



## Special Educational Needs Policy

---

Reviewed 08.10.21

King Edward VI School ensures equality of opportunity by promoting the inclusion of students with Special Educational Needs.

### **What is the School's approach to teaching students with Special Educational Needs?**

Every teacher at King Edward VI School is a teacher of Special Educational Needs. The focus of staff is on raising the expectations and aspirations of students with Special Educational Needs and to help them achieve their best possible outcomes.

Staff are encouraged to keep up-to-date with the latest developments in the teaching of Special Educational Needs students through the completion of online training as part of their continuing professional development, or by attending regular focused sessions and workshops as part of INSET day programmes or Twilight training sessions. Training is run by the Special Educational Needs Co-ordinator (SENCo), staff from other South Warwickshire Schools with particular areas of expertise, or advisers from the partnership agencies we work with.

High quality teaching, differentiated for individual students, is the first step in responding to students who have, or may have Special Educational Needs. Teachers are supported in *'reviewing, and where necessary, improving, their understanding of strategies to identify and support vulnerable students, and their knowledge of the Special Educational Needs most frequently encountered,'* (SEN Code of Practice, p.99, section 6.37).

### **How and why is a student identified with Special Educational Needs?**

A student may already be identified as having a Special Educational Need when they arrive at King Edward VI School from their previous setting. The SENCo and staff will work with the information from the previous setting to build up a picture of the best possible support for that student. This transition will include a meeting between the SENCo of the previous school and the SENCo at King Edward VI School to transfer information, such as the agencies the student is working with, or details of previous interventions or teaching strategies.

At King Edward VI School, the student's termly Individual Student Tracking (IST) grades will then be monitored to check progress made. This regular tracking of results identifies students whose progress is:

- *'Significantly slower than their peers*
- *Fails to better or match the child's previous progress*
- *Fails to close the attainment gap between the child and their peers',*  
(Code of Practice, section 6.17)

In any of the above cases, monitoring will identify the need for further information gathering to determine the reason for lack of progress. Teachers may notice discrepancies between a student's verbal and written ability and significant issues with spelling, expression or numeracy. Behaviour may be another factor in inhibiting progress. These issues are referred to the SENCo for further information gathering.

### **What happens when a student is identified as having a Special Educational Need?**

Consultation with parents is the next step. Four broad areas of need have been identified by the Special Educational Needs Code of Practice: Communication and Interaction, (encompassing speech, language and communication needs – SLCN – and Asperger's Syndrome and Autism); Cognition and Learning, (including moderate and severe learning difficulties, like Dyslexia and Dyscalculia); Social, Emotional and Mental Health difficulties, (including ADHD), and Sensory and Physical needs, (such as vision or hearing deficits).

Parents of carers may not have previously realised that their child's difficulties were due to one of the above, but when interviewing the student and their teachers about the issues he or she struggles with, a clearer picture may emerge. Parents' support

and input into the cycle of provision, of ASSESS (the need), PLAN (the support), DO (put the support into place) and REVIEW (assess efficiency of the plan) is vital.

There may be reasons why a student may not make expected progress e.g. a disability, attendance, or having English as a Second Language and there may be temporary reasons such as a family bereavement or absence owing to illness. Once the reason for the lack of progress is identified, the School can '*determine the support that is needed and whether it can be provided by adapting the School's core offer or whether something different or additional is required,*' (Code of Practice 6.40).

If additional support is provided, the student will be identified as accessing SEN Support. School Action and School Action Plus have both been combined under the new Code of Practice into the one category, SEN Support.

An Individual Action Plan setting out the strategies staff should employ in order to help the student achieve their potential will be drawn up by the SENCo in consultation with parents/carers and teachers.

Where a student continues to make less than expected progress academically, or has social, emotional or behavioural needs, the School may call in specialist support from The Integrated Disability Service, The Specialist Teacher Service, The Educational Psychology Service, or a range of other services. This work would never be undertaken without the SENCo first seeking parental/ carers' approval. This consultation will agree the outcomes which the support is aimed at achieving, how far these outcomes have been met once the support is underway, and what the next steps are. More information on these services is available at the following web address, which lays out the Warwickshire County Council Education Department's Local Offer:

[www.warwickshire.gov.uk/send](http://www.warwickshire.gov.uk/send)

### **When will a student be supported by an Education, Health and Care Needs Plan?**

The School or parent should request an Education, Health and Care Needs Plan, only when the student fails to make expected progress and after the School has

taken *'relevant and purposeful action'* to meet their needs, (Code of Practice, 6.63). This plan, known as an EHC Plan, will be the result of parents, SENCo, Health Care and Social Care professionals working together to support the student. Where a student is supported by an Education, Health and Care needs plan, it will be reviewed annually.

### **How are transitions between phases of Education managed?**

Transition from primary and to university/work are carefully managed in order to minimize disruption and establish confidence with new routines. Periods of transition can be particularly stressful for some students and extra tours can be arranged for new students (in addition to the Year 7 and Year 12 Induction/Orientation days) and familiarisation sessions with the SENCo are also arranged in the first week of term. The SENCo liaises with primary schools to collect data and share strategies for teaching which have been effective at that stage. The School's Careers Adviser and the SENCo work together with the Head of Sixth Form to ensure a smooth transition to University or Further Education for Sixth Form students.

### **How will Examination Access Arrangements be assessed?**

Students for whom time constraints are limiting potential in examinations are tested in Year 9 (or Year 12 for students new to the Sixth Form) to determine whether they meet the criteria for extra time. The reason the formal testing process is undertaken in Year 9 is so that we may use the same results for the student through to Year 13. The test is conducted by a specialist from The Specialist Teacher Service. The use of a laptop for examinations is allowed if it is the normal way of working of the student for both class and homework, and application should be made to the SENCo and/or the Examinations Officer.

### **How are specialist equipment and facilities secured to support children and young people with Special Educational Needs?**

If a student requires specialist equipment or facilities, these can be arranged via discussion with the SENCo. Laptop computers are available for students who are on the list approved by the SENCo, to borrow on a day-by-day basis, and voice recorders and spellcheckers are available to buy through the School, (please contact the SENCo).

Please see the School's website for our Medication Procedures in order to see how students with medical needs are supported at King Edward VI School.

**How are the Governing Body kept informed about the Special Educational Needs provision at the School?**

The SENCo reports to the Governors once per term on the progress made by students with SEN and any changes in the Department are reported to our SEN Link Governor.

**How is the School working to make sure it is accessible to all students?**

The site has been made more accessible with the provision of movable wheelchair ramps, a lift in the Science building, an accessible workstation in Food Technology and a disabled toilet in the Levi Fox Hall. The School will take account of the needs of students and other users with physical difficulties and sensory impairments when planning and making further improvements and refurbishments of the premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

The School is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested. The Accessibility Plan is also available on the School website or on request to the Headmaster in the following formats: e-mail, enlarged print version and other formats on request.

**How are complaints relating to the School's Special Educational Needs provision handled?**

The School's Complaints Procedure is followed. This is available on the School website.

**How is the Policy reviewed?**

This policy is reviewed annually by the SENCo, the Senior Leadership Team and the Governors' Education Group.