

King Edward VI School Information Report 2017

Who is the Special Need Co-Ordinator (SENCo)? How can I contact them?

The school SENCo is Ms Sharon Scott

Contact by telephone –01284 761393- Extension 241

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How does the school identify students with special needs?

Identification of students with SEND begins prior to transfer in Year 7. Students with Statements or Education, Health and Care Plans which name King Edward VI School on the plan, have their plan sent to the SENCo during Year 6, to inform of need and provision.

The SENCo is invited by the child's current schools to attend Year 6 Annual Reviews where King Edward VI School is named on the Statement or Education, Health and Care Plan to inform transfer.

Throughout the year, members of the Learning Support staff visit feeder schools, along with the Pastoral Support Managers, to collect transition information around individual student's strengths, interests, support needs, effective strategies, their National Curriculum progress in English and Maths, any other detailed information on assessments, including standardised test scores, Stage of Support details and Student Profiles. The Learning Support team makes contact with the parents of students joining the school where special needs have been identified and arranges individual meetings so that information can be shared. The school may also arrange for the child to have a number of familiarisation visits.

Prior to entry, students whose KS2 SAT results in Maths or English are below 'National Standard' are identified for 'catch-up' provisions. Diagnostic tests (CAT's) are administered to all Year 7 students during transition visits in order to provide baseline scores and possible teaching targets.

Students working significantly below 'national expected standard' in Maths or English, as well as those who have additional needs, including those with physical, sensory or social and communication difficulties which act as a significant barrier to learning, will be added to the SEND Support Register.

Staff are expected to familiarise themselves with these students' needs. Seating plans prepared through Go4Schools will identify students who have SEND needs. This information should be used to inform teaching, differentiation and support.

Once the child has joined King Edward VI School, the identification of students giving concern is the responsibility of the Subject Teacher, Tutor or Head of College and these concerns should be referred to the SENCo / Learning Support team. Initially, information will be collected and once validated, these concerns will be shared with parents and necessary action discussed. Concerns and support strategies will be shared with staff through the Special Educational Needs and Disability Register, organized meetings to discuss a particular child or through written reports.

What should I do if I think my child may have special needs?

If a parent or carer is concerned that their child is not making expected levels of progress or they think that their child may have special educational needs, they should contact the SENCo to discuss their concerns and plan a way forward.

Special educational needs come in four main categories:

- Communication and Interaction;
- Cognition and Learning;
- Social, emotional and mental health difficulties and
- Sensory and/or physical needs.

What types of Curriculum Support are available for my child in the school?

The school does not have a separate SEND unit. King Edward VI School aims to ensure that students with SEND have access to a broad, balanced and relevant curriculum. Some students may require additional resources and differentiation in order to ensure progress. However, they should be integrated into the educational life of the school as fully as possible educationally and their needs should be met in the least restrictive environment.

Tutor groups are mixed ability and mixed age range. At Key Stage 3 students are taught within mixed ability groups for most subjects. At Key Stage 4 students are taught in mixed ability GCSE classes in many subjects. The educational needs of students are met by differentiation and support provision within the classroom.

There are small groups in English and Maths for students with significant difficulty in Literacy and Numeracy. Withdrawal from class lessons for 1:1 tuition is kept to an absolute minimum and students are consulted about appropriate times in order that they are not withdrawn from a subject in which they achieve success and enjoyment. Whenever possible, literacy and numeracy intervention programmes are implemented during registration and assembly times or for short (usually 15-20 minute) sessions during lesson time. The school has a First Base provision where students may access small group teaching and 1:1 support on an occasional basis to aid progress on return to their mainstream lesson.

Academic support provision available–

- Class TA support.
- Small group teaching for English and Maths.
- Intervention programmes in use:
‘Catch up’ provision delivered 1:1 by a TA
1:1 or small group teaching by a TA
- Computer intervention programmes
- Reading groups
- Differentiation within lessons
- Task delivery strategies – task chunking with regular checks on understanding and progress, visual instructions, quantity of work and time targets.
- Use of IT – laptops, iPads and reading pens
- Postural seating (recommendations from medical teams)
- Variety of equipment
- Homework Club (Monday –Thursday evening after school)
- Exam access arrangements - Subject teachers will identify students who they feel may require exam access arrangements. Our Centre Assessor will then arrange for a series of assessments to be completed and consider evidence to support this. Using this information, the assessor will then apply for approval for specific access arrangements. The school conforms to the JCQ requirements for examination access arrangements, including the review of arrangements. Exam access arrangements are inspected by JCQ on an annual basis.

Referral to county support agencies for assessment, direct work with student, advice and training –

- Advisory teachers – learning support, hearing and sensory impairment.
- Educational Psychologist- either through a ‘core offer’ or through a ‘contracted out’ provision
- County Inclusion Support Service (CISS)- students are referred for support and the school receives regular support and guidance for identified students.
- Outreach Dyslexia Support team
- The Education Welfare Officer visits the school regularly to meet with key staff, including the Heads of College.

What support is available for my child’s overall well-being?

Students with SEND are encouraged to involve themselves as fully as possible into the social life of the school. Under the provision of the Equalities Policy, students with SEND are supported to ensure that they are fully integrated in the school community. At break and at lunchtime, identified students can use the school’s First Base facilities to allow them time to mix with other students and to carry out a range of activities under close supervision.

Student support is available, as necessary, to resolve student concerns at break and lunch times. Mentoring takes place with a member of staff when a need is identified and all students are mentored by their Form Tutor. Students are also able to access support from their college Pastoral Support Manager. Through the proactive measures above, there should be few instances of bullying but should this occur for any student with SEND the same procedures exist as for the whole school community as stated in the Anti Bullying Policy.

Social and emotional support provision available:

- First Base
- Lunch time clubs
- Peer Mentoring
- School Nurse
- Pastoral Support Managers.

Every effort is made to ensure that all students take part in trips and enrichment activities. Risk assessments are completed and the venues assessed for their accessibility.

What training do the staff supporting students with special educational needs and disabilities have?

The school has some staff who are experienced in teaching students with learning, social and communication, physical, sensory, behavioural or emotional difficulties. The school has a SENCo with experience and specialist qualifications in the field of special needs and staff who have attended Child Protection courses. Members of the Learning Support team undertake specialist training from time to time in issues like hearing impairment, autism, dyslexia, questioning skills and speech and language difficulties. Learning Support staff are encouraged to attend specific training to improve the quality of teaching and learning and social development for SEND students. They are also required to attend specialist SEND CPD (Continuing Professional Development). The Learning Support team has a weekly team meeting where individual cases may be discussed or specific training may be delivered to the whole team.

Staff within school are advised and supported by the SENCo. CPD will be informed by the support needs of students and subject reviews. Where appropriate these needs will be addressed as part of the whole school CPD programme using relevant specialists. Whole school training needs are identified through various means, including subject meetings, SEND reviews, and meetings with parents/carers as well as with students.

How accessible is the school building?

The school is large and has a complex layout, mostly on at least 2 levels. There is a lift in the Arts Centre block and some ramps around the school providing access from outside. Not all areas of the school are fully accessible.

How will my child be supported on arrival and when leaving the school?

Governors have a statutory duty to admit applicants with a Statement or an Education, Health and Care Plan (EHCP) where this school is named. They also have a statutory duty to give the highest priority to children who are in public care and to children who were previously in public care but ceased to be so because they were adopted (or became subject to a residence order or special guardianship order). Admissions are made by strictly applying the school admission policy criteria in priority order until the number to be admitted equals the PAN. The Local Authority oversees admissions to King Edward VI School. *See school Admissions Policy.*

All Year 6 students who are offered places at King Edward VI School are offered at least three visits prior to transfer. Additional arrangements are made for students with ASD to visit on a needs led basis, often supported by the identified teacher from the County Inclusion Support Service. Referrals are made by primary schools for transitional support from this service as required. The Director of Transition makes frequent visits to the pyramid primary schools throughout the year.

In the summer term, Teaching Assistants may visit feeder primaries and work alongside identified students with SEND within their current setting, to allow the students to get to know members of the King Edward VI support staff.

Parents/carers are invited to visit the school prior to registration but can arrange to meet the SENCo and tour the school (by making an individual appointment).

When students with SEND reach Year 9, they will be supported through their GCSE option choices. In Year 11 students with SEND are supported in a variety of ways to ensure a smooth transition from school to college, training or a career. The SENCo liaises with Colleges and Sixth Forms around the transfer of students with SEND into Further Education. SEND paperwork is sent on to the new setting.

How does the school assess students with special educational needs?

Students with SEND will participate at all stages of assessment and individual target planning for their educational, social or emotional needs. The SENCo monitors the progress and provision made for students on the SEND Register through Annual Reviews and through Student Profiles. Student Profiles are drawn up for students with Statements or Education, Health and Care Plans, and also for students who receive SEND Support. They are drawn up in consultation with Heads of College, Tutors, English and Maths teachers and the SENCo. The Student Profile and reviews are discussed with the student who has the opportunity to add to or edit them.

Meetings with the SENCo are offered to parents of students on the SEND Register to review profiles, provision and student progress. Assessment of all students takes place in all subject areas in a variety of ways including milestone assessments, end of unit tests, regular marking, end of Key Stage assessments and Year examinations. Identified students with significant difficulty with reading or spelling will be assessed on a yearly basis with diagnostic tests for reading, spelling and speed of processing. All students are assessed against the national expectations in all subjects and current attainment is reported in interim and annual reports. Subject targets are set and used to track progress. Progress is monitored by Heads of College and progress of SEND students is also monitored by the SENCo and identified Teaching Assistant case holders. Appropriate access arrangements for assessments will be identified by subject teachers and SENCo and reviewed on a yearly basis to ensure that JQC requirements are met.

How does the school communicate with parents and carers?

The school considers its relationship with parents/carers to be of utmost importance in ensuring the educational progress of all of its students. Parents/carers may telephone or arrange to visit the school at any time to discuss a concern and a member of the Senior Leadership Team is available if necessary. An appointment may be made to meet any teacher.

The school holds Parents' Evenings several times a year for all year groups and parents are invited into school for information evenings.

Student Profiles are reviewed for students on the SEND register. Annual Reviews are held for students with a Statement of Educational Needs or an Education Health and Care Plan. The parent/carer may appoint a named person who can attend meetings with them. The school encourages parental and student participation throughout the assessment process.

Along with the more formal approaches listed above, the Student Planner is a valuable method of communication between parents/carers and the school. Staff are encouraged to write both positive comments and reminders in the Student Planner, which is regularly checked by the tutor and home.

How are students consulted about their learning provision and needs?

Students who have a Statement or EHCP are encouraged to attend their Annual Review meeting and they are asked to comment on the quality of their provision within school. During these informal meetings, the SENCo or TA will talk to the students about their experiences in school. The findings of these are shared with the appropriate staff. All students complete a Profile Page which outlines their strengths; areas for improvement; best suited learning styles and support strategies and hopes for the future at the beginning of each school year.

Who should I talk to about my child's difficulties with learning and special needs?

The SENCo, is responsible for Special Educational Needs and Disabilities and is the member of staff to contact with regard to questions and concerns within this area. A nominated Governor takes a particular interest in SEND and regularly meets with the SENCo. Individual members of the teaching staff are responsible for identifying students who are causing them concern.

How are the schools resources to support students with special educational needs and disabilities allocated?

In all departments, resources required to teach the National Curriculum are bought out of subject capitation. The SENCo holds a special budget to be spent on items specifically needed for SEND students. Funding is available to support Year 7 students who have not achieved 'national standard' in English or Maths and High Tariff Needs Funding is available for students with significant barriers to learning as assessed through the County SEND Top Up Funding system.

What are the arrangements for making complaints, resolving disagreements, moderation and young people's right to appeal?

The first point of contact for complaints about SEND provision within the school will be the SENCo and/or a member of the Senior Leadership Team. If the complaint requires further attention, it will be passed on to the Head Teacher or the Governing Body and dealt with in line with the school complaints procedure.

The success of the school's SEND offer will be evaluated by:

- Regular reviews by the Senior Leadership Team and SENCo
- Measurement through standardised tests, milestone assessments, end of unit tests and other assessments adopted by departments to monitor student progress to highlight academic progress
- Use of reading, writing and spelling assessments to track progress in key literacy based subjects.
- Improved attendance figures
- Parental awareness of SEND provision within the school; agreement and satisfaction with the arrangements made. Informal opportunities to receive parental feedback arise throughout the year; a formal opportunity is provided in the parental survey completed during the SEND review
- Students making expected progress appropriate to their starting point
- Students leaving at the end of Key Stage 4 moving into employment with training college placements or sixth form placements.
- Staff feeling sufficiently supported by the SEND department. The evidence for which is collected in the SEND reviews and regular informal feedback.

How can parents/carers be involved in the school?

Parents/carers of SEND students will be involved in their children's education. Their own knowledge, views, experiences and information about their child make them valuable contributors to their child's educational progress. It is helpful if parents/carers provide updates of relevant information when necessary, for example outcomes of medical consultations or tests.

Where can parents/carers find details of the Local Offer?

The school has sent their SEND Offer to the Local Authority to form part of the Local Offer. Details of the SEND Local Offer can be found at the following link. Updates of our local offer can also be found on the school's website.

<http://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannel=0>

Which other agencies can help with SEND issues?

The Special Needs Officer (SNO) that covers our school is Mary Marks. She can be contacted at the Bury St Edmunds office on 01284 758785 or by email:

mary.marks@suffolk.gov.uk

The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) provides information, advice and support to young people and children with SEN or disabilities aged 0 - 25, and their parents, about education, health and social care. We provide legally based, impartial, confidential and accessible information and advice as well as casework and representation when needed.

In Suffolk, parents and young people can contact the SENDIASS helpline on 01473 256210. This is often busy so please leave a message if you don't get through straight away and they will get back to you as soon as possible.

Contact details are available through the following link

<http://infolink.suffolk.gov.uk/kb5/suffolk/infolink/service.page?id=trYx-9jmOv8>

When will this Offer be reviewed?

The Policy will be reviewed every year or as it is required. Next review is due in autumn 2017