



What is the aim of this policy?

To ensure equality of opportunity by promoting the inclusion of students with Special Educational Needs and Disabilities (SEND).

What is the regulatory framework for this policy?

The main regulations and guidance that directly apply are:

- Children and Families Act 2014
- Equality Act 2010
- Special Educational Needs and Disability Code of Practice 0-25 years 2015 (SEND COP)

Who is responsible for students with SEND at King Edward VI School?

There is a whole school approach to SEND, but the respective roles and responsibilities are summarised as follows:

Governing Body

- Understand their statutory duties in relation to SEND
- Monitor the effectiveness of SEND provision at the School
- Provide a nominated SEND governor to liaise regularly with the SENDCo

Leadership Team:

- Have overall responsibility for allocating funding for SEND provision from the relevant funding streams
- Maintain an overview of SEND provision and outcomes

SENDCo

- Oversees the day-to-day running of the School's SEND Department and policies (including SEND staffing arrangements to ensure efficient use of resources for students with SEND)
- Advises all staff on the graduated approach to providing SEND support and contributes to their continuous professional development
- Liaises with parents of students with SEND alongside class and subject teachers.
- Liaises with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies as relevant
- Is a key point of contact and liaison with external agencies, including the Local Authority and its support services and potential and next providers of education.
- Contributes to the School's overall duties under the Equality Act 2010 to ensure reasonable adjustments and access arrangements are made.
- Maintains the SEND register and tracks and reports on the progress of students with

SEND as required by the leadership team and governing body.

- Supports all staff in assessing and coordinating provision for students with SEND through the School's graduated approach to SEND
- Coordinates the provision as outlined in a student's Education Health Care Plans (EHCPs)

Teaching staff

- Ensure all students receive high-quality teaching by developing strategies and implementing adaptive approaches that support diverse methods of accessing the curriculum.
- Plan, deliver and monitor individualised programs for students with SEND, involving support staff as appropriate
- Implement classroom support plans for students with SEND and maintain thorough records of intervention and students' progress.

Support staff

- Support teachers to provide SEND students with the best learning opportunities.

How and why is a student identified with Special Educational Needs or Disability?

At transition to our School – where a student is already identified by a previous setting as having a Special Educational Need, the Special Educational Needs and Disability Coordinator (SENDCo) and staff will be informed by this prior information to prepare appropriately for the student's admission to King Edward VI School. Transition arrangements will be organised by the SENDCo.

Once attending our School - The graduated approach to support that are fundamental to the SEND Code of Practice underpins our response to students with SEND. The student's termly Individual Student Tracking (IST) grades will 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 student's previous progress*
- *Fails to close the attainment gap between the student and their peers', (Code of Practice 6.17)*

Examples could include discrepancies between a student's verbal and written ability and/or significant issues with spelling, expression or numeracy. Behaviour may be another factor in inhibiting progress. These issues will then be referred to the SENDCo by the Pastoral Leadership Team.

Some students may have disabilities but will not be identified with special educational needs. The School will make reasonable adjustments wherever possible in order to afford equality of opportunity to disabled students. The reasonable adjustments duty is anticipatory.

What happens when a student is identified as having SEND?

There are a range of reasons why a student may not make expected progress other than a specific SEND e.g. attendance, or having English as a Second Language, or 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).

Consultation with parents is the next step, as issues of concern may not have been apparent previously. Four broad areas of need are identified in the SEND Code of Practice:

- Communication and Interaction (*e.g. speech, language and communication needs (SLCN), Autistic Spectrum etc*)
- Cognition and Learning, (*e.g. Dyslexia, Dyscalculia etc*)
- Social, Emotional and Mental Health difficulties, (*e.g. ADHD, anxiety, trauma etc*)
- Sensory and Physical needs, (*e.g. vision or hearing impairments, physical disabilities, sensory processing disorders etc*)

If additional support is required, beyond the universal provision of high-quality adaptive teaching, the student will be identified as accessing SEND support. A **Learning Plan** will set out the strategies staff should employ in order to help the student achieve their potential in consultation with parents and teachers. These plans are reviewed termly and aims, strategies and support adjusted accordingly.

Where a student continues to make less than expected progress academically, or has social, emotional or behavioural needs which do not respond to pastoral processes and support, the School may seek parent consent to involve external specialist support. This is provided by our partners at SENDSupported, a local company providing expert specialist support. In addition, we are supported by the Specialist Teacher Service, the Educational Psychology Service, and a range of other services. This additional provision will be outlined in an Enhanced Plan using the cycle of provision, of assess (the need), plan (the support), do (put the support into place) and review (assess efficiency of the plan) This consultation will agree the outcomes required, how far these outcomes have been met once the support is underway, and what the next steps are.

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

The School or parent should request assessment for an Education, Health and Care Plan (EHCP), 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) as previously described. If an EHCP is agreed this will be the result of parents, SENDCo, Health and Social Care professionals working together to support the student. Where a student is supported by an EHCP, it will be reviewed at least annually.

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.

High quality adaptive teaching 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,'* (SEND Code of Practice 6.37).

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 SENDCo and advisers from our partnership agencies.

What additional support is provided for students identified with SEND?

Our SENDCo and Learning Support Assistant oversee a wide range of interventions supporting a graduated response to identified SEND. This includes Sixth Form mentors, clubs and activities, individual programmes of study within the SEND department, and programmes to support study and organisational skills. Social skills are also supported where concerns are identified.

Assessment and support from outside agencies is accessed on an individual basis where necessary. This includes evaluation for additional time or special arrangements in examinations.

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 will need to be arranged via the SENDCo. Where approved by the SENDCo, laptop computers are available for loan to students on a long-term basis. For those students in Years 7-11 for whom a laptop is an everyday adaptation, the following procedures apply:

1. The SENDCo will inform parents that a decision has been made to approve the use of a laptop in lessons.
2. The Network Manager will set up the laptop, including installing safeguarding software.
3. OneNote will be set up for all the student's subjects to enable the student to use OneNote for all classwork, homework and assessments.
4. The SENDCo will organise a OneNote training session for the student.
5. The SENDCo will check in with students and teachers to ensure the student is using One-Note effectively.

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

How are transitions between phases of Education managed?

Transition from primary and to university/work are carefully managed to minimise 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 and Orientation days) and familiarisation sessions with the SENDCo are also arranged. The School's Careers Adviser and the SENDCo work together with the Head of Sixth Form to ensure a smooth transition to University or Further Education for Sixth Form students.

Transitions between phases of education can be more challenging for those with SEND. Students have become accustomed to support and provision which needs to be matched or adapted for their new setting. To facilitate this, our SENDCo will contact the Primary Schools of those students with SEND to discuss what support they currently have. They ~~she~~ will attend transitional EHCP reviews. This allows parents and students to share their strengths and concerns, so that an Individual Education Plan can be written before the student joins our School, setting out for teachers what they find difficult, and how teaching staff can assist. There is a further opportunity for those for whom the transition is daunting to view the School with their parents on an individual tour with the SENDCo. There is an Orientation Day where they can then meet more ~~Lower School~~ teachers.

In the Sixth Form, the SENDCo meets all students with SEND at the start of their Sixth Form career, and writes them a Learning Plan, or Enhanced Plan, if needed. These are shared with their teachers to meet the student's needs. The SENDCo and Careers Advisor work together to support those with SEND for whom the UCAS process and interviews present challenges. The SENDCo works with our Careers Advisor to provide tailored support which is incorporated into the EHCP planning process. Additional interview practise can be arranged, and on occasion students are matched with leavers who have attended a setting which the student aspires to. Individual support on a one-to-one basis is available for those who choose it, with the SENDCo, Counsellor, or Lifespace, (a mentoring service), allowing students to share any concerns they may have about leaving home and continuing their education at the next level.

How will Examination Access Arrangements be assessed?

Students for whom time constraints are limiting potential in examinations are tested by a specialist teacher in the Middle School and Sixth Form, following the collection of teacher evidence and the trial of extra time in assessments and examinations. to determine whether they meet the criteria for extra time. 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 SENDCo.

How is SEND taken into account in terms of students' behaviour?

Some behaviours are more likely be associated with particular types of SEND, for example in responding to communication or sensory needs. Behaviour will therefore be considered in relation to a student's SEND, although it is not assumed that every behavioural incident will be connected to their SEND.

Staff will, as far as possible, anticipate likely triggers for challenging behaviour and put in place

support to prevent these.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

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

The SENDCo reports to the Governors on the progress made by students with SEN and any substantial changes in the Department are reported to the SEND Link Governor.

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

The School will take account of the needs of students and other users with physical difficulties and sensory impairments in all planning for development and further improvements and refurbishments of the premises.

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 Senior Leadership Team and the Governors' Education Group.

The **SEND Information Report** describes how this policy is implemented. It is updated annually and is available on the School website.

The School's SENDCo is Mr Chris Dunford (SENDCo@kes.net), and our Learning Support Assistant are Mrs Freer and Mrs Cyphus.

More information on other 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