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Special Educational Needs & Disabilities (SEND) Information Report

June 2024

Our vision:

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

Version Number:	V1
Drawn up by:	SENDCo – Katy Farrow
Reviewed by SLT:	11 June 2024
Committee:	Curriculum and Standards
Approval by:	Curriculum and Standards
Date approved:	18 June 2024
Review Cycle:	1 year
Date of next Review:	June 2025



Special Educational Needs & Disabilities (SEND) Information Report

King Edward VI School are delighted to welcome you to our school community, and we look forward to working with you and your child(ren). Our SEND vision is to create an inclusive learning environment where every student is valued and respected. We strive to provide a learning environment that embraces diversity, fosters active engagement, removes barriers to learning, and accommodates various learning needs and preferences.

The SEND information report has been written to meet the legal requirements outlined in the:

SEND Code of Practice 0-25 (January 2015)

It gives consideration to the following documents

- Equality Act 2010
- Part 3 of the Children and Families Act 2014
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Safeguarding policy
- Accessibility plan
- SEND Policy
- Teachers Standards (December 2021)

Please refer to our Special Educational Needs and Disabilities policy for an outline of the full provision that our school has in place to support students with SEND.





King Edward VI School

Bury St Edmunds

Key Members of Staff



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Other Key Members of Staff
Mrs Bev Tucker Deputy Head Teacher
Mrs Jane Tyers School Governor

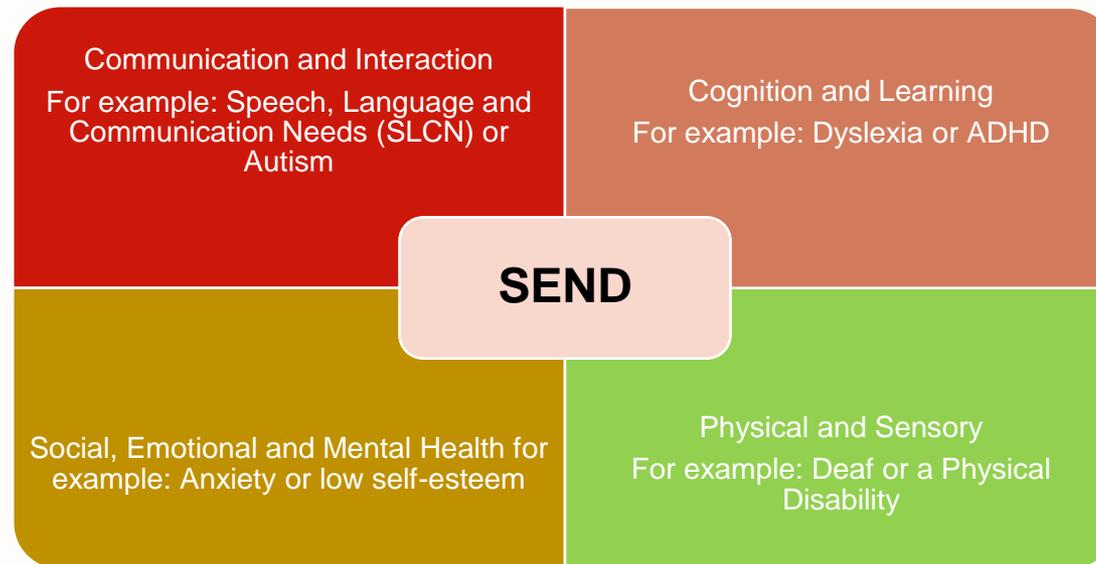




Definition of Special Education

Young people with SEND have a learning difficulty or disability which means that they find it significantly harder to learn than their peers of the same age. Section 20 of the Children and Families Act 2014 defines a child as having Special Education Needs and /or disability (SEND) if he or she *'has a learning difficulty or disability which calls for special education provision to be made for him or her.'*

A young person with SEND may fall into one or more of the four main areas of need:

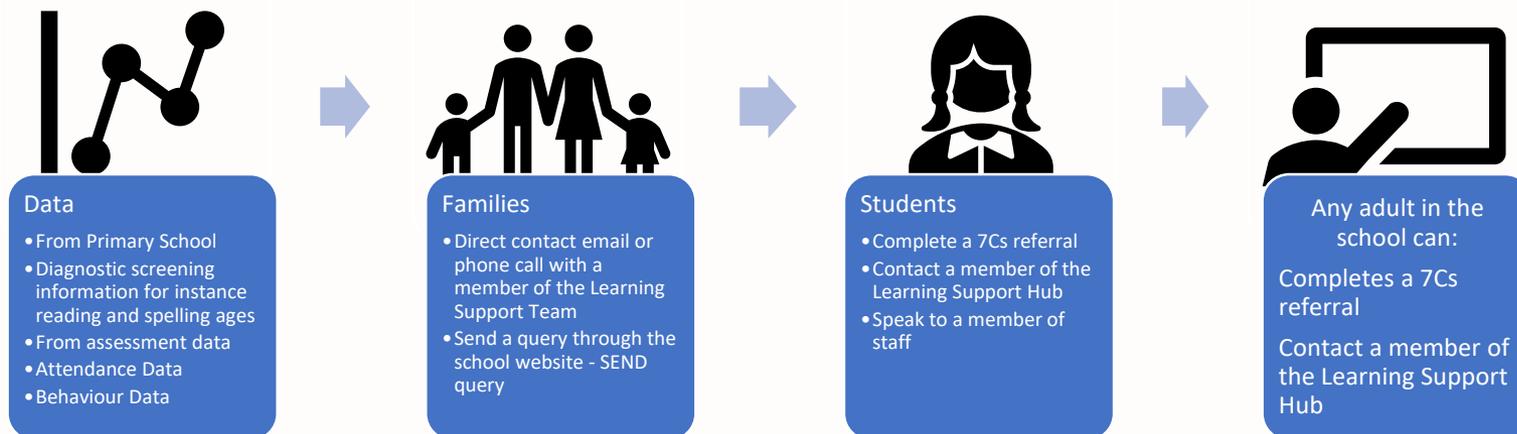




How Does The School Assess And Identify Students With Special Educational Needs?

King Edward VI School
Bury St Edmunds

The school identifies students through:



The process of identifying students with SEND starts before they transition into Year 7. Students who have Education, Health, and Care Plans (EHCP) specifying King Edward VI School as their preferred school have their plans forwarded to the Special Educational Needs and Disabilities Coordinator (SENDCo) in Year 6 to communicate their requirements and support needed. The SENDCo will attend Year 6 Annual Reviews if the school is mentioned in the EHCP, to help facilitate the transition from Year 6 to Year 7. During the summer term the Learning Support Team met with primary schools to discuss students needs.

The SEND Register is a live document available to every member of staff which identifies students with an EHCP with an E Code; those receiving interventions with a K code and students whose needs can be met within the classroom with a TM code. The students on the SEND Register are categorised by need.

EHCPs, Learning Plans and Pupil Passports are available to every member of staff and can be found on Go4schools.



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Access To The Full Curriculum

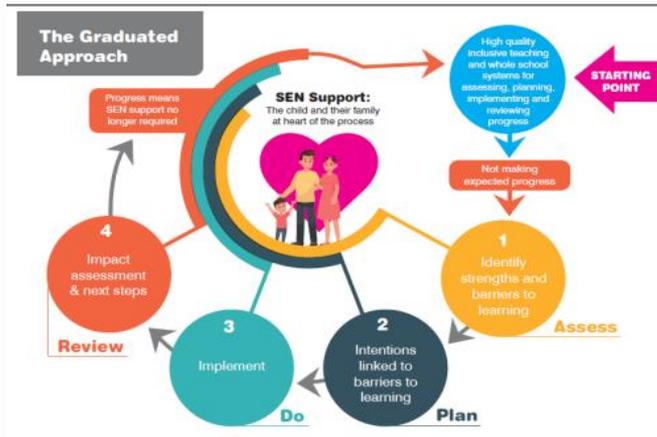
King Edward VI School is committed to providing SEND students with access to a comprehensive and appropriate curriculum. To ensure their progress, the Graduated Approach is used and some students may need extra support and tailored teaching methods. Every effort is made to educate SEND students alongside their peers in a mainstream classroom setting.

Tutor groups are mixed ability and arranged in year groups. During Key Stage 3, students are taught in mixed ability groups for the majority of subjects. At Key Stage 4, students are taught in mixed ability GCSE classes for several subjects. High quality teaching methods are used in the classroom to cater to the diverse educational needs of students.

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.

Students with an EHCP require a high level of support, their EHCPs are accessible to staff on Go4schools. Students with a K code have a Pupil Passport which includes their strengths, barriers to learning and a menu of adjustments. There are two formal Pupil Passport events a year which families and students are encouraged to attend. This document allows the student to have a voice so that they can express what is working well and how the teacher can support them. SEN Needs are recorded on seating plans.

From Summer Term in Year 9 onwards, based on “normal way of working” evidence from teachers, the Exams Assessor will meet with students to ascertain whether they qualify for Exam Access Arrangements as per JCQ (the Joint Council for Qualifications) Guidelines.



Pupil Passport - King Edward VI School

Date: 29/4/2024
Teacher: Mrs Katy Farrow

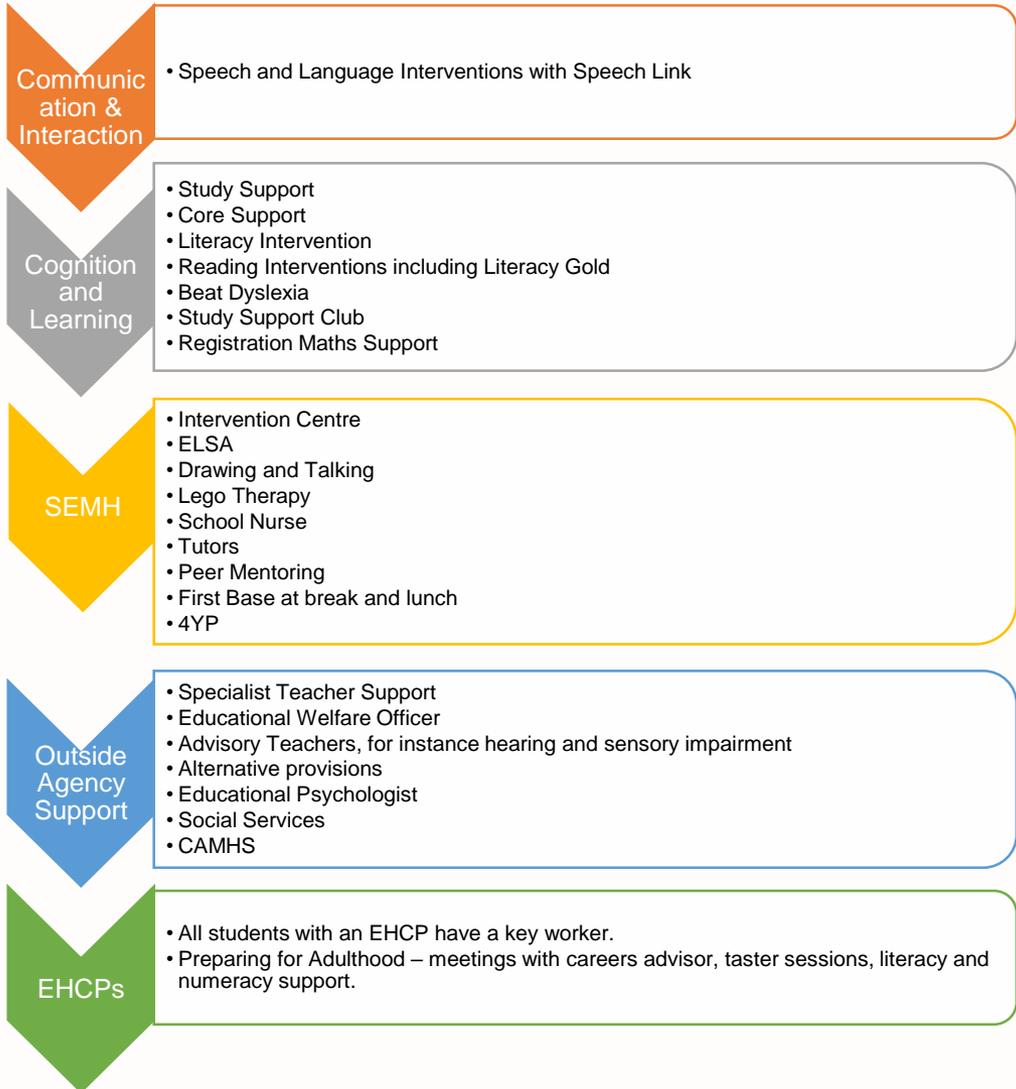
<input type="text"/>	<input type="text"/>	Category of Need / Census Category	My strengths are:
<input type="text"/>	<input type="text"/>	My barriers to learning:	Menu of Adjustments:
<input type="text"/>	<input type="text"/>	Reasonable Adjustments and Additional Interventions	SMART target (APDR):
<input type="text"/>	<input type="text"/>	Access arrangements:	My goals and ambitions:





Interventions

The school minimises out of class interventions. The interventions that the school currently offers:





Reasonable Adjustments

In line with the Equalities Act 2010, the school ensures that all students can fully participate in all activities, by making reasonable adjustments to promote the students happiness and success.

What does the school consider to be reasonable?

Sensory Needs	<ul style="list-style-type: none">• Use of ear defenders or ear loops• Quiet spaces• Use of a small and quiet fiddle tool• Adaptions to uniform need to be made with the SENDCo
Communication needs	<ul style="list-style-type: none">• Visual timetable• Social Stories• Task planners
Cognition and Learning	<ul style="list-style-type: none">• Overlays and Coloured glasses• Access to a laptop or iPad
Physical Disability	<ul style="list-style-type: none">• Ramps• Sit near or have a good view of teacher• Visual aids• Hearing loops

Irlens: From September 2024, King Edward VI school will expect any student who has been diagnosed by an optometrist for any of the following perceptual processing disorders:

- Visual Stress
- Meares-Irlens Syndrome (MIS)
- Scotopic Sensitivity Syndrome

to use coloured glasses or overlays (supplied by the student) to support them with this in school. Please could you email Mrs Farrow (fy@king-ed.suffolk.sch.uk) with details of their diagnosis, so we can support the student and ensure our records are up to date.

Reasonable adjustments related to exams access arrangements will follow JCQ guidelines.





King Edward VI School Bury St Edmunds

How accessible are our school buildings?

The school adheres to the Equality Act of 2010 by maintaining an accessibility plan, which is regularly reviewed to accommodate individual student needs and ensure all students with special educational needs or disabilities can access school resources.

The school's accessibility policy, aims to provide access to curriculum, facilities, and services for all students, despite the complex layout of the large, multi-level school (two floors). While there are ramps and a lift in the Art Block, not all parts of the school are fully accessible to all types of disabilities, a limitation acknowledged by the Local Authority. For more information, the school's Accessibility Plan can be accessed through a link on the school's website:

<https://www.king-ed.suffolk.sch.uk/wp-content/uploads/2016/11/Accessibility-Plan.pdf>



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What training do the staff have to support students with SEND?

SEND Teacher Handbook is available to all staff through the Staff Hub, providing them with valuable information on supporting SEND students. Additionally, the staff bulletins regularly includes updates on how to support SEND students. Through a combination of training days and after-school sessions, the teaching staff actively participate in a continuous professional development (CPD) programme to constantly update their skills and whole school CPD sessions are conducted to further enhance staff knowledge in this area. External trainers may be brought in periodically in order to address more specific training needs, such as dealing with a specific medical condition or to train staff in the use of specific interventions.

The Learning Support Team access specialised training, such as ELSA, ELKLAN, and Drawing and Talking, and members of the team have access to Local Authority training sessions.





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

Governors have a statutory duty to accept students with an Education, Health and Care Plan (EHCP) if the school is specified. They must also prioritise children in public care and those who were previously in public care but were adopted or under a residence order / special guardianship. Admissions follow the School's Admission criteria in priority order until the number to be admitted equals the PAN. The Local Authority oversees admissions to King Edward VI School. See link for more details: <https://www.king-ed.suffolk.sch.uk/wp-content/uploads/2020/10/Admissions-FAQs-1.pdf>

King Edward VI School ensures that all **Year 6** students who are accepted into the school are provided with a minimum of three pre-transfer visits. Moreover, special arrangements are made for SEND students to visit the school, based on their individual needs. During the summer term before their enrolment, Learning Support Assistants may also visit feeder primary schools and collaborate with identified SEND students in their current environment, allowing them to familiarise themselves with the support staff at King Edward VI.

SEND families are invited to a Pupil Passport event at the start of July and can have additional tours of the school (by making an individual appointment).

In **Year 9**, students with SEND will receive support in making their GCSE option choices, they may meet with the Careers Co-Ordinator. Depending on their needs, some students may be recommended to choose three GCSE options instead of four. These students will then attend Study Support, where they will receive additional tutoring for their subjects.

Year 11 SEND students receive support to facilitate a seamless transition to Sixth Form, college, training, or apprenticeship. The Learning Support Team and Careers Co-Ordinator, work with the post-16 providers, to arrange transition visits and annual reviews. Necessary SEND documentation is forwarded to the new setting for continuity of support.





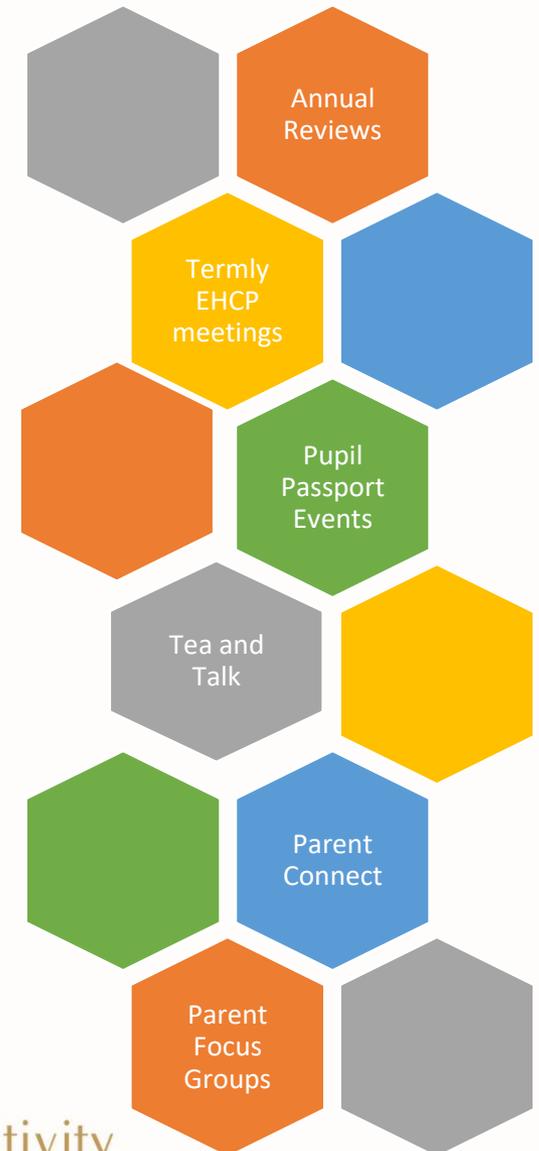
King Edward VI School Bury St Edmunds

How The School Supports Families

The school values its partnership with families to support the academic development of students, starting from the Year 6 Transition Information Evening. Parental insights, experiences, and updates about their child are crucial for their academic progress. It is beneficial for parents/carers to share pertinent information such as formal diagnosis when needed. The SEND Team is accessible for families seeking assistance for students with SEND. Communication with the Learning Support Team can be via email, phone or face-to-face meetings.

Subject-specific concerns should be addressed with the subject teacher first, followed by the SENDCo if needed. Families can schedule appointments to visit the school or discuss concerns with a member of the Senior Leadership Team.

Parents' Evenings and information sessions are held regularly for all year groups. The school has a number of different ways of engaging families including:





How are the school's resources to support students with special educational needs and disabilities allocated?

The school uses its best endeavours to ensure that all students have equal access to facilities and equipment, without any disadvantages. Resources for teaching the National Curriculum are purchased through the school budget.

Additional funds for supporting students with SEND are provided automatically to the school via the notional SEND needs block which is made up of a variety of grants. High Needs Funding is applied for when the costs of meeting the needs of an individual student exceeds that typically provided.

Our approach to student support does not include one-on-one Learning Support assistance, as we believe it is in the best interests of the student to develop independence and resilience, which are crucial skills for adulthood. Instead, we prioritise adult support in the classroom, based on the individual needs of students.

How students are consulted about their learning?

Students are encouraged to attend their EHCP Annual Reviews and Pupil Passport events. Every student with an EHCP has a keyworker who they meet with on a regular basis. These meetings inform the support that they can access in school.

Students have the opportunity to become a SEND Advocate and there are opportunities for student voice throughout the year.





Assessing and Reviewing Student Progress

Student progress is assessed and reviewed using a range of tools and strategies. This includes regular feedback from in-class support, meetings between students and the Learning Support Team, data scrutiny, subject reports, attendance data, SLT monitoring and the use of an online tracking system called Go4Schools.

For students with SEND, these assessment and review methods are particularly important. They allow for monitoring progress towards personal targets, addressing any issues, and identifying students who may need additional support.

The use of Go4Schools provides families with real-time access to their child's progress, behaviour, and attendance.

Additionally, a Provision Map is used to collate all additional support being accessed by students, and Pupil Passport are made and reviewed regularly using this tool.

Complaints

Initial complaints regarding SEND provision in the school should be directed to the SENDCo or Deputy Headteacher.

If the complaint needs additional review, it will then be escalated to the Headteacher and handled according to the school's Complaints Policy.





SEND Local Offer and Family Services

The SEND Local Offer can be found here: [Home - Suffolk SEND Local Offer \(suffolklocaloffer.org.uk\)](http://suffolklocaloffer.org.uk). It can support families with information about:



Education

Information for families on the support available in schools and colleges, as well as Education, Health and Care assessments and plans.



Health and wellbeing

Where to go to find support with health and wellbeing, including mental health support.



Children's social care

Find out what support is available from Children's Social Care teams in Suffolk.



Preparing for adulthood

Information on preparing for adulthood, including work, benefits and community.



Advice and support

Local and national sources of impartial advice, support and guidance for families.



Short Breaks and Leisure

Activities and groups for young people with SEND, and Short Breaks Personal Budgets.

SEND Family Services: The Family Services Team work to support children with Special Educational Needs and Disabilities (SEND), their families and the education settings they attend.

To find out more information follow this link: [SEND Family Services - Suffolk SEND Local Offer \(suffolklocaloffer.org.uk\)](http://suffolklocaloffer.org.uk)



How is the school's SEND Policy and Offer of support evaluated?

The SEND Policy and Offer are regularly evaluated at:

Weekly Learning Support Team Meetings

Line Management meetings with the Deputy Head

Senior Leadership meetings

Termly Meetings with the governor

Parent Focus Group Meetings

Student voice

Thank you for taking the time to read this report. We hope that it has been informative and helpful.

We are always seeking further ways to support young people and their families. Please contact the SENDCo if you would like to discuss any omissions or improvements, or if you want further clarification on of the points.

