



## **King Edward VI Community College**

### **Special Educational Needs & Disabilities (SEND) Policy**

**Approved and Adopted by the Governing Board on 23 February 2016**

**Due for Review in February 2017**

If this is a printed version of this policy it may not be the current version. Please source this policy electronically from the staff policy folder for the most up to date version.

**Context**

This policy was developed in consultation with parents/carers, staff and pupils of the school community and pays due regard to;

- The SEND Code of Practice: 0 to 25 years, July 2014
- Part 3 of the Children and Families Act 2014 and associated regulations

**Governor responsible for SEN:** Tim Friese-Greene

**Principal:** Alan Salt

**SENCo:** Sarah White

**SENCo Qualifications:** NASENCO (2013)

SENCO is a member of the SLT

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**This policy will be reviewed annually**

**Created: January 2015**

**Governor reviewed: February 2016**

## Special Educational Needs and Disability (SEND) Policy

This policy is in line with our teaching and learning policy and disability equality policy and aims to support inclusion for all of our children. The responsibility for the management of this policy falls to the Principal; the day-to-day operation of the policy is the responsibility of the Special Educational Needs Co-ordinator (SENCo). The Governing Body, Principal and the SENCo will work together closely to ensure that this policy is working effectively.

High quality teaching is that which is differentiated to meet the needs of the majority of pupils. Some pupils will need something **additional to** and **different from** what is provided for the majority of pupils; this is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.

King Edward VI Community College will do its best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities. We will ensure that all staff in the school are able to identify and provide for those pupils who have special educational needs or disabilities to allow pupils with SEND to join in the activities of the school.

The staff and governors of King Edward VI Community College will also work to ensure that all SEND pupils reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND pupils. With this as an underlying principle, we believe that;

***All teachers are teachers of Special Educational Needs.***

***Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.***

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved – Local Authority (LA), school, parents/carers, pupils, children’s services and all other agencies.

### School Admissions

**No pupil will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.**

## **Aims and Objectives**

### **Aims**

To provide the structure for a pupil-centred process that engages pupil, family, school and other professionals in planning for and implementing high quality, needs led provision that is consistent across the school. This is to ensure all of our pupils are able to access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential and promoting their well-being.

### **Objectives**

The SEND Policy of the ANY school reflects the principles of the 0-25 SEND Code of Practice (2014). The aims of this special educational needs policy are to:

- Ensure the Equality Act 2010 duties for pupils with disabilities are met,
- To enable pupils with special educational needs to have their needs met,
- To take into account the views of the pupils with special educational needs,
- To encourage good communication and genuine partnerships with parents/carers of children with special educational needs,
- To facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum, for pupils with special educational needs,
- In conjunction with the Medical Policy make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils at school with medical conditions,
- To implement a graduated approach to meeting the needs of pupils using the Assess, Plan, Do, Review process,
- Develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods,
- Employ a collaborative approach with learners with a SEN or disability, their families, staff within school, other external agencies including those from Health and Social Care,
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family,
- Share expertise and good practice across the school and local learning community,
- Make efficient and effective use of school resources,
- Have regard to the Code of Practice (2014) for the identification, assessment, support and review of special educational needs,
- Have regard to guidance detailed by Devon County Council.

## Identifying and supporting Special Educational Needs & Disabilities

### ***Definition of SEN***

Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her namely provision *which is **additional to or different from*** that normally available in a differentiated curriculum. King Edward VI Community College regards pupils as having a Special Educational Need if they:

- a) Have a significantly greater difficulty in learning than the majority of pupils of the same age, or;
- b) Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- c) A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

King Edward VI Community College will have regard to the SEND Code of Practice 2014 when carrying out its duties towards all pupils with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

There may be times in a pupil's school career when they are identified as having a Special Educational Need.

These pupils will be provided with intervention and/or support that is 'additional to or different from' the normal differentiated curriculum. This may be on an ongoing basis or for a limited time. Many pupils with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

### **Areas of Special Educational Need**

Under the SEND Code of Practice 2014 pupils identified as having a special educational need (SEN) will be considered within one or more of the following categories of need:

#### ***Cognition and Learning;***

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Cognition and Learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

### ***Social, Emotional and Mental Health Difficulties***

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Social, Emotional and Mental Health Difficulties include:

- ADD
- ADHD
- Attachment Disorder

### ***Communication and Interaction needs***

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autism (including Asperger Syndrome)

### ***Sensory and/or Physical needs***

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as Deafblind)
- Physical disability (PD).

## **A Graduated Response to SEND**

### ***Early Concerns***

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used. This can be then used in later discussions if concerns persist.

### ***How we identify and support pupils with SEN***

All pupils' attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities differentiated for individual pupils. Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher. Adequate progress could:

- Be similar to that of peers;
- Match or better the pupils' previous rate of progress;
- Close the attainment gap between the pupil and their peers;
- Prevent the attainment gap growing wider.

Where pupils continue to make inadequate progress despite support and high quality teaching, the class teacher will work with the school's Special Educational Needs Coordinator (SENCo) to assess if a pupil has a significant learning difficulty and agree appropriate support. Details of assessment tools and materials used in our school can be found on our website.

In some cases it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the pupil's parents/carers.

When considering whether a pupil has a special educational need any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;

- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme.
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.

## Assess, Plan, Do and Review

Where a pupil is identified as having SEN, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This **SEN** support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as **the graduated approach – assess, plan, do, review**.

For pupils with low level special educational needs the cycle of **Assess, Plan, Do and Review** will fit into the regular termly assessment and planning cycle for all pupils. These are known as Pupil Progress Meetings. For those pupils with more complex needs or for who a more frequent cycle needs to be employed additional meeting dates will be set and will include the termly Pupil Progress Meetings.

### Graduated Response

#### Assess:

- In identifying a pupil as needing SEN support the class teacher, working with the SENCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.
- The pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services. These will be recorded on a DAF 2a 'My Plan'. The school and parents/carers will meet, where appropriate, with other agencies including those from Health and Social Care to create and up-date the DAF 2a 'My Plan'.
- This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEN, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

#### Plan:

- Parents/carers, with their child, will meet with the class teacher and the SENCo to decide on the interventions and support to be put in place as well as the expected impact on progress and development. This will be recorded on a DAF 2a 'My Plan' with a date to review the plan. The date for review will depend on the level of need present.

- The My Plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the My Plan will be reviewed. A copy of this will also be attached to the pupil's profile on SIMS.
- The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.
- The My Plan will usually involve a contribution by parents/carers to reinforce learning at home.
- Where appropriate, the My Plan will detail the support from other agencies and how this will support the pupil in achieving the desired outcomes.
- Parents/carers will then be formally notified by letter when it is decided to provide a pupil with SEN support (although parents/carers should have already been involved in the assessment of need).
- So, if it is agreed that a pupil requires SEN support, all parties meet and develop a My Plan detailing the support which will bring about the next part of the cycle –

**Do:**

- The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- The SENCo will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.
- The class teacher is responsible for the daily implementation of the plan and will contribute to –

**Review:**

- There will be a review of the My Plan on the date previously agreed. This review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents/carers.
- Parents/carers will be given information about the impact of the support and interventions provided enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.
- Where a pupil has complex needs involving more than one agency it will depend on the pupils needs and the frequency of the educational reviews as to whether external agencies attend each educational review, this will be agreed at the initial DAF meeting.

- This review will feedback into the analysis of the pupil's needs, then the class teacher, working with the SENCo, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parent and the pupil.
- Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

### **Exit Criteria**

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEN Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the schools SEN register.

## Statutory Assessment of Needs (EHC)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the regular review of the DAF 2a My Plan will help the Local Authority (LA) in determining when this statutory assessment of needs is required.

Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. Schools have a duty to co-operate so King Edward VI Community College will hold annual review meetings on the behalf of Devon LA and complete the appropriate paperwork for this process.

## Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all pupils including those with SEND follows the schools assessment and monitoring calendar. In addition the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly, and at least termly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs.

Pupil progress is tracked half-termly and where pupils are not making sufficient progress additional information is sought and appropriate action taken.

## Supporting Pupils and Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At King Edward VI Community College we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education
- Understand procedures and documentation
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Parents/carers of a child with SEN support will have the opportunity to meet with the SENCo or either assistant SENCo at least three times a year formally. The SENCo is happy to meet with parents/carers, without prior arrangement, whenever possible.

Parents/carers are encouraged to seek help and advice from Independent Information Advice and Support services, including Devon Parent Partnership (DPP). These are able to provide impartial and independent advice, support and information on special educational needs and disabilities.

Parents/carers are also encouraged to visit the Devon County Council Local Offer website [www.devon.gov.uk/send](http://www.devon.gov.uk/send). This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to school resources and information.

### **Children in Care:**

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has both an appointed member of staff and a governor for Looked after Children.

### **Pupil Voice**

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability).

These views are welcome at any time but are specifically sought as part of their annual review, as part of their Pupil Progress Meetings and at the end of a targeted intervention. In addition, the views of pupils are sought when monitoring and assessing teaching and support staff, as part of our internal self- evaluation process. We ask all pupils to contribute to the setting of their own outcomes.

### **Partnership with External Agencies**

The School is supported by a wide range of different agencies and teams. The schools SEN Information report details which agencies the school have worked with in the last 12 months. This report can be found on the school website and is up-dated annually.

### **Transition**

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to pupils and families. Our SENCo and assistant SENCo for key stage 3 attend meetings with primary schools to learn about students joining us so that we can prepare enhanced transitions where needed.

### **Training and Resources**

### ***Allocation of resources***

- Resources are allocated to support children with identified needs as identified previously.
- Each year we map our provision to show how we allocate human resources to each year group; this is reviewed regularly and can change during the academic year, responding to the changing needs within our classes.
- This support may take the form of differentiated work in class, support from a Learning Support Assistant (LSA) in focused intervention in groups, or for individuals.
- Specialist equipment, books or other resources that may help the pupil are purchased as required

### **Continuing Professional Development (CPD) for Special Educational Needs**

- All staff at the school engage in fortnightly training sessions when Quality First Teaching is addressed.
- The SENCO and other SLT members provide regular CPD to other staff in school in specific aspects of meeting the needs of pupils with SEN – a programme covering a variety of SEN is offered and staff can sign up to the sessions which best meet their CPD needs.
- All staff have regular CPD meetings.
- Learning Support assistants are engaged in an ongoing training whereby the role of the Learning Support assistant is developed.
- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g. epilepsy) or to train staff in the use of specific interventions.
- Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil.

### **Funding**

Funding for SEN in mainstream schools is mainly delegated to the schools' budget. It is the expectation that schools provide support to their pupils with SEN from their SEN budget. Where a pupil requires an exceptionally high level of support that incurs a greater expense, the school can make a request for Additional Resource using the DAF 3.

The school will need to be able to demonstrate how it has spent the funding to date and the impact of this as well as demonstrating why further additional funding is required and how it would be used. This additional 'top-up' funding is then paid from the local authorities high needs block into the schools budget.

### **Personal Budgets**

Personal Budgets are only available to pupils with an Education, Health and social Care Plan (EHCP) or pupils who are currently under-going a needs assessment for an EHCP. Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their child under certain conditions.

Parents/carers who would like to enquire further about using the personal budget should speak in the first instance to the SENCO.

## **Roles and Responsibilities**

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Body, Principal and SENCo, all members of staff have important responsibilities.

### ***Governing Body:***

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2014) to:

- use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people’s Special Educational Needs
- ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- designate a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCO.
- inform parents/carers when they are making special educational provision for a child prepare an SEN information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.

### ***Principal:***

The Principal has responsibility for the day-to-day management of all aspects of the school’s work, including provision for children with special educational needs. The Principal will keep the Governing Body fully informed on Special Educational Needs issues. The Principal will work closely with the SENCo and the Governor with responsibility for SEND.

### ***SENCo:***

In collaboration with the Principal and governing body, the SENCO determine the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

The SENCo takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with staff, parents/carers and external agencies. The SENCo provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with special educational needs.

Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of pupils' achievements and setting targets, the SENCo develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENCo liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principle responsibilities for the SENCo include:

- Overseeing the day-to-day operation of the SEND policy
- Co-ordinating provision for SEND pupils and reporting on progress
- Advising on the graduated approach to providing SEN support – Assess, Plan, Do, Review
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Monitoring relevant SEN CPD for all staff
- Managing the Inclusion team
- Overseeing the records of all children with special educational needs and ensuring they are up to date
- Liaising with parents/carers of children with special educational needs
- Contributing to the in-service training of staff
- Being a point of contact with external agencies, especially the local authority and its support services
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- Monitoring the impact of interventions provided for pupils with SEND
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan
- Working with the Principal and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

***All Teaching and Non-Teaching Staff:***

All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.

- Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENCo to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.
- Teaching assistants will liaise with the class teacher and SENCo on planning, on pupil response and on progress in order to contribute effectively to the graduated response, (assess, plan, do, review).

### **Meeting Medical Needs**

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils.

Where children and young people also have SEN, their provision should be planned and delivered in a co-ordinated way using the DAF paperwork. For those pupils with an Education, Health and Care (EHC) plan this will be used as it brings together health and social care needs, as well as their special educational provision.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. *Please see the schools Medical Policy for further details.*

### **Children in Hospital**

The member of staff responsible for ensuring that pupils with health needs have proper access to education will liaise with other agencies and professionals\*, as well as parents/carers, to ensure good communication and effective sharing of information. This will enable optimum opportunities for educational progress and achievement.

\* E.g. *medical agencies, Hospital School, DPLS*

### **SEND Information Report**

The school will ensure that the SEND information is accessible on the school website. Governors have a legal duty to publish information on their websites about the implementation of the policy for pupils with SEN. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. Details on the information required can be found on the school website.

## **Monitoring and Accountability**

### **Accessibility**

The school is compliant with the Equality Act 2010 and Accessibility legislation. It is accessible for wheelchair users, has lifts for access to first floor classrooms and disabled toilet and showering facilities. King Edward VI Community College works hard to develop their accessibility and the schools' accessibility plan detailing how this is being developed can be found in Annex B.

### **Storing and Managing Information**

Pupil SEND records will be kept in accordance to the DfE guidance contained in "Statutory Policies for schools" (February 2014)

([https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/284301/statutory\\_schools\\_policies.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/284301/statutory_schools_policies.pdf))

### **Responding to Complaints**

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School's Complaints Policy.

If there continues to be disagreement with regard to SEND provision, the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.

## Appendix A

Provisions available through the Learning Support Department:

- 1 to 1 Dyslexia programme
- 'Crackit' ( Sounds-Write phonographix programme)
- Successmaker Maths, Reading and Spelling
- Speech, Language and Communication 1 to 1
- Endeavour and Endeavour Plus. 1 to 1 and group Social Skills programme
- Reading Group
- Toe x Toe (Spelling programme)
- Key ICT skills
- SEN PE
- Physiotherapy
- Hydro/swimming group
- Theraplay
- Mentoring
- Thrive
- Education City (software for English, Maths, Science and ML support)

## Appendix B

### **DISABILITY AND ACCESSIBILITY PLAN**

#### **King Edward VI Community College**

King Edward VI Community College strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

The definition of disability is:

“A person suffers a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.”

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

We recognise:

- our duty under the Disability Discrimination Act ('95) as amended by the SENDA (2001)
- from September 2002, it became unlawful for schools and LEAs to discriminate against disabled pupils in their admissions and exclusions, education and associated services.

Schools and LEAs must:

- not treat disabled pupils less favourably; and
- take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustment' duty)
- publish the Accessibility Strategies and Plans.

This Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and Governors of the school and covers the period from September 2012 – July 2015.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

King Edward VI Community College plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the College, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Equal Opportunities and Diversity
- Staff Development
- Health & Safety (including off-site safety)
- Inclusion
- Special Needs
- Behaviour Management
- School Improvement Plan
- Asset Management Plan
- School Brochure and Mission Statement
- Teaching and Learning File

The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

The School Website will make reference to this Accessibility Plan.

The School's complaints procedure covers the Accessibility Plan.

Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents (statutory).

The Plan will be monitored through the Curriculum and the Premises Committees of the Governors.

The school will work in partnership with the local education authority in developing and implementing this plan.

The Plan will be monitored by Ofsted as part of their inspection cycle.

## King Edward VI Community College Accessibility Plan 2012 - 2015

### Improving the Physical Access at King Edward VI Community College

The campus covers a large geographic area and is split into three separate campuses. Each is separated from the other by the very busy Ashburton Road. The sites are comprised of a range of buildings, including single level stand alone units. Redworth forms the main school site and is where the Ariel Arts Centre is located and school transport access. Access between Redworth and Elmhirst is via a footbridge (adequately provided with handrails and edging steps) or a road crossing which is supervised at the times pupils are generally required to cross – beginning/end of the school day and lesson changes. There is direct site access between Redworth and Kennicott which is accessible for wheelchair users. Overall, the College has a mix of good and less good practice but this is mainly due to the relevant ages of the buildings and their environs.

An Access Audit was carried out by Joel Murphy, (Rehabilitation Officer for Visually Impaired Children, John Haynes, ( Devon Advisory Teacher for the Visually Impaired), Rosemary Whitton, (Occupational Therapist), Louise Jennings, (Physiotherapist), Sharon Leighton-Boyce, (Staff/LSA with responsibility for Accessibility), Alan Hocking, (Site Manager) Mr and Mrs Andrew (Parents) between June and September 2012.

Target	Strategy	Outcome	Timeframe	Costs	Completed
Entrance doors on buildings show EVAC chairs are installed.	Reposition signs from next to EVAC chairs to correct position on door at entrance to building.	Emergency services are aware that EVAC chairs are in place on upper floors.	Short-term by July 13	Minimal time.  Small resource cost	Achieved
Provide Disabled parking spaces on Elmhirst and Kennicott	Bays to be signed	Improved access to sites for disabled staff, students and visitors.	Short-term	Cost for Redworth/Elmhirst = £400.00  Cost for Kennicott = N/A facilities already in place.	Elmhirst completed  Kennicott had existing provision.

Students who use wheelchairs to be timetabled in rooms on lower floors.	Timetabler and Cover Supervisor to use information provided by Learning support Department to timetable wheelchair-friendly classes.	Classrooms are immediately accessible to wheelchair users with no re-rooming changes to timetable needed.	Short-term by Sep 12	Time Cost	Achieved
All steps and stairs to be well highlighted. (Those exposed to the elements require non-slip paint.)	All steps and stairs to be highlighted with white or yellow paint on both the lip and the nose of each step. Alternatively, a contrasting lip colour from the floor colour will suffice.	All steps and stairs across the site, not just those in the more modern buildings, to be clearly visible to students, staff and visitors with a visual impairment.	By August 31 <sup>st</sup> 2014.  Continuous rolling programme of refreshing.	£400materials.  Labour in-house	Certain areas already highlighted.  Further areas completed August 2013.
To make the Peace garden accessible to wheelchair users	To remove railings and low wall opposite door (27-28) and low wall	Peace Garden is accessible to wheelchair users	Short-term by July 13	£600.00	Achieved
All surfaces across site are even.	The filling in of potholes, making all other uneven surfaces even and raising the level of the mat well at the entrance to the canteen	Safer and more easily accessible site for disabled staff, students and visitors.	Medium - long term.  Likely to August 2015	£45,000  £18,848.40 quote to resurface 'playground area' outside huts 41/42.	Initial works completed Aug 2013 Some patching of area completed.

Target	Strategy	Outcome	Timeframe	Costs	Completed
Improve ramps and slopes to aid the visually impaired who can find the gradual change in gradient difficult to discern.	Mark ramps with a triangle shaped symbol approximately 750mm wide and 900mm high at the bottom of each incline, with the base of the triangle running across the bottom of the slope with the point facing the direction of the upward gradient.	Students, staff and visitors with a visual impairment can more easily negotiate ramps and slopes.	August 2014	£400 materials.  Labour in-house	Initial works completed August 2013.
Handrails to be fitted where necessary and rails to be of contrasting colour to their background.	Handrails that are not of a contrasting colour to their background to be painted.  Handrail to be fitted to the steps near Year 7 toilets leading from the theatre to the Library block.	Handrails are fitted and easily visible to students, staff and visitors with a visual impairment.	August 2014	3300-500 materials.  Labour in – house.	70% works completed August 2013.
All signage around the site to be easily visible to students, staff or visitors with a visual	Signage within the College is adequate but the following is recommended:	Signage is improved and more easily visible to students, staff and visitors with a			Ongoing

impairment.	<p>Room numbers to be large in size, positioned at around shoulder level either on the door itself or placed beside a door frame (rather than above it) and have a contrasting colour to the wall.</p> <p>Good lighting in conjunction with clear and enlarged signage is a minimum requirement and good practice</p>	visual impairment enabling easier location of specific areas			
Target	Strategy	Outcome	Timeframe	Costs	Completed
Disabled students, staff and visitors to be able to access the reception desk.	Reception counter to be lowered to below 800mm with knee space beneath	Reception counter is a user-friendly height and design for all.	Long-term  Budget dependant and where practicable to do so.	£2,200-2,700	Long term planning
Disabled students, staff and visitors to be able to access buildings independently.	Automatic doors to be installed at main entrances/exits of buildings.	Disabled students, staff and visitors are able to enter and leave buildings independently	Long-term- Budget dependant year on year and where	£40 – 50,000	

		without relying on others.	practicable to carry out. Possible roll out programme.		
For all fixtures and fittings in toilet/washroom areas to contrast with their background.	Where contrast is not already in place, contrasting panels or contrasting tiles or tile transfers to be fitted around those items requiring them. Where multiple items do not conform, walls to be painted to provide such a contrast.	Fixtures and fittings are easily located visually by students, staff and visitors with a visual impairment. Fixtures and fittings are not a collision hazard for those with other disabilities/wheelchair users.  (All disabled toilets comply.)	Long-term  2014-2015	£3000-3,300	Initial works commenced 2012-with roll out programme to follow.
Lighting to be at suitable levels/consistent throughout the site for students, staff and visitors with a visual impairment/other disability.	Lighting to be fitted/repaired as appropriate at the entrance to all blocks and communal areas (including toilets) and where possible and realistic, left on to prevent difficulties when accommodating from one lighting environment to another.  Increase lighting	Students, staff and visitors with a visual impairment/other disability are not hindered/put at risk by inappropriate light levels.	Long term.  Works to be carried out commensurate with electrical upgrade and science labs refurbishment works schedules.	£12 – 14,000	

	levels within the Science block communal areas so that they conform with recommended levels.				
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Improving the Curriculum Access at King Edward VI Community College

Target	Strategy	Outcome	Timeframe	Costings	Completed
Improvement of access to ICT for visually impaired students	John Haynes (Devon Advisory Teacher for the Visually Impaired) to meet with ICT Manager to discuss amendments needed	Visually Impaired students have individualised settings to cater for their need, providing enlarged font, mouse-tracker etc. Improved access to ICT in all subjects	Short Term  December 2012	Max 2 hours time: ICT manager	Achieved
All students on exam access register for visual impairment to have papers/texts enlarged for classroom use and for all tests and exams.	Assistant SENCO with responsibility for exam access arrangements to remind staff in advance of internal exams.  Assistant SENCO with responsibility for exam access arrangements to remind Exams Officer in advance of external exams.	No student with a visual impairment is at a disadvantage in a classroom setting or exam setting.  Students with a visual impairment can access classroom and exam materials.	Short Term  December 2012	minimal time	Achieved

Improving the Delivery of Written Information at King Edward VI Community College

Target	Strategy	Outcome	Timeframe	Costings	Completed
New path to support 6 <sup>th</sup> form access, Between Kennicott and Redworth sites for disabled staff, students and visitors.	To apply for funding for path to DCC.  Alan hocking to get competitive quotes for works.	Safer and accessible path for disabled staff, students and visitors.	To be completed by September 2014	Funding approved for £10.000.  Cost  Path lighting £2376.45  Path tarmac £6205.00  Path fencing £1380.99  Total cost £9962.44	Achieved  Works completed  August 2014
To make Kennicott main building more independently accessible for disabled staff, students and visitors.	Doorguards to be fitted on internal doors in Kennicott. In line with current fire regulations and PEEPs (personal evacuation plans)	Independent and safer access through corridors in Kennicott main building for disabled staff, students and visitors.	To be completed by September 2014	Total cost  6 x Doorguards £720  1 x door alarm £50.00	Achieved  Works completed  August 2014
Insert toilet alarms in all disabled toilets.	All disabled toilets to be fitted with toilet strobe (outside visual warning light)	To ensure disabled staff, students and visitors can signal for help if in difficulties in a disabled toilet	To be completed by September 2014	Total cost £535.06	Achieved  Works completed  August 2014