



KING EDWARD VI
HIGH SCHOOL

King Edward VI High School

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Special Educational Needs and Disability Core Offer





What are special educational needs?

*A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater** difficulty in learning than the majority of others of the same age.*

*Special educational provision means educational or training provision that is **additional to, or different from**, that made generally for others of the same age in a mainstream setting in England... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. Code of Practice 2014*

How does our school know if children need extra help?

We know when students need additional help if:

- Concerns are raised by parents/carers, teachers, or the student's previous school
- Tracking of attainment outcomes indicate a lack of progress
- Student observation indicates that they have additional needs in one of the four areas
 - ✓ Communication and interaction
 - ✓ Cognition and learning
 - ✓ Social, mental and emotional health
 - ✓ Sensory/physical
- A student asks for help

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

- If you have concerns then please firstly discuss these with your child's form tutor. This initial conversation may result in a referral to the school Assistant Head Teacher and SENCO

Mrs A Harte harte.a@kevi.org.uk

- All parents will be listened to; your views and your aspirations for your child are central to the assessment and provision that is provided by our school.

How will I know how the school supports my child?

All students are provided with high quality teaching that is differentiated to meet the diverse needs of all learners.

- Students with a disability will be provided with “reasonable adjustments” in order to increase their access to the curriculum.
- The quality of teaching is monitored through a number of processes that includes:
 - ✓ classroom observation by the senior leadership team, and external verifiers
 - ✓ ongoing assessment of progress made by student in specific intervention groups
 - ✓ work sampling on a termly basis.
 - ✓ scrutiny of planning.
 - ✓ teacher meetings with the SENCo
 - ✓ student and parent feedback when reviewing target attainment
 - ✓ whole school student progress tracking
 - ✓ attendance and behaviour records
- Information on the quality of teaching will be collated in a report to governors and shared with parents in the SEN Information Report
- All students have individual curriculum targets set in line with national expectations to ensure ambition. Your child’s targets are discussed at Parents Evenings and these targets are tracked using the whole school tracking system. Reports will be sent home in line with our whole school reporting system to keep you informed of your child’s progress throughout the year.



- Students who are failing to make expected levels of progress are identified very quickly and interventions will be planned and put in place to support rapid progress using an assess, plan, do review (APDR) model.
- An individual assessment of the student will be undertaken in order to make an accurate assessment of their needs. You will always be invited to this early discussion to support the identification of action to improve outcomes.
- Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the student.
- If review of the action taken indicates that "*additional to and different from*" support will be required, then the views of all involved including the parents and the student will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the subject teacher with advice from the SENCo.
- We will inform you that the school considers your child may require SEN support and we will meet to see how together we can raise attainment.
- SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (including targets around preparing for adulthood). Progress towards these outcomes will be tracked and reviewed termly with you and your child.
- If your child's rate of progress is still judged to be poor, despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of your child. This external advice will only be undertaken with your permission.

Referrals may be made to:

- ✓ Special Educational Needs Support Service (SENSS)

- ✓ Behaviour Support Service
- ✓ Dyslexia Centres
- ✓ Autism Outreach Team
- ✓ Hearing Impairment team
- ✓ Visual Impairment team
- ✓ Autism and Sensory Support in Staffordshire (ASSIST) Post 16
- ✓ Educational Psychologist Service
- ✓ Educational Welfare Officers
- ✓ Physical and disability support service
- ✓ Social Services
- ✓ School Nurse
- ✓ CAMHS (Child & Adolescent Mental Health Service)

For a very small percentage of students, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

For students who despite high quality teaching, relevant and purposeful interventions and support to meet their special needs, still fail to make expected levels of progress, the school or you may consider requesting an Education, Health and Care assessment that will be undertaken by the Local Authority.

How will the curriculum be matched to my child's needs?

- Teachers plan using students' personalised statistical data to develop differentiated work to better match ability for all students in the classroom. When a student has been identified as having special



needs, their work will be further differentiated by the teacher to remove barriers to learning and enable them to access the curriculum more easily. In addition students may be provided with additional support that may include specialised equipment or resources, ICT and/or additional adult help.

How will I know how my child is doing?

- Progress towards achieving your child's identified outcomes will be shared with you through the school reporting system and Parent's Evenings.
- We encourage all parents to contact your child's Form Tutor, Progress Leader or SENCo to discuss their child's progress at any time either by email, phone or by appointment in school. Please contact the school office to arrange an appointment.

How will you help me to support my child's learning?

- Please look at our school website where you will find links to websites and resources that we have found useful in supporting parents to help their child learn at home.
- In addition, our termly Edwardian newsletter includes a section that identifies local learning opportunities such as how to join the local library, places to visit etc.
- Your child's subject teacher, form tutor or our SENCo may also suggest additional ways of supporting your child's learning.
- The school organise a number of parent workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about the curriculum that is being offered to their child.

What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for students, these include:

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide students with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and

well-being. Please visit our website to see the topics that are included within this area of the curriculum.

- Student and Parent voice mechanisms are in place and are monitored for effectiveness by the school Governors.
- Small group evidence-led interventions to support student's wellbeing are delivered to targeted students and groups which aim to support improved communication and interaction skills, emotional resilience and wellbeing.
- For students who find outside class times difficult there are lunchtime and break time activities provided within school; details of all the activities and clubs which are available can be viewed on our website.
- The school has Healthy School status which evidences the work undertaken within the school to supports students' wellbeing and mental health.
- The school has completed the Anti-bullying Pledge and is audited annually for its provision in regard to ensuring students safety by external agencies.

Students with medical needs

- Students with medical needs will be provided with a detailed Health Care Plan, compiled by the school nurse in partnership with parents and if appropriate, the student themselves. Staff who administer medicine complete training and are signed off by the school nurse as competent. All medicine administration procedures adhere to the LA policy and DfE guidelines included within ***Supporting students at school with medical conditions (DfE) 2014***

What training do the staff supporting children and young people with SEND undertake?

In the last three years school staff have received a range of training at three levels; awareness, enhanced and specialist.



Awareness training has been/will be provided as part of on-going training to all staff on:

- How to differentiate effectively within the classroom
- How to personalise learning
- How to work with Learning Mentors to support children with SEND
- How to support individual children with additional needs (provided at the beginning of each academic year and during the year as needs arise).
- How to support students on the autistic spectrum
- How to support students with behavioural difficulties
- How to support students with speech, language and communication difficulties
- How to support students who are hearing impaired
- Level one safeguarding and Promoting the Welfare of Children

Advanced awareness training has been provided to all staff on:

- Participation for all – supporting teachers to cater to all learners.
- Accelerated Reader – supporting children with personalised reading goals and intervention
- SEN Update Training – National and local strategies to support SEND students
- Catering for Differing learning needs within the Classroom
- Encouraging greater engagement for reluctant learners or learners who lack confidence

Advanced training has been provided to all SEN support staff on:

- ASD – Support Mentoring and Independence
- Precision Teaching
- Lexia and SPLD teaching
- Speech and Language – Advanced one to one
- Speech, Language and Communication – Support Techniques
- Hearing Impairment
- IDP Autism
- IDP SLCN
- Advanced Reading Across the Curriculum Training
- Differentiation for Support Staff

Higher Level Teaching Assistants (HLTA) on:

- HLTA Award
- Level 4 Introduction to Dyslexia
- Level 4 Dyslexia: Supporting Individuals with Memory Weakness
- Level 4 Multisensory Teaching and Learning
- Level 4 Award in Developing Literacy Skills in Learners with Dyslexia
- Level 5 Support Study Skills in Learners with Dyslexia
- Level 4 Assistive Technologies to Support Struggling Readers and Writers

Specialist training has been provided to the SENCo on:

- The school has regular visits from Autism Outreach and PD (physical disability), HI (Hearing Impairment) and VI (Visual Impairment) specialist teachers who provide advice on how to support the success and progress of individual students
- The NHS Speech Language Therapist visits as required, to assess and plan support for targeted students. This is then delivered by trained Learning Mentors and the HLTA
- SEN Code of Practice 2014
- Children and Families Act
- EHCP Pathway
- SEN Network Seminars – County and National Perspective on SEND Issues
- Facilitators qualification to run ITP and OTP

How will my child be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable **all** children to participate in all school activities.

How accessible is the school environment?

In the last three years the following adaptations have been made to the school environment:

- Resurfaced ramps in school to make movement around the various school buildings easier and safer for those with mobility issues.
- Purchasing of additional resources to assist students with physical disabilities, including specialised seating, peripheral ICT equipment (ergo dynamic keyboards ,computer stands)
- School electronic gate for enhanced safety on site

Our Accessibility Plan that describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website.

How will the school prepare and support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective student's transition. These include:

On entry:-

- ✓ The transition programme in place for students with SEN coming into Yr7 provides a number of opportunities for students and parents to meet key staff from KEVI prior to starting school.
- ✓ A planned programme of Yr6 student visits are provided in the summer term for students joining KEVI in September.
- ✓ All Parent/carers are invited to a consultation day in school and are also provided with a range of information to support them in enabling their child to settle into the school routine.
- ✓ For students transferring from a local school, the SENCOs of both schools will meet to discuss the needs of students with SEN in order to ensure a smooth transition
- ✓ Summer Club – a free club for one week running during the Summer holiday to familiarise Y6 students with the setting in a relaxed and fun environment.
- ✓ The SENCO and Learning Mentors meet with all new parents of students who are known to have SEND both in the primary school setting and on consultation day to allow concerns to be raised and solutions to any perceived challenges developed prior to entry.

For students transferring into school in Years 8 and above or transferring to KEVI during the school year, Parent/carers are invited to meet the Year Progress Leader and the SENCO to discuss the student's individual needs. Parent/cares will be provided with a range of information to support them in enabling their child to settle into school. When students are

transferring from another school, the previous school records will be requested immediately.

Transition to the next school/college

- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible.
- Parents will be enabled to consider options for the next phase of education and may like to take advantage of the support offered by the independent Staffordshire School Choice. Information on this service is located on the Staffordshire website at

<http://www.staffordshire.gov.uk/education/schoolsandcolleges/admissions/schoolchoice/homepage.aspx>

- Accompanied visits to other providers may be arranged as appropriate.
- For students transferring to local schools\colleges, the SENCOs/Lead Support Staff of both establishments will meet to discuss the needs of students with SEN in order to ensure a smooth transition.
- The records of students who leave the school mid phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of students with SEND from a number of sources: a proportion of the funds allocated per student to the school to provide for their education (the Age Weighted Student Unit); the Notional SEN budget: the Student Premium funding for students who meet certain criteria.

In addition, for those students with the most **complex needs**, the school may be allocated Additional Educational Needs funding. This funding is then used to provide the equipment and facilities to support students with special educational needs and disabilities through:

- In-class support from teaching assistants



- Small group support from teaching assistants e.g. nurture groups, literacy and numeracy support
- Specialist support from teachers e.g. 1:1 tuition
- Bought in support from external agencies e.g. speech and language support, educational psychologist.
- Parent workshops
- Provision of specialist resources e.g. intervention computer software such as Accelerated Reading, Lexia, My Maths.
- Training relating to SEN-D for staff

How is the decision made about how much support my child will receive?

- For students with SEN but without an Education Health and Care plan, the decision regarding the support required will be taken at joint meetings with the SENCo, form tutor and parent. For students with a statement of educational needs/Education, Health or Care plan, this decision will be reached when the plan is being produced or annual review.

How will I be involved in discussions about and planning for my child's education?

This may be through:

- discussions with the form tutor, Progress Leader or SENCO
- during parents evenings

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the following:

- Your child's Form Tutor
- The SENCo: Mrs Alexandra Harte
- The Headteacher: Mr Jason Christey
- For complaints please follow the school complaints procedure, a copy of which may be found on the school website.

Support services for parents of students with SEND within Staffordshire include:

Parent Partnership

<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx>

- If you have a general enquiry, would like to speak to one of the team or a parent wanting to request information and support please telephone **01785 356921** during office hours. Alternatively email on spps@staffordshire.gov.uk.
- **Parent In The Know** – information, activities, seminars and details of excursions for SEND students and their families

<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/newsletter/newsletters.aspx>

Information on the Local Authority's Local Offer can be found at:

<http://www.staffordshiremarketplace.co.uk/home.html>