

# King Edward VI Community College

## SEN Information Report 2019-2020

<b>Parent/carer questions</b>	<b>Key information</b>	<b>Links to SEND Code of Practice (2015)</b>
<b>School Policy and procedure</b>		
<p><b>What kinds of SEND do pupils in the school have?</b></p>	<p><b><i>King Edward VI Community College (KEVICC) 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.</i></b></p> <p><b><i>The staff and governors of KEVICC 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;</i></b></p> <p><b><i>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</i></b></p>	<p><b>We currently support students with the following additional needs:</b></p> <ul style="list-style-type: none"> <li>Asperger's Syndrome</li> <li>Autistic Spectrum Disorder</li> <li>Cerebral Palsy</li> <li>Diabetes</li> <li>Downs Syndrome</li> <li>Dyslexia</li> <li>Dyspraxia</li> <li>Epilepsy</li> <li>Global Delay</li> <li>Hearing Impairment</li> <li>Moderate Learning Difficulties</li> <li>Non-verbal Learning Disorder</li> <li>Physical disability</li> </ul>

	<p><b>where pupils access support from teaching assistants or specialist staff.</b></p> <p>Extract from KEVICC SEND Policy 2019-2020 on school website.</p>	<p>Social and mental health difficulties Speech, language and Communication Needs Visual Difficulties/impairment</p>
<p><b>How do you know if a pupil needs extra help?</b></p>	<ul style="list-style-type: none"> <li>• We track student progress every full term when staff complete levels for behaviour and attainment for students in each year group. These are analysed by the SENCO and reported to the Senior Leadership team and Governor for SEN. Teaching staff are also advised of students who are not making progress in order that they can implement classroom based strategies to support.</li> <li>• Where this in class support is not successful, the SENCO consults with pastoral staff and the Learning Support Coordinator to initiate assessments which may highlight a learning need. The students are consulted with and assessed (with parent/carer permission) and an appropriate intervention is planned. Letters are sent home to parents/carers to ensure they understand what the intervention is and why it is needed, as well as to gain their permission.</li> <li>• The safeguarding team comprises pastoral and learning support staff; at weekly meetings, specific students are discussed in greater depth and it may become apparent that some investigation into possible additional needs is required. This will be an action from the meetings and set up by the Learning Support Coordinator and SENCO.</li> <li>• We also listen to the opinions of parents/carers and students themselves should they report difficulties in certain areas. In the main, we then consult with teaching staff to get a picture of the students' needs across all subject areas. This may lead to shared strategies across the college in order to support the student further, or may lead to intervention from within the SEN team. Sometimes</li> </ul>	<p><b>KEVICC SEND policy can be found on the school website.</b></p> <p><b>We use a range of assessment tools including:</b> Wide Range Achievement Test (WRAT) Lucid Dyscalculia screening STAR reading test Reading &amp; Spelling tests Thrive assessment tools</p>

	<p>this may lead to an external assessment with an Educational Psychologist to determine if there are additional needs (and to get an holistic picture of needs) or concessions required for assessments.</p> <p>Other agencies with whom we regularly work, liaise and receive advice from include:</p> <ul style="list-style-type: none"> <li>• Babcock LDP- SEN Advisor, Educational Psychologist &amp; Educational Welfare Officer, Communication and Interaction Team, Ethnic Minority Achievement Advisors, Advisory teachers for physical difficulties, Hearing Impairment, Visual Impairment and ICT.</li> <li>• Careers South West</li> <li>• Child and Adolescent Mental Health Support Services (CAMHS)</li> <li>• Counselling</li> <li>• Devon County Council- Inclusion Team; Speech, Language and Communication Service, ICT</li> <li>• advisors, Traveller Liaison, Occupational Therapy</li> <li>• Devon Personalised Learning Service</li> <li>• NHS- Physiotherapy service</li> <li>• Paediatric Physiotherapists</li> <li>• Plymouth and Torbay Virtual School</li> <li>• Safeguarding and Social work services</li> <li>• School nurse</li> <li>• Social Services</li> <li>• South and West Devon integrated Children and Young People's Service</li> <li>• Young Carers</li> </ul> <p>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 overtime.</p>	
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	<p>If you think your son or daughter may have undiagnosed Special Educational Needs, please contact the SENCO or Learning Support Coordinator on the email address or telephone number shown towards the end of this document.</p>	
<p><b>Day to day support</b></p>		
<p><b>How do teachers help pupils with SEND? How will the school support my child?</b></p>	<p><i><b>We believe that;</b></i></p> <p><i><b>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.</b></i></p> <ul style="list-style-type: none"> <li>• Staff follow a termly cycle of events for their continuing professional development. These sessions are informed by practice seen around the college, student needs and personal development aims.</li> <li>• Staff receive annual appraisals on their teaching practice and throughout the year, a cycle of department reviews is carried out to ensure consistency and that the needs of all students are being met in the classroom.</li> <li>• The SENCO and Learning support coordinator carry out regular 'pupil pursuits' in order to ensure specific needs for students with EHCPs are being met across the school.</li> <li>• Members of the Senior leadership team carry out learning walks to ensure specified strategies are employed for students receiving 'SEN support.'</li> <li>• Colleagues are encouraged to develop their knowledge and skills base through funding on programmes such as 'outstanding leaders' and national qualifications for middle and senior leadership.</li> </ul>	<p><b>High quality, frequent professional development is available for teaching staff.</b></p> <p><b>The plan, do, review tool is utilised to help inform, diagnose and support students with additional needs.</b></p>

	<ul style="list-style-type: none"> <li>The school uses both anecdotal and data driven evidence to identify students who may require additional support. Where teaching staff have employed strategies which have not yielded the desired outcome, we use the plan, do and review tool to identify needs and match appropriate intervention (as above).</li> </ul>	
<p><b>How will the curriculum be matched to my child's needs?</b></p> <p><b>Is there any additional support available to help children with SEND?</b></p>	<ul style="list-style-type: none"> <li>KEVICC initiates reading and spelling tests for all students in year 7 and for those joining 'in year.' Where standardised scores are below 85, we carry out additional assessments such as a LUCID or WRAT. From these results we can ascertain whether a student requires specific teaching strategies, or further intervention to support them making progress. This might include 1:1 or small group learning. It might also include being placed in certain sets for English, Maths, Science and modern languages, in order to ensure the student has access to appropriate teaching and support.</li> <li>Where a student has an EHCP, we may disapply students from certain subjects and use this time to provide intensive provision such as literacy support for writing, phonic decoding for reading or Thrive support for emotional and social development. We also run the 'Princes Trust' programme, aimed at developing life and work skills.</li> <li>Key stage 4 provides four bespoke route ways for students to ensure they can still benefit from intervention alongside their GCSEs, if needed.</li> <li>If a bespoke curriculum is required, the SLT or SEN team will invite students and parents/carers to meet and discuss the options available in school.</li> </ul>	<p><b>Additional support may include:</b></p> <ul style="list-style-type: none"> <li>➤ Learning support Assistant in the classroom</li> <li>➤ Smaller class sizes</li> <li>➤ Additional lessons in core subjects</li> <li>➤ Intervention outside of the classroom</li> <li>➤ Specific strategies for staff to employ in class</li> <li>➤ Disapplication from homework</li> <li>➤ Disapplication from specific subjects</li> </ul> <p><b>The curriculum for Key stage 4 offers a broad curriculum in order to support the needs and skills of our students.</b></p> <p><b>4 bespoke route ways for GCSE course are available.</b></p>
<p><b>How will the school know how well my child is doing?</b></p>	<ul style="list-style-type: none"> <li>We track student progress every full term when staff complete levels for behaviour and attainment for students</li> </ul>	<p><b>Academic mentoring</b></p>

	<p>in each year group. These results are then sent home to parents/carers and an academic mentoring or subject evening follows the printing of these to allow discussions to take place around reviewing progress.</p> <ul style="list-style-type: none"> <li>• Heads of Faculty meet with the Assistant Principal for Progress and attainment following the publication of this data, and it is analysed at subject level.</li> <li>• The school utilises 'life after levels' in key stage 3 and each subject has definitions of skills required on each pathway which are published on individual reports. There will be a target number and an indication of whether the student is making progress or not based on the criteria listed.</li> <li>• Students (and their parents/carers) with EHCPs are invited for an annual review and termly meetings to ensure they are on track to make progress and if not, to plan adaptations to the curriculum or support being implemented.</li> <li>• Students (and their parents/carers) with SEN support are invited for termly meetings or discussions to ensure they are on track to make progress and if not, to plan adaptations to the curriculum or support being implemented.</li> </ul>	<p><b>Parents subject evenings</b></p> <p><b>Annual review process</b></p> <p><b>Raising attainment and progress meetings</b></p> <p><b>Termly analysing of data by SENCO</b></p>
<p><b>How will I know my child is making progress? How do you check on this?</b></p>	<ul style="list-style-type: none"> <li>• We track student progress every full term when staff complete levels for behaviour and attainment for students in each year group. These are analysed by the SENCO and reported to the Senior Leadership team and Governor for SEN. If a student is following an intervention and their levels are increasing, the intervention will be continued with additional stretch and challenge until their levels are in line with peers. If an intervention is not successful in improving progress levels, it will be adapted or ceased and an alternative sought.</li> </ul>	<p><b>SENCO analyses progress data and reports to both SLT and Governing body.</b></p>

	<ul style="list-style-type: none"> <li>• The SENCO reports termly to the Senior leadership team on the effectiveness of interventions as part of a self-evaluation process.</li> </ul>	
<p><b>How will my child be included in activities outside the classroom, including school trips?</b></p>	<ul style="list-style-type: none"> <li>• Students with SEND can access all extra-curricular activities in and after school and are actively encouraged to do so.</li> <li>• Students with SEND have attended curriculum enrichment trips abroad and in this country, as well as trips to Universities and further education or business establishments in order to raise aspirations.</li> <li>• Where necessary, additional staff have been funded to provide 1:1 support for students undertaking off-site trips. We have also ensured all staff involved in trips for specific students, have suitable medical training well in advance of the trip and a thorough risk assessment is carried out.</li> <li>• Staff are on duty before school, during morning and lunch break and after school to safeguard students leaving the site safely. Extra-curricular activities are also run during lunch times, providing additional supervised spaces for all students, including those with SEND.</li> <li>• The SEND department run a lunch club and have activities in 'room 30' at both break and lunch times. This is supported by two members of staff and students are supported to socialise and play with other students in the facility. Board games are played on two lunchtimes a week and time limited computer access is also available.</li> <li>• The SEND department also have disabled access from room 30 to our own 'Peace Garden' where students may benefit from getting some fresh air in a smaller space with picnic benches and some sensory planting. The garden is being developed by students as part of their Princes Trust programme.</li> <li>• In addition, the Thrive team run a weekly gardening club and young carers meet in the bungalow.</li> </ul>	<p><b>All trips and activities are available for students with SEND.</b></p> <p><b>Where appropriate, additional staff are funded and trained to support students with specific needs, for example acute medical needs on a trip abroad.</b></p> <p><b>Staff are on duty to safeguard students before and after school as well as during break times.</b></p>

**How will you support my child's overall well-being?**

- We pride ourselves at KEVICC, for increased pastoral support available throughout the day. Each student has a tutor (in a group of no more than 18 students) and belongs to a house team. Each house has a head of house who is a non-teaching member of staff and can provide support through much of the day. These staff meet as a team daily and monitor the behaviour, attendance and welfare of students in their houses. They are supported by the Assistant Principal for behaviour and Vice Principal.
- The Learning Support Coordinator is in room 30 and can provide additional support for students with SEND as well as be a key adult for students to check in with on a daily basis.
- The Thrive base allows students to drop in who are struggling in lessons due to social and/or emotional needs and can provide a sensory break with certain rooms set up for calm or stress relief.
- The LSA for medical needs oversees all medical and emergency care plans. She communicates these plans with staff and ensures staff are trained appropriately to provide support for medical needs in and out of school. She will also liaise with staff in the event of a prolonged period out of school, in order to try to keep the student up to date with work if appropriate. Medication is kept locked and refrigerated (where appropriate) in the first aid bay and can be administered where we have a medication from completed by a parent/carer.
- We are very fortunate to work closely with the 'Caring Towns Totnes' organisation on a project to provide additional and specific counselling for students. We have a Pastoral Welfare Coordinator who supervises twelve different counsellors providing tailored and specific methods of counselling to support specific areas such as grief and suicide prevention.

**Heads of House provide daily support for students pastoral needs. They can administer medicines in communication with parents/carers.**

**LSA oversees medical care plans and first aid bay.**

**12 counsellors are supervised by our 'Pastoral Welfare Coordinator.'**



	<ul style="list-style-type: none"><li>• Where necessary, specific staff are employed to support students with intimate care needs.</li><li>• Pupils contribute their views via regular student voice activities.</li><li>• Students with SEND are actively encouraged to join in with school initiatives such as being ambassadors for anti-bullying or mental health. We also actively encourage students with SEND to take part in school tours and transition events such as year 6 open days.</li></ul>	
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## Involving families

**How will you help me to support my child's learning? When will we be able to discuss my child's progress?**

- Each year group has a minimum of two reports per year which provide parents/carers with information on behaviour, progress and attendance. Following these reports, parents/carers are invited in for academic mentoring with their son or daughters tutor, or to meet with subject staff. The SENCO is always available during these evenings and students with EHCP are invited by letter to make additional meetings with her if required.
- 'Classcharts' is used by the school to monitor positive and negative behaviours within school. Parents/carers can view incidents on a daily basis and are encouraged to do so.
- 'Eparent' is a messaging system used by staff and parent/carers to keep in contact and can be used to arrange additional meetings where required.
- Students and their parents/carers with EHCP are invited to discuss their child's progress on a termly basis with the the SENCO or Learning Support Coordinator.
- Students and their parents/carers who are receiving SEN support are invited to discuss their son/daughters provision with the SENCO or Learning Support Coordinator at least once per year. Other opportunities to monitor this are the responsibility of the tutor and LSA delivering the intervention.
- Parents/carers of students receiving Thrive are invited in to discuss the provision regularly. They are also shared strategies which may support in the home.
- The Pastoral Welfare Coordinator meets regularly with parents/carers of students experiencing difficulties with their social, emotional and/or mental health. In this supportive capacity she main signpost parents/carers to additional support services or share knowledge and

**Reports sent home with behaviour, progress and attendance data.**

**Subject Evening**

**Academic Mentoring**

**Annual reviews**

**Thrive mornings**

**Pastoral Welfare meetings**

**Head of House meetings**

	<p>strategies to support parents' understanding and coping mechanisms.</p> <ul style="list-style-type: none"> <li>• Heads of House are also available to discuss progress and can be contacted via the school number. Often they are the first port of call where a student does not have an EHCP and will direct information to the most appropriate member of staff.</li> </ul>	
<p><b>How will my child be able to share their views?</b></p>	<ul style="list-style-type: none"> <li>• Students with SEND are Ambassadors for the College and take part in regular meetings with the Vice Principal.</li> <li>• Students are invited throughout the year to take part in student voice activities when we are carrying out departmental reviews. Students with SEND are selected to be part of this process and are also engaged in SEND only student voice sessions within the department.</li> <li>• Students with SEND were involved in a recent review for SEND (October 2018)</li> <li>• When interviewing candidates for positions within the College, students with SEND are often selected to take part in student interview panels.</li> </ul>	<p><b>Student Voice</b></p> <p><b>Interview panel</b></p> <p><b>Student Ambassadors</b></p>
<p><b>How will you support my child when he/she joins your school or moves class or transfers to a new school?</b></p>	<ul style="list-style-type: none"> <li>• Once we receive our student allocation for September (in March), we begin to contact primary schools to arrange transition visits. The SENCO or Learning Support Coordinator meets with year 6 students and primary SENCOs to share information about students with SEN. If required, the SENCO or Learning Support Coordinator will also attend year 5 and year 6 annual reviews as well as TAF (Team around the family) meetings ahead of transitions.</li> <li>• Students are invited to attend taster days at KEVICC in the summer term. This is supported by the primary schools and they are also communicated with, as are parents/carers.</li> <li>• Those requiring additional transitions are invited to attend 2 extra sessions called 'enhanced transitions.' These give students a chance to learn their way around college in an</li> </ul>	<p><b>Primary liaison and projects throughout the year.</b></p> <p><b>'moving up together' enhanced transition package.</b></p> <p><b>Transition and enhanced transition activities.</b></p> <p><b>Careers south west</b></p>

	<p>interact way and create a booklet of helpful information they may need for September.</p> <ul style="list-style-type: none"> <li>• When students move class, parents/carers are written to by the head of faculty explaining why the move is necessary. It may be due to the level progress a student is making and could be a move up, down or horizontally to support student engagement and learning. Students are always prepared for this by their teachers and in some cases this has a long lead up to ensure students with SEND are comfortable with moving classes.</li> <li>• We contract support from 'Careers South West' who will meet with students who have SEND to support them in choosing appropriate work experience and courses after GCSEs. CSW also meet with students prior to annual reviews in year 11, to support them completing applications for appropriate courses.</li> <li>• Work experience takes place in the July of year 10. Students are supported through PSHE lessons to organise their work experience and additional meetings are also available to help them. Where necessary, staff can accompany students on their work experience placements. Where appropriate, they will be trained to also support the medical needs of a student.</li> </ul>	<p><b>Preparing for adulthood liaison</b></p> <p><b>Careers fair</b></p> <p><b>Taster days and university/college visits.</b></p> <p><b>Work Experience support.</b></p>
<p><b>Staff skills and wider support</b></p>		
<p><b>What skills do the staff have to meet my child's needs?</b></p>	<ul style="list-style-type: none"> <li>• Continuing professional Development (CPD) is available to all staff throughout the academic year. A 'menu' of options is available termly and staff select CPD which they feel is of most relevance to them. Staff are also directed to specific CPD where for example, they may teach certain students with SEND which needs particular strategies. In addition, whole staff training is implemented on a termly basis to cover a broad range of needs.</li> </ul>	<p><b>High Quality training for all staff is provided in house and through traded contracts.</b></p> <p><b>The school has CPD budgets for teaching and support staff to ensure effective and</b></p>

<p><b>What specialist services are available at or accessed by the school?</b></p>	<ul style="list-style-type: none"> <li>• The Learning Support team receive fortnightly training on areas pertinent to the students they are supporting and needs which have been identified in the appraisal process.</li> <li>• Where a student is starting school with needs we have not previously supported, whole staff or specific teaching staff training is provided at the first opportunity.</li> <li>• Specific staff are trained in first aid and emergency first aid. Whole staff are trained on common medical conditions such as asthma, diabetes and allergies. Specific staff also receive more in depth training on needs such as type 1 and 2 Diabetes.</li> <li>• Training is secured via partnership links and is also funded from CPD budgets within the school.</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>➤ Literacy coordinators who deliver ‘toe-by-toe’ and ‘Crackit’ intervention which are programmes designed to support readers who have specific learning difficulties</li> <li>➤ Dyslexia Specialist who supports with reading, spelling and organisational strategies</li> <li>➤ Specialist LSA in Practical Communication skills (includes handwriting and ICT)</li> <li>➤ Thrive trained Practitioners</li> <li>➤ Teachers of Numeracy and Literacy</li> <li>➤ Specialist LSA in Accessibility, Hydrotherapy and Passive Handling (Physiotherapy) who oversees medical care plans</li> <li>➤ Supported Work Experience and Enrichment programmes arranged by careers advisor</li> <li>➤ Vocational college placements</li> </ul>	<p><b>appropriate training can be sought as needed.</b></p>
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	<ul style="list-style-type: none"> <li>➤ Specialist LSA who supports Online learning courses in our SEND classroom</li> <li>➤ Specialist LSA who facilitates additional homework support after school</li> </ul> <p>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 'Parent Partnership' or our local 'Parent Support Advisor.'</p> <p>Other agencies with whom we regularly work, liaise and receive advice from include:</p> <p>Babcock LDP- SEN Advisor, Educational Psychologist &amp; Educational Welfare Officer, Communication and Interaction Team, Ethnic Minority Achievement Advisors, Refugee support, EAL specialist, Interpreters, Advisory teachers for physical difficulties, Hearing Impairment, Visual Impairment and ICT.          Careers South West          Chances (Alternative Provision)          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 and Virtual School.          NHS- Physiotherapy service          Paediatric Physiotherapists          Plymouth and Torbay Virtual School          Safeguarding and Social work services          School nurse/ Virgin Care          Social Services          South and West Devon integrated Children and Young People's Service          Torbay Hospital Diabetic team          WAVE (Alternative Provision)          Young Carers</p>	<p><b>The school works regularly with additional support services including MASH, Early Help and other external providers listed to the left.</b></p>
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<p><b>What happens if my child needs specialist equipment?</b></p> <p><b>How accessible is the school and how does it arrange the facilities children need?</b></p>	<ul style="list-style-type: none"> <li>• Students with SEND have access to changing and toilet facilities which are wheelchair accessible. These also contain physiotherapy tables and hoists to assist where needed.</li> <li>• Within our first aid bay, we have a range of rooms including an area set up for the delivery of physiotherapy. Separate rooms are also available for the administering of intravenous medication such as insulin, if required.</li> <li>• Students with SEND can access room 30 at break and lunch as well as before school and during some lessons. This provides continuity for the students and a 'base' to check in with trusted adults or unpick issues from the day. Within this room we have access to a small room of computers for quiet work, and a room for prayer.</li> <li>• For students requiring specialist equipment, the LSA who oversees medical needs and passive handling liaises with external agencies (usually Occupational Therapy) to ensure we have the most appropriate equipment in school. We also liaise with the service in Babcock who support students with visual impairment and they have recently undertaken a site walk to support us in ensuring the auditory and visual environment is appropriate for a student with VI.</li> <li>• The school is wheelchair accessible with a range of slopes and ramps to provide alternative access, as well as a lift in the English and Maths block.</li> <li>• There are disabled parking bays in the visitor reception areas on Redworth and Kennicott.</li> <li>• Where necessary, we will use funding from a students EHCP to purchase necessary equipment to reduce barriers to learning.</li> </ul>	<p><b>Disabled access to school environment including accessible toilets and changing rooms.</b></p> <p><b>First Aid bay provides a range of rooms for varying needs including physiotherapy.</b></p> <p><b>Room 30 provision.</b></p> <p><b>Work with Babcock advisory teams to provide specialist equipment.</b></p>
<p><b>How will my child manage tests and exams?</b></p>	<ul style="list-style-type: none"> <li>• Students are assessed in key stage 3 to see if they would benefit from extra time, a reader or scribe in assessments. This is provided to ensure that barriers to assessments do not inform which sets they are placed in.</li> </ul>	<p><b>Assessments for exam concessions.</b></p>

	<ul style="list-style-type: none"> <li>• In preparation for key stage 4, students are formally assessed by an Educational Psychologist, the results of which are used to apply to the Joint Council for Qualifications (JCQ) for exam concessions. These <i>may</i> include a reader, scribe, extra time, oral language modifier, prompt, separate room or use of ICT. Rest breaks may be arranged where there is appropriate medical evidence or an EHCP to support the need for this. A separate policy on this can be found on our school website.</li> <li>• Where students have been assessed, parents/carers receive a letter informing them of what concessions can be utilised, if any.</li> <li>• Where students feel additional anxiety in the lead up to exams, we provide 'Reducing exam anxiety' sessions with the aim of promoting mindfulness and resilience to support them.</li> <li>• During year 11, students are invited to attend a wide range of revision sessions which are held at lunchtimes, after school and in Easter holidays. Many morning exams will start with an 'exam breakfast' where students can ensure they have eaten prior to an exam, and have the benefit of running through revision and/or past papers with subject specific teaching staff. We have found that these sessions are highly attended by students who report them to be beneficial both in focussing them on the subject and reducing anxiety on the day.</li> </ul>	<p><b>Sessions aimed at 'reducing exam anxiety.'</b></p> <p><b>Revision timetable and exam breakfasts.</b></p>
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## Accessing advice and support

**What should I do if I think my child may have a special educational need or disability?**

**What do I do if I'm not happy or if I want to complain?**

- SENCo- Sarah Winstone.  
Email: [Swinstone@kingedwardvi.devon.sch.uk](mailto:Swinstone@kingedwardvi.devon.sch.uk)  
Phone: 01803 869200 ext 220
- Learning Support Coordinator- Richard Hard  
Email: [Rhard@kingedwardvi.devon.sch.uk](mailto:Rhard@kingedwardvi.devon.sch.uk)  
Phone: 01803 869200 ext 282
- Administrator for SEND- Janice Bragg  
Email: [Jbragg@kingedwardvi.devon.sch.uk](mailto:Jbragg@kingedwardvi.devon.sch.uk)  
Phone: 01803 869200

Please contact the Learning Support Coordinator in the first instance, or the Deputy Principal who will be overseeing SEN:

- Deputy Principal- Kirsty Matthews  
Email: [Kmatthews@kingedwardvi.devon.sch.uk](mailto:Kmatthews@kingedwardvi.devon.sch.uk)  
Phone: 01803 869200
- LSA Medical needs/Care plans- Sharon Leighton Boyce  
Email: [SLeighton-Boyce@kingedwardvi.devon.sch.uk](mailto:SLeighton-Boyce@kingedwardvi.devon.sch.uk)
- Governor for SEND- Karen Sewell  
Email: [Ksewell@kingedwardvi.devon.sch.uk](mailto:Ksewell@kingedwardvi.devon.sch.uk)  
Phone: 01803 869200

During the academic year April 2019 to January 2020 the SENCO will be on maternity leave. For the period stated, all complaints should be directed to Kirsty Matthews, Deputy Principal. The complaints procedure can also be found on the school website.

**Contact details for the Special Educational Needs Coordinator**

**Arrangements for handling complaints from parents of children with SEND**

<p><b>Where can I get information, advice and support?</b></p> <p><b>Where can I find out about other services that might be available for our family and my child?</b></p>	<p>To discuss any concerns about your son or daughter, please contact either the Head of house for your child (who will discuss the concerns and consider who best to deal with the situation) or the Learning Support Coordinator.</p> <p>To book appointments with either the Learning Support Coordinator, SENCO or Deputy Principal, please contact Janice Bragg.</p> <p>The Local Offer for schools in Devon County can be found by following this link: <a href="https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer">https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer</a></p> <p>Devon Information, Advice and Support for SEND (DIAS) can be accessed by following this link: <a href="https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer/who-to-contact-for-advice-and-guidance">https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer/who-to-contact-for-advice-and-guidance</a></p>	<p><b>The local offer and where it is published</b></p> <p><b>Contact details of support services for parents of pupils with SEND</b></p>
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