

# SEND Information Report 2021-2022

## King Edward VI Community College

<i><b>Parent/carers questions</b></i>	<i><b>Key information</b></i>	<i><b>Links to SEND Code of Practice (2015)</b></i>
<b>School Policy and procedure</b>		
<b>What kinds of SEND do students in the school have?</b>	<p>King Edward VI Community College (KEVICC) is a mainstream setting with a fully inclusive SEND policy.</p> <p>As such KEVICC will:</p> <ul style="list-style-type: none"> <li>• Be able to distinguish between students who need some support within the classroom, and within the differentiated curriculum, and students with Special Educational Needs (SEN).</li> <li>• Identify barriers to learning using their knowledge and understanding of the following primary areas of need: <ul style="list-style-type: none"> <li>• Communication and Interaction</li> <li>• Cognition and Learning</li> <li>• Social Emotional and Mental Health Difficulties</li> <li>• Sensory and/or Physical Needs</li> </ul> </li> </ul> <p>In consultation with parents/carers, the SENDCo will decide whether SEN support is required and carry out further assessments to identify barriers to learning and the nature of their child's difficulties.</p>	<b>The kinds of special educational needs for which provision is made at school</b>
<b>How do you know if a pupil needs extra help?</b>	<ul style="list-style-type: none"> <li>• All students' attainment and achievements are monitored by their teachers, who are required to provide high quality teaching and learning opportunities differentiated for individual pupils. Where students are identified as not making adequate progress despite support and high quality teaching, the teachers will work with the school's Special Educational Needs Coordinator (SENDCo) to assess if a pupil has a significant additional needs and agree appropriate support.</li> </ul>	<b>Information about the school's policies for identification and assessment of students with special educational needs</b>

	<ul style="list-style-type: none"> <li>Information is gathered from the Primary schools during the Year 5 transfer reviews and the Year 6 EHCP reviews prior to the transfer to KEVICC.</li> <li>Cognitive Ability Tests (CATs) are carried out in the autumn term of Year 7. The data from these assessments may indicate that further exploration is required to assess if a child has additional needs.</li> <li>Screening for reading and spelling in the autumn term of Year 7, also where students are new to college and have not had this previously</li> <li>Regular observations in class, teacher, tutor, head of faculty or head of house concerns.</li> <li>A parent or carer might raise a concern that their child has additional needs that need to be addressed. In some cases it may be necessary to seek assessment or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the pupil's parents/carers.</li> <li>A student might raise a concern</li> </ul>	
<b>Day to day support</b>		
<b>How do teachers help students with SEND? How will the school support my child?</b>	<p>At KEVICC we believe that every teacher is a teacher of Special Educational Needs and Disabilities (SEND). We believe that high quality teaching and learning is key to the success of all our students including those with SEND. All teachers are expected to plan appropriately for and support their students through:</p> <p>Universal provision - excellent targeted classroom teaching (Quality First Teaching). This means that the teacher:</p> <ul style="list-style-type: none"> <li>has the highest possible expectations for your child and all students in their class</li> <li>that all teaching is built on what your child already knows, can do and can understand</li> <li>that different ways of teaching are in place, so that your child is fully involved in learning in class.</li> </ul> <p>SEN Support provision – a level of support that is outside of the universal offer e.g. specific group work or interventions which may be run in the classroom or the RISE</p>	<b>The school's approach to teaching students with SEND</b>

	<p>room and could be run by a teacher or a learning support assistant (LSA). These may be informed by outside agencies, e.g. Speech and Language Therapy, Educational Psychology, or Devon Local Authority services such as the Communications and Interactions Team.</p> <p>Educational Health Care Plan (EHCP) - this type of support is available for children whose additional needs are severe, complex and lifelong. The needs of these students go beyond the differentiated approaches and learning arrangements normally provided through Quality First Teaching and intervention groups and may require evidence based interventions. The EHC Plan will outline the type of individual support your child will receive and how the support should be used, and what strategies must be put in place. It will also have long and short-term goals for your child. Additional adult support may be used to support your child with whole class learning, run individual programmes or run small groups including your child.</p>	
<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>	<p>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 psychometric assessments. From this data we can ascertain whether a student requires specific teaching strategies, or further intervention to support their progress. This might include 1:1 or small group learning for specific interventions. It may be necessary, for a short period of time to replace a curriculum subject with a specific intervention 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.</p> <p>KEVICC uses a 'graduated response' to identifying need and matching those needs to appropriate provision. We draw on teacher assessment, previous progress and attainment, as well as other information such as that given by the student themselves, their parents/carers or other professionals who may be involved. This assessment will be reviewed regularly to ensure that support and intervention are matched to need, barriers to learning are identified and impact of interventions are tracked. If it is agreed that it is required then parents/carers, with their child where this is appropriate, will meet with the school to decide on the interventions and support to be put in place as well as the expected impact on progress and development. Support and intervention provided will be selected to meet the outcomes identified for the student and will be provided by staff with appropriate skills and knowledge. The class teachers remain responsible for working with the student on a daily basis and will work closely with any learning support assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo will support the class teachers and teaching assistants in the further assessment of the student's needs, in problem solving and</p>	<p><b>How adaptations are made to the curriculum and learning environment</b></p>

	advising on the effective implementation of support. Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency. The 'graduated response' is a tool that allows us to continually assess and review all students with SEND support/EHCPs and those who we may suspect have unidentified needs.	
<b>How will the school know how well my child is doing?</b>	<p>KEVICC sets aspirational targets for all its students based on their prior attainment that would represent good progress. As such we have appropriate measure in place to track the progress of all students. These include:</p> <ul style="list-style-type: none"> <li>• Regular reviews of student progress through lesson visits, work scrutinise and pupil pursuits</li> <li>• Regular monitoring and analysis of progress data by HOF, which is shared and discussed with the senior leadership team (SLT) and Governors</li> <li>• Feedback from students', parents and carers through questionnaires and student and parent/carer voice</li> <li>• Where there are SEND concerns identified we follow the Graduated Response outlined above. As soon as we are considering additional SEND support we ensure that students and parents are aware so that everyone's views can form part of the termly plan, do and review cycle.</li> </ul>	<b>Arrangements for assessing and reviewing student's progress towards outcomes</b>
<b>How will I know my child is making progress? How do you check on this?</b>	<ul style="list-style-type: none"> <li>• Parents/carers receive a termly report based on their child's work and staff track and monitor this data.</li> <li>• All students are also offered at least one Parents Evening a year and 1 academic tutorial a year, in order to discuss progress and set individual targets.</li> <li>• Students with SEND support will also have an opportunity to discuss and review needs at three points within the year. This usually follows the pattern of 1 communication per term and may be carried out over the phone or in college. All students of SEND will have a minimum of 1 formal meeting in college per academic year.</li> <li>• Students with an EHCP will be invited in for a formal review meeting and termly meetings where we will discuss progress being made and how well the support/interventions are working. We follow the assess/plan/do/review model and will continually monitor the progress of your child.</li> </ul>	<b>How the effectiveness of provision is evaluated</b>
<b>How will my child be included in activities outside the classroom, including school trips?</b>	KEVICC is a <b>comprehensive</b> college of lifelong learners. We are <b>inclusive, kind and committed to the best</b> for our students. It is our aim to include every student who wants to participate. We plan to include all students in our trips and activities and where there may be more complex needs to consider, we would meet with parents	<b>How students with SEND are enabled to engage in activities available with</b>

	<p>and carers (and other professionals if appropriate) at an early stage in order to ensure that every reasonable adjustment is being made to allow participation. All our students are encouraged to contribute to all aspects of school life such as representing the school at external events, in school productions, as part of Student Voice and as student ambassadors. There are a wide range of extra-curricular activities and school trips available both during and outside of the school day. A list of school clubs and activities is available on the school website.</p> <p>The RISE room also offers a place for our students with SEND to go at break and lunchtimes where they may not wish to socialise in some of our larger and busier areas. There are opportunities for students to engage and participate in board games, computing or just take some time out. There are also opportunities to use the peace garden and become involved in some of our outdoor activities such as gardening and maintaining the vegetable patch.</p>	<b>those in the school who do not have SEND</b>
<b>How will you support my child's overall well-being?</b>	<p>At KEVICC we believe that mental health and wellbeing is important. We are part of the Early Help for Mental Health initiative and we offer pastoral and mentoring support. We have a team of staff who support students' mental health, safeguarding, inclusion, attendance and medical needs. We liaise with outside agencies within health and social care and we are able to facilitate access to Early Help services. We pride ourselves at KEVICC, for increased pastoral support available throughout the day. This enables to support your child's well-being as:</p> <ul style="list-style-type: none"> <li>• 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 (HOH) who is a non-teaching member of staff. The HOH 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 and Deputy Principal with an overview on pastoral care</li> <li>• The Learning Support Team are based in our RISE provision 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.</li> <li>• There is an identified LSA for medical needs who oversees all medical and emergency care plans. She communicates these plans with staff, parents and carers and ensures staff are trained appropriately to provide support for medical needs in and out of school.</li> <li>• We have a Pastoral Welfare Coordinator who supervises a team of counsellors providing tailored and specific methods of counselling to support specific areas such as grief and suicide prevention.</li> </ul>	<b>Support for improving emotional and social development</b>
<b>Involving families</b>		

<p><b>How will you help me to support my child's learning? When will we be able to discuss my child's progress?</b></p>	<p>At KEVICC we believe that parents and carers and students are an integral part of our discussions. To that end, parents and carers are invited to be involved in the progress of their child through meetings, letters, e-mails and phone calls. In addition to the reports and consultations at subject and academic tutor evenings, we also consult with parents and carers of students with SEND in additional ways. These include:</p> <ul style="list-style-type: none"> <li>• Consultations during the course of the year</li> <li>• Regular reviews of student's plans. This is statutory for students with an EHCP and assigned on a needs basis for students on SEN Support</li> <li>• Formal and informal conversations face-to-face, by phone or e-mail, as and when required.</li> </ul> <p>We also provide support for you in supporting your child's learning by:</p> <ul style="list-style-type: none"> <li>• Making sure that parents/carers feel fully supported to recognise and fulfil their responsibilities and play an active and valued role in their child's education</li> <li>• Have access to information, advice and support during assessments and any related decision making process about special educational provision</li> <li>• Are provided with relevant resources so they reinforce learning in the home</li> </ul> <p>The SEND team have an open door policy and actively encourage parents and carers to contact us.</p>	<p><b>Arrangements for consulting with parents/carers of children with SEND and involving them in their child's education</b></p>
<p><b>How will my child be able to share their views?</b></p>	<p>Students with SEND are Ambassadors for the College and take part in regular student leadership roles as well as contributing to the planning and development of their learning. Students are invited throughout the year to contribute in:</p> <ul style="list-style-type: none"> <li>• Faculty reviews</li> <li>• Specific SEND student voice sessions within the department.</li> <li>• School Reviews</li> <li>• Interviewing candidates for positions with the college</li> <li>• Through tutor based activities</li> </ul> <p>In addition to this all student's with SEND needs contribute towards their individual education plans by contributing in meetings, via student feedback forms, termly monthly weekly or day to day discussions and reflections.</p>	<p><b>Arrangements for consulting with children with SEND and involving them in their education</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>	<p>A change of school, class and staff can be an exciting, yet anxious and challenging time for all students. We recognise that this can be particularly true for some student's with SEND. We endeavour to make sure these periods of change are carefully planned and managed to provide continuity of high quality provision and reassurance to students and families.</p>	<p><b>Arrangements for supporting students moving between phases of</b></p>



	<p><b>Primary to Secondary</b> We gather a lot of information and liaise with all feeder primary schools to identify all children on the SEND register. We also seek information on those children who may be anxious or vulnerable. Where it is possible we attend a child's EHCP review in year 6, in the primary setting, to help plan and prepare for a successful transition. In addition to normal transition visits we have enhanced transitions visits arranged to meet the needs of individual students. We hold a meet the tutor evening at the end of the transition visits to allow students and parent/carers to familiarise themselves and meet with their child's tutor.</p> <p><b>Year 9 – 10</b> GCSE course/subject choices will be discussed to enable students and parent/carers to make appropriate course selections to achieve learning potential. This will be discussed at various points of the year during reviews and the guided choices process.</p> <p><b>Year 11 to post 16 education</b> As part of the review process, post 16 course choices will be discussed. Careers South West and the Preparing for Adulthood team attend these reviews for students with EHCP and are able to provide impartial guidance. Where students do not have an EHCP the college commissions Independent Careers Advisers to support students with SEND in making suitable choices and a successful transition into post 16 education. Where students need to have adjustments to timetables, subjects or interventions we ensure that discussions are held with parent/carers, teachers and students in advance, to ensure that all students are prepared for such changes.</p>	education and preparing for adulthood
<b>Staff skills and wider support</b>		
<b>What skills do the staff have to meet my child's needs?</b>	All teaching staff have regular opportunities for Continuous Professional Development (CPD) when Quality First Teaching is addressed via Monday and Tuesday morning briefings, Wednesday CPL husband whole staff training events this has included sessions on Exams access, Quality first teaching, Making the best use of TA's, working with EAL students, inclusive classroom approaches and the SEND Code of Practice. Learning Support Assistants are engaged in ongoing skills training which is monitored and held by the SENDCo. Training has included Maximising the Impact of Teaching Assistants, thrive, lucid testing, safeguarding at level 3, First Aid Training to include training around Mental Health. Bereavement and Anxiety Workshops.	<b>The expertise and training of staff to support students with SEND, including how specialist expertise will be secured</b>
<b>What specialist services are available at or accessed by the school?</b>		<b>How school involves other bodies, including health and social care, local authority</b>

	<p>Staff training may be delivered by KEVICC staff with external trainers brought in periodically to address more specialist training needs such as dealing with specific medical conditions or to train staff in the use of specific interventions. Peer support and guidance is available daily for all staff in school. All staff are provided with opportunities for professional dialogue with colleagues looking at meeting the specific needs of a students.</p> <p>At KEVICC we are able to offer specialised support and services in:</p> <ul style="list-style-type: none"> <li>• Literacy coordinator who delivers 'toe-by-toe' and 'Crackit' intervention, which are programmes designed to support readers who have specific learning difficulties</li> <li>• Specialist LSA in Practical Communication skills (includes handwriting and ICT) 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>• Specialist LSA who supports Online learning courses in our RISE room</li> <li>• Specialist LSA who facilitates additional homework support and social opportunities after school</li> </ul> <p>KEVICC also 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.' We are able to access external support and services from agencies such as:</p> <ul style="list-style-type: none"> <li>• Babcock LDP- SEN Advisor,</li> <li>• Educational Psychologist &amp; Educational Welfare Officer,</li> <li>• Communication and Interaction Team,</li> <li>• Ethnic Minority Achievement Advisors,</li> <li>• Refugee support,</li> <li>• EAL specialist, Interpreters,</li> <li>• 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 Devon County Council- Inclusion Team;</li> <li>• Speech, Language and Communication Service,</li> </ul>	<p><b>support services and voluntary sector organisations, in meeting student's SEN and supporting their families</b></p>
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	<ul style="list-style-type: none"> <li>• Traveller Liaison,</li> <li>• Occupational Therapy</li> <li>• School nurse</li> <li>• Young Carer</li> </ul>	
<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>	<p>The School applies the Special Educational Needs and Disabilities Act 2001 (SENDA), which puts institutional responsibilities on schools and Local Authorities. The key duties are reinforced in the Equalities Act 2010. They are:</p> <ul style="list-style-type: none"> <li>• to prevent discrimination and to promote disability equality and equality of opportunity and</li> <li>• to make reasonable adjustments, including the provision of auxiliary aids and services for disabled students, to prevent them being put at a substantial disadvantage.</li> </ul> <p>These duties cover admissions, education and exclusions. The School provides facilities to give access and full inclusion to physically disabled students. The Learning Support Department aims to cater for a wide range of SEND, when the available resources cannot meet the identified needs of the students concerned. SEND staff are also advised by the Physiotherapy and Occupational Therapy Service. The School is accessible to students with physical disabilities. There are disabled toilets available around the site. The school is wheelchair accessible with a range of slopes and ramps to provide alternative access. The corridors and doorways are wide to allow wheelchair access, as well as a lift in the English and Maths block. 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. 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. There are disabled parking bays in the visitor reception areas on Redworth and Kennicott. There are designated First Aiders on site.</p> <p>We ensure that equipment is accessible to all students, regardless of their needs, and aim to purchase additional specialist equipment wherever funding is available.</p>	<p><b>How equipment and facilities to support children with SEND will be secured</b></p>
<p><b>How will my child manage tests and exams?</b></p>	<p>Exam Access Arrangements (EAA) may be necessary if achievement is to be demonstrated through public examinations. Information is gathered from teachers throughout the student's time in school so we can establish a student's 'normal way of working'. Psychometric testing late in year nine and reference to reports from professionals (including teachers) and the EHCP (when available) completes the picture that allows an application for exam access arrangements to be made</p>	<p><b>Information regarding access arrangements</b></p>

	<p>according to the JCQ regulations. As a result of EAA your child may be entitled to support such as extra time, scribes, use of a word processor etc.</p> <p>All students will receive a study programme throughout KS4 will prepare and support them for examinations regardless of any EAA. There are opportunities for parents/carers attend evenings which offer guidance in how to support your child through exams.</p>	
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## Accessing advice and support

<p><b>What should I do if I think my child may have a special educational need or disability?</b></p> <p><b>What do I do if I'm not happy or if I want to complain?</b></p> <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>In the first instance contact the SENDCo, Mrs Fay Crellen, or the Learning Support Coordinator (Assistant SENDCo) Mr R Hard, please contact <a href="mailto:send@kingedwardvi.devon.sch.uk">send@kingedwardvi.devon.sch.uk</a></p> <p>Most concerns are easily resolved through informal discussions with the tutor, class teacher or Assistant SENDCo.</p> <p>When the situation is more complex parents/carers should raise concerns with the SENDCo in the first instance. A meeting may be arranged to discuss any concerns with provision and support, where hopefully a satisfactory solution will be reached and any concerns resolved.</p> <p>Should the situation remain unsatisfactory, the Deputy Principal, Kirsty Matthews, will be made aware of the problem and a meeting arranged. Where concerns remain, parents/carers are referred to the Complaints Policy on the KEVICC website. Parent/carers may also seek support from the Devon Information Advice and Support (DIAS) for SEND <a href="https://www.devonias.org.uk/">https://www.devonias.org.uk/</a></p> <p>The Local Offer for schools in Devon County can be found by following this link: <a href="https://www.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer">https://www.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer</a></p>	<p><b>Contact details for the Special Educational Needs Coordinator</b></p> <p><b>Arrangements for handling complaints from parents of children with SEND</b></p> <p><b>Contact details of support services for parents of students with SEND</b></p> <p><b>The school's contribution to the local offer and where the LA's local offer is published</b></p>
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