

King Edward VI School - Local Offer 2021-22

Who can I talk to about my child's difficulties with learning/SEND?

- SENCO: Sharon Scott
- Pastoral Support Managers: Mrs Linds Falconer, Ms T Pawling, Miss Michaela Organ
- Heads of College
- Form tutors
- Class teachers

How do we identify and assess children with SEND?

A child has a Special Educational Need if he or she has a learning difficulty or disability that means he or she has a **significantly greater difficulty** in learning than the majority of others of the same age, or has a disability which **prevents or hinders** him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Identification is made from:

- Information from parents/carers
- Information from teachers, including from previous schools
- Information from students
- Information from outside agencies
- Assessments used include; Diagnostic Reading Test (DRA); Dyslexia Screening Test (DST), Wide Range Achievement Test 5 (WRAT5), Comprehensive Test of Phonological Processing 2 (CTOPP2), Test of Memory and Learning 2 (ToMAL2).

All teachers and the SENCO are happy to meet with parents/carers to discuss student progress or concerns. We believe that early intervention and discussions benefit the students, family and the school.

How can this school meet your child's needs?

We adapt the curriculum for children with Special Educational Needs. Every child's needs are considered on an individual basis. This is managed through High Quality Teaching.

Literacy and Language

- Use of resources such as Read and Write (predictive software)
- Visual timetables
- Resources for Irlen Syndrome – coloured overlays; coloured backgrounds on whiteboards
- Enlarged text
- Access to laptops and tablets
- Writing frames

We also use the 'Catch-Up' programme in both Literacy and Numeracy to support identified students in Year 7.

Numeracy Programmes

Online programmes such as My Maths
Craig Barton Maths
Mr. Corbett Maths
Conquer Maths

Emotional and Social Skills

TA support for anxiety and self-esteem. Quiet areas for support at break time and lunchtime (First Base). Pastoral Support Managers (PSMs) also support social and emotional development.

Physical and Sensory Skills

All main entrances to the main school building have access ramps. Disabled access to upper floors is currently restricted, although newer areas have lifts where necessary. Enlarged text and coloured papers/backer cards are used. Laptops to support the recording of information are in routine use. The school also accommodates the Local Authority Specialist Resource Provision for deaf students in years 7-11 in the West of Suffolk.

What types of support are available for my child in school?

- **Class Teacher:** The primary support is reached through High Quality Teaching across the school. Teachers and Teaching Assistants receive regular training and support to develop their subject knowledge and teaching skills. Teachers ensure that their lessons are fully resourced with different tools to meet the variety of learning styles in the class. Much creative use is made of interactive white boards.
- **Specific Interventions:** The school provides a variety of individual intervention and some small group work to target areas of difficulty in English and Maths. We also have specialist intervention staff within the Learning Support team. We address specific difficulties in language, literacy and numeracy by providing support for students on a one-to-one basis. This may also apply to students with low self-esteem and high anxiety.

Where can I find more support and information?

Suffolk County Council provides a range of specialists and agencies who support the needs of all children, including those with additional needs. Information about what is available can be obtained from SENDIASS, following this link

<https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/sendiasm/>

- School Nurse
- Child Health Centre
- Health Visitor
- Speech and Language Therapy
- County Inclusion Support Service (Autism outreach support, behaviour support, Dyslexia outreach)
- SEN Advisors
- Occupational Therapy
- Educational Psychologist
- Integrated Delivery Team (IDT)

How will the school communicate with me?

- We will ask all parents/carers with children with SEND about their engagement in all aspects of learning through face to face meetings where information is shared
- Through parent's meetings at various times during the school year
- Review Meetings: Annual review meetings are held with the school for children with Education Health Care Plans
- Through regular email briefings sent out by the Headteacher
- The school website
- Meetings with outside agencies

- Reports on effort and attitude are available at key points in the year (see school calendar) and are provided online via our “Go4Schools” system.

What are the arrangements for complaints?

- In the first instance any concern about the implementation of the SEND policy should be raised with the child’s class/subject teacher or the Learning Support Team. If a parent/carer wishes to pursue a complaint they should contact the Headteacher and follow the school’s complaint procedure
- The Governing Body will ensure that anyone who wishes to make a complaint in relation to students with SEND is treated fairly, given the chance to state their case, provided with a written response and informed of their appeal rights in line with the school’s complaints procedure.

How well do SEND students do in our school?

“Pupils with SEND make good progress from their different starting points. Additional adults are well trained and provide useful support that guides these pupils effectively.”

“Additional adults provide very effective and personalised support. Staff are involved at the pre-planning stage and this allows them to collate useful resources to help pupils, many with SEND, to be successful in their learning.”

“Leaders monitor the support provided for pupils with SEND effectively. Across the school, the clear systems and processes help staff identify pupils’ needs quickly and provide effective support to help them.”

(OFSTED. March 2019)