with your child whatever their age. Take it in turns to read, talk about the story and what might happen next.
- Help to structure writing using sentence starters and create a word list that they can use.
- When learning spellings, give them 3 versions of the same word and ask them to highlight the one that is spelt correctly.
- Use visual prompts to help with maths. Blue tac can be used for counters.
- Point out money, fractions and time in real life situations.
- Promote a love of nature and the world around them. Encourage thinking and discussion about all they see and hear.

### What next?

Families do, of course, know their children the best and we want to work with you and your child to support their learning.

When time allows, give these suggestions a try and come and talk to us about how you are getting on and what you have noticed.

Encourage your child to identify 3 strengths and 3 areas for development and continue to celebrate their achievements.

The 7 Cs Learning Portfolio was written by Judith Carter and published by Routledge Speechmark 2021.

## Supporting Learning Using the 7 Cs Learning Portfolio



A strengths-based  
approach

Information for  
Families

In our school we are using the 7 Cs Learning Portfolio to help identify pupil strengths and barriers to learning. The 7 Cs Learning Portfolio provides a *language* of assessment that we can all use.

- The 7 Cs Learning Portfolio includes the curriculum as one of the 'Cs' but also defines 6 extra 'Cs' that are essential for learning.
- Within each 'C' there are 7 skills.
- We can talk about each skill and together agree strengths and areas for development.
- This will help us plan next steps.

Together with your child, we will all identify 3 strengths and 3 areas for development.

We also have a Progress Tracker that we can use to identify 'starting points' and capture improvements.

### Cognition

- Working Memory
- Speed of Processing
- Inference
- Anticipation
- Reflection
- Evaluation
- Analysis

### Communication

- Expressive Vocabulary
- Articulation
- Language & Understanding
- Collaboration Conversation
- Listening
- Social Communication
- Social Interaction

### Creativity

- Generate ideas
- Problem solving
- Attention
- Motivation
- Making things
- Courage
- Trust

### Control

- Self Regulation
- Behaviour for Learning
- Anxiety Management
- Confidence
- Resilience
- Language of Emotions
- Independence

### Compassion

- Friendships
- Turn Taking
- Empathy
- Sense of Justice
- Self Esteem & Wellbeing
- Self Efficacy
- Support for Others

### Co-ordination

- Fine Motor Skills
- Gross Motor Skills
- Sensory
- Mobility
- Stability & Balance
- Posture
- Sensory Processing