

# SEN Information Report: King Edward VI Community College

January 2017

Under the Special Educational Needs and Disability Code of Practice (2014) schools are required to produce a SEN information report. This will be published on the school's website, kept up-to-date with changes and revised at least annually.

## Key:

**Abc** The questions in *purple bold italics* are those formulated by the SE7 Pathfinder and are based on the information from parents about what they want to know.

123 The numbered bullets are taken directly from the regulations.

**Abc** The best practice approach and provision detailed here are already in place in many Devon schools and settings; there is an expectation that these will be in place in all Devon schools and settings.

## **Regulation Information: C&F Act: SEND CoP Regulations, 2014**

### **PART 3 Duties on schools Regulations 51-52**

**SEN information report:** Prescribed information that must be included in SEN information report  
***Regulation 51***

For the purpose of section 69(3)(a) of the Act the SEN information which the governing body or proprietor of every maintained school, maintained nursery school and Academy school (other than a special school that is established in a hospital) must include in a report containing SEN information is set out in Schedule 1.

## SCHEDULE 1:

### 1. The kinds of special educational needs for which provision is made at King Edward VI Community College.

King Edward Community College is a mainstream school, maintained by Devon County Council. We are an inclusive community that aims to support and welcome all students.

*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.*

We currently support students with the following additional needs:

Asperger's Syndrome  
Autistic Spectrum Disorder  
Cerebral Palsy  
Diabetes  
Downs Syndrome  
Dyslexia  
Dyspraxia  
Epilepsy  
Global Delay  
Hearing Impairment  
Moderate Learning Difficulties  
Non-verbal Learning Disorder  
Physical disability  
Social and mental health difficulties  
Speech, language and Communication Needs  
Verbal Dyspraxia  
Visual Difficulties

King Edward VI Community College fulfils requirements to:

- monitor the progress of all pupils; some children and young people with SEN can be identified at birth. Other difficulties only become evident as children grow and develop
- Listen to the pupil; through termly 'student voice' opportunities, recorded within our self-evaluation, the views of students with SEN are sought
- Listen to parent/carers; through questionnaires and parent consultations, we seek the views of parents and carers

- Be able to distinguish between pupils who may need some support within the classroom and within the differentiated curriculum, and pupils with Special Educational Needs
- Identify barriers to learning using their knowledge and understanding of the four primary areas of need; the areas of need are:
  - Communication and interaction
  - Cognition and learning
  - Social, emotional and mental health difficulties
  - Sensory and/or physical needs
- In consultation with parents, decide whether SEN support is required and carry out further assessment to identify barriers to learning and the nature of their child's difficulties.

## 2. Identification and assessment of pupils with special educational needs.

### *How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?*

Many students join us from primary school with existing diagnoses of special educational needs. Where appropriate, the SENCO will attend TAC (Team around the child) or annual reviews at the feeder primary school to ensure each student is supported in their transition to secondary school. In some cases this dialogue will begin when the student is in year 5 but the majority will be in year 6.

Where a class teacher notices a student is not making expected progress, they will ensure the use of 'Quality First Teaching' to identify gaps in knowledge and/or develop strategies to support the student within their subject. If this support is not effective over time, they may refer the student to the Learning Support Department for diagnostic testing.

All students joining in year 7 will undertake a series of base line reading and spelling tests. Where a score is significantly low that expected of each student, further diagnostic tests may be carried out, such as a LUCID or Wide Range Achievement Test (WRAT4).

These may lead to strategies and advice being given to teachers in order to support the difficulty, or an intervention or provision that is additional to the curriculum (previously school action, now known as SEN support). When an additional provision is needed, parents will be notified.

Fortnightly, members of the SEN, pastoral and senior leadership teams also meet to discuss specific students who require additional support. We call this a student support meeting, and the aim is to monitor students who are receiving support additional to the curriculum. Where a student receiving additional support still does not make progress, they may be referred to an educational psychologist who will investigate the difficulty further.

King Edward VI Community College has excellent relations with external agencies and will also seek to support parents and carers of students with additional needs where it is

required. This may include linking with our local 'Parent Support Advisor.'

Other agencies with whom we regularly work, liaise and receive advice from include:

Babcock LDP- SEN Advisor, Educational Psychologist & Educational Welfare Officer  
Communication and Interaction Team, Ethnic Minority Achievement Advisors, Advisory teachers for physical difficulties, Hearing Impairment, Visual Impairment and ICT.  
Careers South West  
Child and Adolescent Mental Health Support Services (CAMHS)  
Counselling  
Devon County Council- Inclusion Team; Speech, Language and Communication Service, ICT advisors, Traveller Liaison, Occupational Therapy  
Devon Personalised Learning Service  
NHS- Physiotherapy service  
Paediatric Physiotherapists  
Plymouth and Torbay Virtual School  
Safeguarding and Social work services  
School nurse  
Social Services  
South and West Devon integrated Children and Young People's Service  
Young Carers

These agencies may also provide intervention in school to support our students. Prior to every additional provision, SMART targets are made so that progress can be shown over time. If you think your son or daughter may have undiagnosed Special Educational Needs, please contact the SENCO on the email address or telephone number shown towards the end of this document.

As in Section 1:

King Edward VI Community College fulfils requirements to:

- monitor the progress of all pupils; some children and young people with SEN can be identified at birth. Other difficulties only become evident as children grow and develop
- Listen to the pupil; through termly 'student voice' opportunities, recorded within our self-evaluation, the views of students with SEN are sought
- Listen to parent/carers; through questionnaires and parent consultations, we seek the views of parents and carers
- Be able to distinguish between pupils who may need some support within the classroom and within the differentiated curriculum, and pupils with Special Educational Needs
- Identify barriers to learning using their knowledge and understanding of the four primary areas of need; the areas of need are:
  - Communication and interaction
  - Cognition and learning

- Social, emotional and mental health difficulties
- Sensory and/or physical needs
- In consultation with parents, decide whether SEN support is required and carry out further assessment to identify barriers to learning and the nature of their child's difficulties.

In addition:

- Pay regard to advice and information from parents and previous settings at transition points; liaising as necessary to continue the use of successful strategies and approaches
- Provide teaching and support staff with comprehensive guidance in relation to identification processes
- Have clear processes for staff and parent / carers to raise concerns regarding pupil progress and learning
- Use a range of appropriate screening and assessment tools to identify needs
- Gather evidence of pupil needs
- When appropriate, seek advice from advisory services and outside agencies including the Educational Psychology Service, CAMHS, Speech and Language Service, Babcock LDP SEN support services etc. in order to gain a better understanding of a pupil's needs
- Designate a qualified teacher to be responsible for co-ordinating SEN provision (the SENCO), ensuring appropriate experience or qualifications are in place
- Inform parents/carers when we are making special educational provision for their child and have processes in place for parents/carers to provide feedback on provision
- Inform pupils when we are making special educational provision for them and have processes in place for the pupils to provide feedback
- Identify the nature of each pupil's SEN needs; sometimes a child or young person can have needs in more than one area which requires an individualised approach
- Regularly review the SEND register and other processes used for identifying and making needs known

### 3. Information about the our policies for making provision for pupils with special educational needs; how the school evaluates the effectiveness of its provision for such pupils

Student data is fully analysed to identify any student with additional learning needs. We use KS2 results data, reading and spelling data and Lucid testing (to identify dyslexic type difficulties). In conjunction with KS2 information, and admission information, transition meetings with primaries and with parents, we formulate much of the support provided for year 7, in the summer term prior to the start of the academic year. The need for alternative support for other students, previously unidentified at primary school, is identified in the

main during the autumn term, and duly put in place, where appropriate or available.

Taking into account any statutory requirements of students with statements or Education, Health care plans (EHCP), a bespoke timetable is formulated to encompass any additional SEN that has been identified. Appropriate provisions are in place to meet these needs and are reviewed annually through the SEN self evaluation process. This ensures that every need is addressed and its effectiveness can be evidenced.

The SENCo works closely with both Directors of Maths and English to ensure that departmental provisions compliment the literacy and mathematical support of both. Reading and Spelling tests are administered either annually, or 6 monthly (dependant on the severity of need) to show progress and review effectiveness of a specific intervention and students are evaluated within individual departments half termly.

Provisions are included in whole school reports, and as such are given a level for 'behaviour for learning.' Staff who deliver provision will also write to parents and carers on a termly basis to share outcomes for the provision.

The SEN Governor link meetings are in place to liaise with the SENCo and can be used to track and monitor progress.

King Edward VI Community College fulfils expectation to:

- Have clear systems in place for evaluating quality of provision by reviewing staff expertise through classroom observations, linking to appraisal/performance management systems
- Evaluate quality of provision through rigorous analysis of pupil progress including work analysis and pupil observations
- Regularly review and evaluate the impact of SEN provision on the progress, attainment and well-being of SEND pupils
- Review attendance and exclusion data for SEND pupils
- Track the progress of different pupil groups and cohorts – e.g. Autism Spectrum Disorder (ASD), pupils with Dyslexia, Moderate Learning Difficulties (MLD) etc.
- Monitor the impact and success of specific interventions through comparison of pre and post intervention data
- Use the feedback from the Devon SEND audit for Primary and Secondary schools to inform our evaluation of provision
- Have a well-designed and comprehensive school improvement plan that accounts for specific development of SEND provision and addresses any areas of weakness

a) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

***How will both you and I know how my child is doing and how will you help me to support my child's learning?***

In key stages 3, 4 and 5 parents and carers receive termly reports which include variants of attainment, progress, commitment to learning and behaviour, dependent on which year

they are in. Some key stages will have a mixed economy of letter grades and number grades as this is embedded across the curriculum.

The College has an annual cycle of meetings which will include specialist meetings for students in times of transition such as moving from primary schools to secondary, making options for key stage four and moving into the 6<sup>th</sup> form. New students joining us in year 7 can expect a transition meeting, year 7 settling in and parents evening in addition to opportunities throughout the year to meet tutors and subject teachers. A representative from the SEN team is always available on parents evenings and we also undertake enhanced transition sessions to help students feel settled in prior to their September start.

For students who join us mid-year, we have a range of strategies to ensure a smooth transition. This may be a reduced timetable, or may be in class support from a member of the SEN team or learning mentors from each house. Students joining us would meet with their head of house and members of the SEN team where appropriate, and be allocated a key worker to support the settling in period. We schedule in several reviews, dependent on the student, to ensure we are meeting their needs appropriately and effectively.

In addition to the cycle outlined above, there are also certain points throughout the year when we have to review the progress of students with SEN. On these occasions we would invite parents and carers to arrange a meeting time suitable for them. In some circumstances we would also invite any external agencies working with the student to ensure our provision is linked up. We invite parents and carers to also contact the SEN department at any time if they have concerns about their son or daughter, and we will be happy to accommodate a meeting.

On occasion, external agencies will have been working with a student (with parent/carers permission) and they may send reports or feedback which lead to actions being taken in school to support a student more effectively. This may be an Occupational Therapist or Educational Psychologist. We ensure these reports are shared with parents and carers and will communicate in regards to what we are putting in place to support their suggestions.

Parents have the facility to contact staff at any point through the Parent Messenger system. The system expects a response is given within 48 hours, so often this is the most straight forward way to communicate. The SEN team endeavour to respond to all queries made in this way, but equally are happy to receive and make calls to deal with situations also. If Parents cannot access email or Parent Messenger, please telephone the College.

To support some of our students with SEN, home school books are used to communicate with parents and carers. Some students have their homework recorded by LSAs, and we try to ensure this has enough detail to help parents and carers support with tasks. Show my homework is also used to support students who struggle to accurately record their homework and to allow parental support on activities where necessary.

Some students keep a log book, which they would hand to a teacher at the beginning of the lesson. The aim of the log book is to create a positive environment by logging what the student has been successful in during the lesson. This can also be a powerful tool for

parents and carers who can use it to reinforce the good behaviour displayed in lessons.

Some students also keep a home/school book. This may be an exercise book where an LSA or other supportive member of staff can write a running commentary of what the student has been learning about so that this can be reinforced and embedded at home. This also aids communication between school and parents/carers as there is a daily link to ensure wraparound support.

For some students, coming to school and leaving parents or carers can be daunting. In certain circumstances, an LSA will meet students with parents and carers at the start of the day, and accompany them to registration. This may extend into lessons if the student needs more support on some days than others. The LSA will also take the student back to an agreed pick up point in school to feedback to the parent/carer on the student's day and reinforce any positive behaviour. This may also include students being met by an LSA from and taken to an alternative mode of school transport such as a coach, bus or taxi.

King Edward VI Community College fulfils expectation to:

- Ensure that we have procedures in place for consulting and working in partnership with parents and pupils
- Track and monitor pupil progress on a regular basis and communicate this information effectively to parents
- Establish and review 'additional to' or 'different from' provision in response to current need
- Identify aspirational key outcomes for individual pupils and develop clear steps to achieve these
- Ensure robust use of school data to identify, monitor and respond to progress of pupils with SEND
- Ensure reliability of data gathered through triangulation of evidence, including work analysis, discussion with pupil/staff, observations and learning walks
- Have clear monitoring processes in place, including scrutiny of pupil books and work analysis, that are effective in closing the gap for vulnerable pupils
- Ensure that every teacher is responsible for pupil progress in his/her own class, and that this information feeds into wider school processes that monitor pupil progress effectively
- Ensure that appropriate rates of progress are made in line with national expectations and all staff are clear about what is expected and adjust practice accordingly
- Evaluate the impact of interventions through pre and post assessment data analysis, ensuring that this is linked to a clear pupil plan (i.e. My Plan DAF 2a)
- Gather pupil feedback as part of the process to review quality of interventions and provision
- Hold regular parent meetings, with the pupil, as appropriate, to discuss pupil

progress (at least three times a year)

- Regularly evaluate progress towards personalised targets with the pupil and include parents where appropriate
- Regularly review and evaluate the impact of SEN provision on the progress, attainment and well-being of SEND pupils
- Track the progress of different pupil groups and cohorts – e.g. Autism Spectrum Disorder (ASD), pupils with Dyslexia, Moderate Learning Difficulties (MLD) etc.

b) the school's approach to teaching pupils with special educational needs;

### *How will the school staff support my child?*

### *How will the curriculum be matched to my child's/young person's needs?*

King Edward VI Community College is committed to developing teachers who deliver 'Quality First Teaching.' Our teachers attend regular training sessions to inform them of specific Special Educational Needs and to allow them to develop effective strategies and intervention within the classroom to support students with SEN. Classroom observations of teachers focus in part, on micro cohorts- which may include students with SEN. The teaching and LSA appraisal processes also ensure Learning Support Assistants are observed to gauge their effectiveness in supporting students with additional needs within the classroom, as well as the teachers' effective deployment of them.

In some circumstances, quality teaching alone is not enough to ensure students achieve in line with national standards. In cases such as these, we may draw on specialist intervention from highly trained and experienced staff within our college. These include:

- Literacy specialist LSAs who deliver 'toe-by-toe' and 'Crackit' intervention, which are programmes designed to support readers who have specific learning difficulties
- A dyslexia Specialist who supports with reading, writing and organisational strategies
- Specialist LSA in Speech and Language skills
- Specialist LSA in Social, Communication and Interaction skills
- Specialist LSA in written Communication skills (includes handwriting and ICT)
- Thrive trained Practitioners
- Teachers of Numeracy and Literacy
- Specialist LSA in Accessibility, Hydrotherapy and Passive Handling (Physiotherapy)
- Specialist LSA who supports students in year 10 and 11 for focussed study.
- Specialist LSA who facilitates additional homework support after school
- Support from ICT, Educational Psychology and Communication and Interaction professionals

All staff leading additional provision create targets for each student (called outcomes) at the beginning of an intervention. These are then monitored each session to ensure progress is being made towards them. If not, intervention may be adapted to suit.

King Edward Community College uses the Devon Assessment Framework (DAF) to identify and support needs additional to the curriculum. Through this child-centred process, we

may identify provision that can be delivered in house, or that an external agency is required to support the needs of the student.

King Edward VI supports the needs of students with SEN, fulfilling our expectation to:

- Make provision which takes account of pupil's differing needs
- Ensure a bespoke, tailored and personalised approach for individuals with complex needs
- Use our best endeavours to secure the special educational provision required for the pupil needs
- Make appropriate use of the resources in our delegated budgets to support children and young people with additional needs
- Identify early a pupil's lack of adequate progress and review individual needs. Recognise that some children may only need modifications to the teaching approaches, classroom organisation or provision of ancillary equipment or resources as part of the differentiated curriculum
- Differentiate lessons to match the pupil's level of learning as part of the schools universal provision
- Have a consistent graduated approach to meeting pupil need by reviewing class teaching, access strategies and removing barriers to learning before developing a more personalised approach
- Use our knowledge and understanding of the four primary areas of need to plan provision and to focus on interventions that are relevant and evidence-based
- Refer to the Devon SEN Provision Matrices document for support to tailor provision and to provide an individualised support programme for pupils with more complex needs.
- Where and when needed, seek further advice from advisory services and outside agencies regarding strategies for developing practice in order to remove barriers to learning

c) how the school adapts the curriculum and learning environment for pupils with special educational needs;

King Edward VI Community College is an inclusive campus that has made many physical changes to ensure accessibility. We have an ongoing schedule of further works to improve long term accessibility. Details of this can be found in Appendix B of the College's SEND policy.

A range of modifications are also made to the curriculum in order to support students with SEN. In key stage 3 this includes: enhanced transition packages for year 6 into 7; smaller group sizes; extra literacy and numeracy lessons; 1:1 and small group literacy and numeracy sessions with teachers; a range of additional intervention (see SEND policy or SEN area of school website for more details); SEN sport classes; access to physiotherapy and a hydro pool; break time support; Lunch club; LSA support; concessions and support for assessments to ensure achievement is in line with ability. This is in addition to increased

pastoral support in 2016/17.

In key stage 4 this may include; additional intervention as outlined in SEND policy; online learning for alternative GCSE routeways; college and vocational courses; work experience; alternative curriculum pathways; additional study sessions; mentoring and exam concessions, as detailed in section d.

For some students, the demands of a large mainstream school can become too much and we make referrals to specialist provisions who can support the more needs of our students. This may require accessing Devon Personalised Learning Service (DPLS) or 'Education other than School' (EOTS) and seeking an alternative setting. Students stay on the roll of King Edward VI Community College and are sent termly reports in line with the main campus' reporting calendar, with the aim that they may return to us in the future.

King Edward VI Community College is required to meet the SEN of the children or young people that we support. We fulfil this expectation by:

- Ensuring all pupils access high quality teaching which takes account of pupil's differing needs
- Providing a bespoke, tailored and personalised approach for individuals with complex needs
- Using our best endeavours to secure the special educational provision called for by the child's or young person's needs
- Making appropriate use of the resources in our delegated budgets to support children and young people with additional needs
- Identifying early a child or young person's lack of adequate progress and reviewing their needs. Recognising that some children may only need modifications to the teaching approaches, classroom organisation or provision of ancillary equipment or resources as part of the differentiated curriculum
- Differentiating lessons to match the pupil's level of learning
- Having a consistent graduated approach to meeting pupil need by reviewing class teaching, access strategies and removing barriers to learning before developing a more personalised approach
- Using our knowledge and understanding of the four primary areas of need to plan provision and to focus on interventions that are relevant and evidence-based
- Referring to the Devon SEN Provision Matrices document for support to tailor provision to provide an individualised support programme for more complex pupils.
- Where and when needed, seeking further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need

d) additional support for learning that is available to pupils with special educational needs;

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

The SEN department meet weekly to discuss and plan and monitor support for students with SEN. Support is on a needs basis and may vary across the curriculum. This discussion may be informed by actions discussed in the student support meetings, as mentioned earlier as well as comments from pastoral and teaching staff. We also monitor the

behaviour of students with SEN so that we can plan to support an improvement in their behaviour as appropriate.

The student may have a statement of SEN which ensures we meet regularly with parents or carers and external agencies to plan intervention. Our aim for all students is that they receive the *appropriate* support for their needs, in order to develop independent and successful adults in their life after college. A statement does not mean a student will have a full time LSA as it might not be the most effective support, and studies have often shown this to be the case. It may also be that intervention is more effective to support students' specific needs and reduce barriers across the curriculum. However, we would always plan for support where needed and will use a combination of strategies which may include an LSA in lessons the student finds most challenging, and allowing for independence where the student excels.

This multi-facted approach may also include a wide range of intervention as outlined in section 3b, above.

If a student has not achieved as expected in an assessment or test, or already has known SEN which may affect the quality of response, the student may be referred for exam concessions. These may include extra time, a reader, scribe, use of a computer to type responses, modified or enlarged papers or an oral language modifier.

Students are assessed for any exam support by the SENCO who has undertaken relevant qualifications to be a specialist assessor for concessions and is continuing to study to level 7 for exam concessions as required by the Joint Council for Qualifications (JCQ). We use a range of diagnostic assessments including WRAT 4, C-Top for processing speed and the Penny Alcock speed of handwriting test. These may be administered in addition to reading, writing and spelling tests undertaken by the literacy team. A specialist LSA who is also trained in assessments coordinates the exam concessions and ensures any necessary support is in place for exams.

King Edward VI Community College is required to meet the SEN of the children or young people that they support. We fulfil this expectation by:

- Ensuring all pupils access high quality teaching which takes account of pupil's differing needs
- Ensuring a bespoke, tailored and personalised approach for individuals with complex needs
- Using our best endeavours to secure the special educational provision called for by the child's or young person's needs
- Making appropriate use of the resources in our delegated budgets to support children and young people with additional needs
- Identifying early a child or young person's lack of adequate progress and review their needs. Recognising that some children may only need modifications to the teaching approaches, classroom organisation or provision of ancillary equipment or resources as part of the differentiated curriculum

- Differentiating lessons to match the pupil's level of learning
- Having a consistent graduated approach to meeting pupil need by reviewing class teaching, access strategies and removing barriers to learning before developing a more personalised approach
- Using our knowledge and understanding of the four primary areas of need to plan provision and to focus on interventions that are relevant and evidence-based
- Referring to the Devon SEN Provision Matrices document for support to tailor provision to provide an individualised support programme for more complex pupils.
- Where and when needed, seeking further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need

e) how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs and;

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

It is the aim of King Edward VI Community College to achieve a truly inclusive experience for students both within college activities and in extra-curricular events.

Every summer term we run activities which stretch and challenge our students. Every activity is accessible and we would always seek the most appropriate support for students with SEN. In order to ensure we match the appropriate staff to activity and students, we may contact parents and carers to discuss the options. This planning with parents and carers ensures a fuss free and enjoyable experience for students with SEN allowing them to access an enriching experience.

Equally, school trips would also require detailed planning in advance, such as what transport will be required, if there is a chance a student may become fatigued and how to avoid increased anxiety in situations that may be unusual for the student. By thinking proactively and considering any possible risk factors prior to the event, both students and staff can feel more at ease and enjoy their activity.

As an educational setting, we are also guided by requirements to carry out risk assessments prior to activities. These are completed by the trip leader on a programme called 'Evolve' and ensure every aspect of risk is considered. It may lead to ensuring the appropriately trained staff are supporting the trip, such as someone who is trained in first aid or manual handling for a student with a physical difficulty.

We are very proud of our students at King Edward VI Community College, and always seek to support them with an appropriate and rewarding curriculum. To this end, students can participate in specific Sport sessions for students with SEN, which often leads to taking part in sporting competitions with students from across Devon. This gives our students an enormous sense of achievement and pride- especially when they bring back their medals and certificates to show us!

We are equally proud of our Performing Arts Department, and students with SEN are

encouraged to take part in all aspects of the discipline- from performing on stage to supporting with technical or stage management. We have previously delivered an Arts Award to students with SEN from both our setting and Bidwell Brook Special School. We hope to be able to enjoy this collaboration again in the future.

Our aim is that students with SEN are fully included in all aspects of student life. We have various students representing student voice and becoming house captains, following successful interviews with the head of each house.

King Edward VI Community College fulfil expectations to:

- Carry out our duties under the Equality Act 2010
- Promote positive outcomes in the wider areas of personal and social development and ensure that the approaches used are based on the best possible evidence and are having the required impact
- Promote the health and wellbeing of each child or young person by supporting them to access extra-curricular activities
- Monitor SEND pupils engagement with extra-curricular activities
- Review Equality Information and Objectives (accessibility plans) regularly
- Ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN

f) support that is available for improving the emotional, mental and social development of pupils with special educational needs

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

Each student in King Edward VI Community College belongs to a tutor group. Their tutor will be the first contact in ensuring the ongoing success and happiness of students. This daily communication is important as tutors can often recognise signs of anxiety or that a student is struggling in a specific area, and target intervention to support.

Each tutor group belongs to a house, and has a head of house and learning mentor. These members of staff work very closely in monitoring attendance, levels and behaviour to ensure students are on track to make expected progress. The learning mentors may also provide additional support such as mentoring, 1:1 tutoring or subject specific guidance.

Thrive is a programme delivered in school by a licenced Thrive practitioner who has carried out an intensive course and is re-assessed annually to ensure their skills are up to date. The programme seeks to diagnose where there may have been any interruptions to a student's emotional development which may be hindering their well-being and acting as a barrier to the curriculum. Targets are then made for the student to achieve across a 6 week term and strategies to achieve them are shared with parents/carers and staff who may work with the individual.

These coordinators will keep an overview of students in their year group to ensure any intervention is specific, measurable, agreed, realistic and has a timeframe for completion. This may include the completion of Pastoral Support Plans (PSP), in collaboration with the head of house and either SENCO or learning support coordinator, if the student has SEN.

In addition to our own first aid LSA, we also have a large team of staff trained to deal with medical emergencies or illness in school. For individual students with medical conditions, we keep personalised care plans and staff are signposted to these at the beginning of each academic year. Staff also receive annual training on the most common medical conditions at King Edward VI Community College, which include: Diabetes, epilepsy, brittle asthma and anaphylaxis. In each staff room, there is guide on how to deal with these conditions, to support their training. For more details, please see the policy for 'Supporting Students with Medical Conditions', which can be found on our website.

In order to access specialised support, students may be referred to one of two counsellors who work in school, or to a member of our Thrive team who can administer an assessment and subsequent sessions aimed at discovering interruptions in a child's development, and working on overcoming them. We also have an effective pastoral support coordinator who refers students and parents/carers to the most appropriate services for their needs and to enable further specialised provision, such as bereavement counselling. This member of staff will also act as a key professional to liaise between services on our behalf. Further examples of these are outlined in section 2 of this report.

In some circumstances, mainstream school may not be an appropriate setting for students. In these cases we will refer students to alternative providers who can support the needs of our students with a personalised curriculum. As mentioned previously in section 3c, students will remain on role with King Edward VI Community College, and the aim would be for them to return to us eventually, though this may be on a phased timetable of reintegration to suit the students' needs.

King Edward VI Community College fulfils expectations to:

- Promote the health and wellbeing of each child or young person by supporting them to access extra-curricular activities
- Regularly review and evaluate the impact of SEN provision on the progress, attainment and well-being of SEN pupils
- Review attendance and exclusion data for SEN pupils
- Provide a safe environment for children and young people and recognise that the well-being of all children and young people includes physical, mental and emotional well-being as well as protection from abuse
- Be aware that children may experience a wide range of social and emotional difficulties which manifest in many ways and have clear processes to support these needs
- Be alert to other events such as bereavement and bullying which can lead to learning and/or mental health difficulties and have clear processes to support these needs
- Assess pupils displaying disruptive or withdrawn behaviours to determine any underlying learning, communication or mental health difficulties
- Ensure appropriate provision is in place, such as additional pastoral support for

those pupils identified with social, emotional and mental health difficulties

- Have in place clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils
- Regularly review their SEND, anti-bullying and behaviour policies
- Establish processes to facilitate feedback from all pupils, including pupils with SEN, e.g. pupil voice
- Have pupil forums, school councils, pupil feedback processes in place as appropriate to the age of the children and young people
- Where appropriate seek further advice from advisory services and outside agencies about removing barriers to learning linked to emotional, mental and social development
- Have regard to the Early Help Pathway and where appropriate use this pathway to access further advice and support

4 In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.

SENCO: Sarah Winstone

Email: [sWinstone@kingedwardvi.devon.sch.uk](mailto:sWinstone@kingedwardvi.devon.sch.uk)

Telephone: 01803 869200 ext 219

Learning Support Coordinator: Richard Hard

Email: [rhard@kingedwardvi.devon.sch.uk](mailto:rhard@kingedwardvi.devon.sch.uk)

Telephone: 01803 869200 ext 395

5 Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

***What specialist services and expertise are available at or accessed by the school?***

***What training have the staff supporting SEND had or what training are they having?***

All teaching and support staff undergo an annual schedule of training in SEN. This year has so far included training on differentiation and several training hubs, which staff have selected to attend. Every Monday a 'Nano' session introduces a new idea to aid teaching and learning. Throughout the year, they will also cover: the medical policy to include how to support students with the most common medical conditions; Thrive; differentiating for low and high ability; behaviour strategies to support students with SEN and training and advice from a specialist teacher of Speech, Language and Communication difficulties.

The SENCO has a PGCE and has completed the National Award for SENCOs (NASENCO) and is qualified to undertake assessments for exam concessions. She is also undertaking a Master's degree in Inclusion and completing a level 7 award to satisfy new guidelines

around interpreting standardised tests for exam concessions.

Learning Support Assistants undertake a fortnightly programme of continuing professional development, matched to the needs of our students and professional interests/specialisms of the LSAs.

LSAs are also trained in specific areas and these include: Speech and language; EAL; ICT and Handwriting skills; Endeavour Communication Programme; Cygnet training to work with families who have autistic children; Moving and Handling; First Aid; Crossing (to support students with SEN to cross the road).

Some LSAs are also qualified to train staff in Moving and Handling and First Aid.

We have a specialist LSA who is trained in the assessment and delivery of Thrive. This ensures students joining us from primary settings can continue to access this intervention. The whole staff body have had training to give them a wider understanding of the initiative.

Within our team of pastoral support staff, including heads of house, we have a wealth of experience in using the restorative justice method between peers, and students and staff to ensure positive working outcomes for all.

If a student is joining King Edward VI Community College and we don't feel we have the expertise to support them effectively, we would ensure the appropriate training is undertaken by staff if viable.

King Edward VI Community College fulfils expectation to:

- Regularly audit and review staff training needs and provide relevant training to develop whole school staffs understanding of SEN and strategies to support inclusion and high quality teaching
- Use their best endeavours to secure the special educational provision called for by the child's or young person's needs.
- Provide staff with information about effective strategies to use within their class
- Adhere to the principle that 'All teachers are teachers of children with special educational needs'; to ensure that all teachers and staff are equipped to deal with a diverse range of needs
- Acknowledge the key role of the Special Educational Needs Co-ordinator (SENCO) in providing professional guidance to colleagues and contributing to professional development of all staff
- Ensure that the SENCO has sufficient designated time to fulfil their role adequately
- Wherever possible, ensure that the SENCO is on the SLT, where this is not possible schools should ensure that the SENCO has appropriate access to the SLT (i.e. through a SEN Champion on SLT) in order to input on whole school strategy with regard to SEN Provision

- Ensure their SENCO, if new to the role in a mainstream school, completes the National Qualification for SEN Coordination, within the designated timeframe, and is provided with adequate support to do so
- Ensure all staff (both teaching and non-teaching) have had training to develop staff knowledge of the four areas of need and the nature of the difficulties linked to each area, including online training materials such as the Inclusion Development programme and Advanced Training Materials
- Have clear and robust systems in place for evaluating provision by reviewing staff expertise through classroom observations, and pupil progress through book / work scrutiny and pupil observations
- Understand the processes that govern access to external support services and agencies and access the training and support that they can offer their staff
- Where appropriate, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need

6 Information about how equipment and facilities to support children and young people with special educational needs will be secured.

*How accessible is the school both indoors and outdoors?*

Extract below taken from King Edward VI Community College Accessibility Plan

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. Further details of the schedule of works can be found in the full policy on our website: [www.kingedwardvi.devon.sch.uk](http://www.kingedwardvi.devon.sch.uk)

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. The majority of lessons for key stages 3 and 4 take place here. 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 **for PE.** 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.

There are spaces for disabled access in our visitors car park on all three campus areas. We have toilets that provide disabled access for both visitors, and students. Student toilets are

only for use by students with disabilities, and have lockable cupboards within them for the safe storage of equipment. Within the SEN department, we have a number of lockable cupboards and rooms where equipment is safely stored.

King Edward Community College fulfils expectations to:

- Make appropriate use of the resources in their delegated budgets to support children and young people with additional needs
- Use their best endeavours to make sure that a child with SEN gets the support they need
- Carry out their duty to make reasonable adjustments under the Equality Act 2010
- Pay regard to the criteria and understand the processes (DAF 2a, 3) for accessing the additional funding that the Local Authority holds in its High Needs block to provide additional support for pupils with an exceptional level of need in Early Years settings, Primary and Secondary Schools and Post 16 settings.
- Promote the health and wellbeing of each child or young person by supporting them to access extra-curricular activities
- Understand the processes that govern access to external support services and agencies and access the training and support that they can offer their staff
- Where appropriate, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need
- Remain up-to-date with all statutory moving and handling training, where required.

7 The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

*How are parents involved in the school? How can I get involved?  
Who can I contact for further information?*

Parents of new students joining us in year 7 and year 12 respectively are invited to settling in evenings in the Autumn term. These provide a further opportunity to meet with pastoral and SEN staff.

King Edward Community College has an active Parents Association. If you would like more information, please contact the secretary. Further information can also be found on the school website: [www.kingedwardvi.devon.sch.uk](http://www.kingedwardvi.devon.sch.uk)

Devon, Information, Advice and Support service (DIAS) is a free, confidential and impartial information and advice service set up to support parents and carers of children aged 0-25 with special educational needs and disabilities (SEND). They also run meetings and conferences to support families with children who have SEN. They can be contacted via:

Telephone: 01392 383080

Email: [devonias@devon.gov.uk](mailto:devonias@devon.gov.uk)

Website: [www.devonias.org.uk](http://www.devonias.org.uk)

Our local Parent Support Advisor can also provide information and guidance if you have a son or daughter with SEN:

[smaggs@totnes-st-johns-primary.devon.sch.uk](mailto:smaggs@totnes-st-johns-primary.devon.sch.uk)

Parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child's development. They should also listen to and address any concerns raised by children and young people themselves.

Schools **must** provide an annual report for parents on their child's progress. Most schools will want to go beyond this and provide regular updates for parents on how their child is progressing.

King Edward Community College VI fulfils expectations to:

- Make arrangements for providing children, their parents, and young people with SEN or disabilities with advice and information about matters relating to SEN and disability
- Ensure decisions are informed by the insights of parents and those of children and young people themselves
- Inform parents when they are making special educational provision for their child and have processes in place for engagement with children and young people and their families to provide feedback on provision
- Ensure parents are fully aware of the planned support and interventions and, where appropriate, plan to seek parental involvement to reinforce or contribute to progress at home.

- Ensure a clear date for reviewing progress is agreed and the parent, pupil and teaching staff should be clear about how they will help the pupil achieve the expected outcomes
- Be aware that a child's parents, young people and schools have specific rights to request an Education, Health and Care needs assessment and children and their parents and young people should feel able to tell their school if they believe they have or may have SEN.
- Carry out annual reviews through an appropriate person centred planning process
- Identify aspirational key outcomes and secure appropriate provision to achieve outcomes
- Hold regular parent meetings, with the child or young person, as appropriate, to discuss pupil progress ( at least three times a year)
- Establish processes to facilitate feedback from all pupils, including pupils with SEN, e.g. pupil voice, pupil forums and school councils.
- Use the Devon Assessment Framework (DAF) process as an appropriate person-centred planning approach to put the child or young person and their family at the heart of planning and reviewing provision
- Encourage the active participation of the child and their parent / carer

#### 8 The arrangements for consulting young people with special educational needs about, and involving them in, their education.

Students with SEN are invited to attend and comment on their own education. The provision we arrange is child centred, so their views are invaluable and often support a more successful outcome.

Students may work with a familiar adult to complete 'my plan,' a requirement of the Devon Assessment Framework (DAF), which will highlight what the student would like to achieve. For a Personal Education Plan (PEP), a student may be asked to complete 'My Views' prior to a meeting.

The SEN Code of Practice, May 2015 cites section 19 from the Children and Families Act 2014 making it clear that schools must have regard to 'the views, wishes and feelings of the child or young person' and the 'importance of the child or young person participating as fully as possible in decisions.' We support this by ensuring the student has the appropriate time to consider and formulate their views, as well as access to an adult with whom they feel comfortable to share and voice their opinions.

As part of our internal self- evaluation process, students with SEN are given the opportunity to raise any concerns or make comments in a supportive environment on a termly basis. Their opinions are listened to and considered, and action is taken if necessary.

It is important that all professionals listen, understand and address any concerns raised by children and young people themselves.

Schools **must** provide an annual report for parents on their child's progress. Most schools will want to go beyond this and provide regular progress updates for parents and pupils.

King Edward VI Community College fulfils expectations to:

- Make arrangements for providing children, their parents, and young people with SEN or disabilities with advice and information about matters relating to SEN and disability
- Ensure decisions are informed by the insights of parents and those of children and young people themselves
- Inform pupils when they are making special educational provision for them and have processes in place for the pupils to provide feedback
- Ensure pupils are aware of the planned support and interventions
- Ensure a clear date for reviewing progress is agreed and the parent, pupil and teaching staff should be clear about how they will help the pupil achieve the expected outcomes
- Be aware that a child's parents, young people and schools have specific rights to request an Education, Health and Care needs assessment and children and their parents and young people should feel able to tell their school if they believe they have or may have SEN.
- Carry out annual reviews through an appropriate person centred planning process
- Identify aspirational key outcomes and secure appropriate provision to achieve outcomes
- Hold regular parent meetings, with the child or young person, as appropriate, to discuss pupil progress ( at least three times a year)
- Establish processes to facilitate feedback from all pupils, including pupils with SEN, e.g. pupil voice, pupil forums and school councils.
- Use the Devon Assessment Framework (DAF) process as an appropriate person-centred planning approach to put the child or young person and their family at the heart of planning and reviewing provision
- Encourage the active participation of the pupil

9 Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

If you should have a complaint pertaining to your son or daughters education, you should initially seek a consult with the class teacher or appropriate member of staff in the first instance. The formal procedures will be invoked when initial attempts to resolve the issue are unsuccessful and the person raising the concern remains dissatisfied and wishes to take the matter further.

For further information, please see the College's procedure for complaints on the school

website: [www.kingedwardvi.devon.sch.uk](http://www.kingedwardvi.devon.sch.uk)

10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

The governing body supports the SEN Department to make decisions in consultation with the governor for SEN.

The Governor and SENCO meet termly to discuss the involvement of external agencies in relation to supporting our students effectively.

King Edward VI Community College fulfils expectations to:

- When appropriate, seek advice from advisory services and outside agencies including the Educational Psychology Service, CAMHS, Speech and Language Service, Local Authority support services etc. in order to gain a better understanding of a pupil's needs
- Understand the processes that govern access to external support services and agencies and access the training and support that they can offer their staff
- Where appropriate, seek further advice from advisory services and outside agencies about removing barriers to learning linked to different areas of need
- Pay regard to the criteria and understand the processes for accessing additional funding and support through the DAF process, including those services provided by Health and Social Care

11 The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.

If your child has SEN and you are at all concerned, please contact any of the SEN staff below. We can also be contacted via parent messenger, through the school website: [www.kingedwardvi.devon.sch.uk](http://www.kingedwardvi.devon.sch.uk)

SENCO: Sarah Winstone

Email: [swinstone@kingedwardvi.devon.sch.uk](mailto:swinstone@kingedwardvi.devon.sch.uk)

Telephone: 01803 869200 ext 219

Learning Support Coordinator: Richard Hard

Email: [rhard@kingedwardvi.devon.sch.uk](mailto:rhard@kingedwardvi.devon.sch.uk)

Telephone: 01803 869200 ext 395

Devon County Council local offer: [www.devon.gov.uk/send](http://www.devon.gov.uk/send)

If you are considering King Edward VI Community College for your son or daughter, please contact the Assistant Principal for admissions, Sarah Winstone, using the details above.

Parent Support Advisor, Sandra Maggs:  
[smaggs@totnes-st-johns-primary.devon.sch.uk](mailto:smaggs@totnes-st-johns-primary.devon.sch.uk)

12 The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.

*How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?*

The SENCO and Learning Support Coordinator work alongside the Phase Coordinator with transitions from year 6 to year 7, specifically for students with additional needs. This will include regular 'team around the child' (TAC) meetings with parents, carers, primary SENCOs and any other external agencies involved in the support for the student. It may also include meeting with social workers and parent support advisors. The information gained will inform how we integrate a student with SEN into our school. It may include an enhanced transition where the student will attend sessions additional to the usual activities, and be supported by a key worker. They may take photographs of staff or certain areas so they can visually familiarise themselves, and will meet their tutors and any support staff as appropriate. This may include a reduced or phased timetable to start with in very specific cases and could involve some time in the student support base until the student feels confident to access the full curriculum. Where a student may have accessibility concerns, a visit with an Occupational Therapist and/or specialist advisor for Physical Difficulties prior to September will ensure any barriers to the campus can be rectified.

The SENCO and Learning Support Coordinator also work alongside the phase coordinator to support students both in the transition from year 9 to 10 and 11 to 12 (or Further Education elsewhere) . This includes ensuring the relevant exam concessions are in place for students with SEN to access assessments and achieve their full potential. It will also include meetings with parents and staff to ensure students have appropriate information and guidance to be able to make informed decisions about options and routeways for GCSEs. Moving through year 10 and 11 will also include liaising with Careers South West to ensure students with SEN receive guidance on further and higher education, as well as careers. It will involve ensuring work experience placements are suitable and beneficial for our students, and complement their learning needs.

For the transition between year 11 and sixth form, the SENCO or Learning Support Coordinator will attend open evenings and parents evenings at Kennicott to ensure any queries are answered and students can be given information and guidance that is appropriate to their educational needs. Trips to further education colleges may be arranged to provide opportunities to discover other courses that may be more suitable or

desirable. Exam concessions are in place for most students with SEN, but for those new to the College, diagnostic tests and further evidence is sought to support applications for concessions.

King Edward VI Community College fulfils expectations to:

- Pay regard to advice and information from parents and previous settings at transition points liaising as necessary to continue the use of successful strategies and approaches
- Make arrangements for providing children with SEN or disabilities, and their parents, and young people with SEN or disabilities with advice and information about matters relating to SEN and disability
- Develop an appropriate person-centred planning approach to all transitions between schools or key stages; the pupil and family should be at the heart of the planning process. The DAF process will support the transition process
- Begin transition planning as early as required
- Establish clear links with the receiving or feeder school or setting.
- Monitor the on-going transition process, building on previous assessments and reviews
- Carry out annual reviews through an appropriate person-centred planning processes
- Identify aspirational key outcomes and secure appropriate provision to achieve outcomes
- Ensure that planning and provision takes into account the pupil's next phase of education or transition into adulthood and takes steps to prepare the pupil accordingly

### 13 Information on where the local authority's local offer is published.

You can find details of Devon County Council's local offer by following this link:

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

The offer has been developed in consultation with schools and external agencies across Devon. The information is available to parents and carers so that an informed decision can be made on accessing the best provision for your son or daughter.

Further details on the specific intervention we deliver at King Edward VI Community College can be found on our website:

[www.kingedwardvi.devon.sch.uk](http://www.kingedwardvi.devon.sch.uk)

*Acknowledgement and Thanks to Plymouth City Council "The Plymouth Local Offer- school Element" and Hampshire "Illustrative Regulations as a guide for schools completing SEN Information report"*