



King Edward VI School

SEND Information Report

June 2022

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Drawn up by:	Sharon Scott SENDCO
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Who is the Special Educational Needs and Disabilities Coordinator (SENDCO)? How can I contact them?

The school SENDCO is Ms Sharon Scott
Contact by telephone –01284 761393- Extension 226
Contact by email – so@king-ed.suffolk.sch.uk

How does the school identify students with special educational needs?

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

Where possible, the SENDCO is invited to attend Year 6 Annual Reviews where King Edward VI School has been named on the Education, Health and Care Plan, in order to inform transfer from Year 6 to Year 7.

During the summer term prior to entry, the SENDCO and the Head of Transition visit feeder schools to collect information about individual student's progress in English, Reading and Maths and any individual support needs they may have. The school arranges familiarisation visits for those who need it.

Prior to entry, students whose Key Stage 2 SAT results in English are below 'national expected standard' are identified for 'catch-up' provision. Diagnostic tests (CATs) are administered to all Year 7 students within the first few weeks at King Edward's in order to provide baseline scores and possible teaching targets.

Students working significantly below 'national expected standard' in English or Maths, as well as those who have additional needs which act as a significant barrier to learning, will be added to the school Special Educational Needs and Disabilities (SEND) register.

Staff are expected to familiarise themselves with these students' needs. This information is used to inform teaching, differentiation and support.

Once students are at King Edward's the identification of students causing concern is the responsibility of the Subject Teacher, Tutor or Head of College, and these concerns should be referred to the SENDCO / 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 SEND Register and G4S.

What should I do if I think my child may have special educational 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 SENDCO to discuss their concerns and plan a way forward.

Special educational needs are grouped into four main categories:

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

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

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 and their needs should be met in the least restrictive environment.

Tutor groups are mixed ability and currently arranged in year groups. 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.

Withdrawal from class lessons for 1:1 tuition is kept to a minimum. In Year 7 the Literacy Catch Up programme is implemented during Tutor time. There is also a Maths Intervention programme where Year 7 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 available:

- Differentiation within lessons
- Support strategies – task chunking with regular checks on understanding and progress, visual instructions, quantity of work and time targets
- TA support within class
- 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
- Use of IT – laptops, iPads and reading pens
- Postural seating (recommendations from medical teams)
- Variety of equipment
- Study Club (Monday –Thursday evening after school)

Support from outside agencies:

- Advisory teachers – learning support, hearing and sensory impairment.
- Specialist Education Services
- The Education Welfare Officer

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
- Pastoral Support Managers
- School Nurse.

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 a SENDCO with experience and specialist qualifications in the field of special needs. Members of the Learning Support team undertake specialist training from time to time in issues like hearing impairment, autism, dyslexia, and speech and language difficulties. Learning Support staff are encouraged to attend specific training to support the quality of teaching and learning and social development for SEND students. 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 the school are advised and supported by the SENDCO. 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 and 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 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 and/or Social and Emotional difficulties to visit on a needs-led basis.

In the summer term prior to entry, Teaching Assistants may visit feeder primary schools 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 and can arrange to meet the SENDCO 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 SENDCO 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 SENDCO monitors the progress and provision made for students on the SEND register through Annual Reviews (EHCP students only) and through Student Profiles. Student Profiles are drawn up for all students who receive SEND Support. They set out students' strengths, difficulties and appropriate strategies to help them make progress. The Student Profile and reviews are discussed with the individual student who has the opportunity to add to or edit them.

Meetings with the SENDCO are offered to parents of students on the SEND register to review 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 and End of Year examinations. Progress is monitored by Subject Leaders, the SENDCO and the key worker Teaching Assistant. If appropriate, access arrangements are determined by the Exams Assessor who ensures that JCQ 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 will be 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 attached to individual students' G4S page. Annual Reviews are held for students with an Education Health and Care Plan. The parent/carer may appoint a named person who can attend meetings with them.

How are students consulted about their learning provision and needs?

Students who have an EHCP are encouraged to attend their Annual Review meeting and are asked to comment on the quality of their provision within school. During these informal meetings, the SENDCO or TA will talk to the students about their experiences in school. The findings of these discussions are shared with the appropriate staff and parents.

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

The SENDCO 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 SENDCO.

How are the school's 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 SENDCO 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 expected standard' in English or Maths, and High Tariff Needs Funding is claimed 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 SENDCO 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 SENDCO
- Measurement through standardised tests, milestone assessments, end of unit tests and other assessments adopted by departments to monitor student 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.
- Students making expected progress appropriate to their starting point
- Students leaving at the end of Key Stage 4 moving into 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.

Which other agencies can help with SEND issues?

The Family Services Lead Coordinators for KEVI are Tracey Fisher and Miranda Key. They can be contacted by email:

tracey.fisher@suffolk.gov.uk

miranda.key@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. They 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 spring term 2023