



SEND INFORMATION REPORT 2017

1. Provision for Special Educational Needs at King Edward VII School.

At King Edward VII School, we take pride in being fully inclusive in nature and currently support students with a range of needs in the following categories:

- Communication and Interaction;
- Cognition and Learning;
- Social, Emotional and Mental Health; and
- Sensory and/or Physical needs.

Students may find it difficult to access the curriculum and need extra support and assistance if they have:

- Speech, Language and/or Communication Needs, ADHD, Autistic Spectrum Disorder,
- Dyslexia, Dyspraxia, Dyscalculia, Disorder of Attention, Motor skills and/or Perception,
- Hearing or Visual Impairment,
- Medical conditions or physical disabilities,
- Social, Emotional and Mental Health issues,
- Different cultural experiences or backgrounds,
- Students who have English as an additional language and/or have recently arrived in England,
- Other learning or medical needs that may be diagnosed through further testing or involvement from outside agencies.

2. Policies for identifying children and young people with SEND and assessing their needs.

The SEND Information Report explains the provision that the school is able to provide and gives a comprehensive guide to the expertise available. This can be personalised as appropriate in accordance with each student's need in order to raise attainment and offer support.

We also have an SEND policy which is available to view on the school website and can be found by, clicking on the 'Parent' tab at the top of the page, then scrolling down to find 'School policies' and looking through the policies listed in alphabetical order until you find SEND Policy.

All teachers are teachers of students with SEND. SEND is therefore a whole school responsibility requiring a whole school approach to meet the needs of the students.

The SENCO is Mrs Carol Addy who can be contacted through either school site. The telephone numbers are - Upper on 0114 2662518 or Lower 0114 2682477 or by email on caddy.kes.sheffield.sch.uk

3. The Local offer.

A directory of services, the '**Local Offer**' available in Sheffield can be found at

<http://www.sheffielddirectory.org.uk/kb5/sheffield/directory/localoffer.page?localofferchannel=0>.

The intention of the "local offer" is to improve choice and transparency for families. It is a useful resource for parents/carers in understanding the range of services and provision in the local area. The Local Offer, gives information on how students in Sheffield can access SEND advice, guidance and a range of activities and facilities for young people and families.

For expert advice on any of the services shown in the Local Offer please use the contact details that each specific website provides.

Advice and support is also available at The Sheffield Parent Carer Forum which was established to bring together parents of children and young people with disabilities and/or special educational needs to support each other and share information. It is an independent, parent-led organisation run by a Management Committee whose members have links with parent support groups across the city.

4. Arrangements for consulting parents of children with SEND and involving them in their child's education

Central to the work of every class and every subject is a continuous cycle of planning, teaching assessment and evaluation that takes account of the wide range of abilities, attitudes and interests of the students.

For students with special educational needs, there may be a need to provide an enhanced level of provision.

If a student is identified as having additional needs, parents will be informed and involved in the process which will include:

- Planning and review meetings
- Advice on how to support learning at home
- Regular communication between home and school
- Individual student / teacher conversations

- Mentoring e.g. adult or peer mentoring
- Invitations to Parent Consultation Evenings

The majority of students will learn and progress within these arrangements. Further extensive support will be developed and offered to those students who require this in order to make the expected levels of progress.

5. Arrangements for consulting young people with SEND and involving them in their education

If a child needs additional help, concerns about progress, behaviour etc. can be raised by a parent/carer, teachers or by the student themselves. Sometimes, other professionals may notify the school of any concerns.

Discreet consultations with students helps them to understand their need and together, strategies can be discussed and put in place. For students with more severe or complex needs, there is likely to be an Education, Health & Care Plan or a MyPlan in place.

There may also be a Teacher Planning Aide, which advises staff on, how to enhance classroom support, teaching styles and learning methods to meet the needs of each student who may need specific help or a One Page Profile which gives information provided by students about how they learn, how they feel is the best way to support them etc., We also use Pen Portraits which give background information for the student. This is provided to teachers on a need to know basis. We also have an Assess, Plan, Do, Review document which details all interventions in place for each student and indicates the impact of each intervention.

Education, Health & Care Plans, MyPlans and Assess, Plan, Do, Review Plans are always written and updated in consultation with the teachers, parents/carers, any outside agencies involved and students.

6. Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review

Parents can contact the school and speak to the SENDCO or request help at any time if they are worried about their child. They will be kept informed at all stages in the process of identification and assessment of needs. They are invited to meet the SENDCO and participate in discussions of support planned for their child. They can obtain advice on how to help at home with any particular aspect of parenting, e.g. managing behaviour at home. Further assessments may be required through the involvement of a specialist.

At Lower school there are weekly MAST drop in sessions available to parents and at Upper school the sessions are every two weeks. Appointments can be made through the Pastoral Team or Head of Year for the student's year group.

In addition to this, there are half termly Educational Psychologist drop in sessions where parents can seek advice on any concerns they have related to their child. Appointments can be made through the SENDCO.

At King Edwards we also have access to a range of professionals including, Educational Psychologists, Speech and Language Therapists, Hearing Impairment and Visual Impairment Teams, Autism Services, ADHD nurses etc.

Parents Consultation Evenings are available throughout the year to discuss further issues or concerns. Appointments can be made by contacting the SENDCO.

The school works hard to support children with disabilities and SEND and ensure that their full potential is reached.

7. Arrangements for supporting children and young people moving between phases of education and in preparing for adulthood.

As young people prepare for adulthood, outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society.

There are arrangements for all students with SEND to be supported throughout transition from Primary School until Year 13 and beyond, to ensure that young people are prepared to make adaptations according to their needs and be prepared for changes throughout their life.

Staff and partnership professionals work with students and their families to coordinate support and develop plans for the future.

Referrals can be made so that students can access appropriate external support such as, Speech, Language Therapy and Educational Psychologist Services, Independent Travel Training Team, links with Further Education etc.

We have strong links with Primary Schools and Colleges to ensure transition identifies student's current needs and care and that intervention and support packages are in place for their futures.

8. The approach to teaching children and young people with SEND.

At King Edwards, teaching students with SEND is a whole school responsibility requiring a whole school approach to meet the needs of all students. To support this, all teachers have had training related to Quality First Teaching which means that they differentiate, not only for differing ability levels but also to accommodate a range of different needs eg. ASD, ADHD, etc.

Students with SEND are grouped in their forms, as far as is reasonably possible, according to their needs. They will access all mainstream lessons and be supported by a Teaching Assistant in a number of their lessons. They might be taught individually, in pairs or in a small group, if appropriate, either in the class or outside of it depending on the activity and concept being taught. They will also have access to extra-curricular activities offered to students as a whole.

Their opinions are regularly sought and valued and their progress is closely monitored.

All students are screened in Year 7 and will complete an online reading and spelling assessment along with a verbal and non-verbal Cognitive Abilities Test. Students may be offered appropriate interventions if it is considered necessary.

9. How adaptations are made to the curriculum and the learning environment of children and young people with SEND

There are a number of adaptations that can be made to support students and raise attainment levels. These are identified in line with the Sheffield SEND Support Grid.

Level One:

The effective inclusion of all students in a high quality curriculum which includes differentiation for students with differing levels of ability and with a range of SEND providing high quality support for all students within the learning environment.

Level Two:

Small-group interventions e.g. reading and/or spelling groups, numeracy/literacy withdrawal groups, Learning Support Catch Up sessions, which are aimed at students who can be expected to 'catch up' with their peers as a result of the intervention. Wave 2 interventions are not necessarily limited to students with SEND and may include students who have previously had support as a result of difficulties for which they are receiving other forms of support.

Level Three:

Includes individual/small group, specific, targeted interventions which require some modification of the curriculum for students identified as requiring SEND support e.g. Speech Therapy or Speech & Language support, Hearing / Visually Impaired input, Physiotherapy input, Educational Psychologist or MAST involvement etc.

Level Four

Access to appropriate specialist support, a significantly modified specialist curriculum with a high level of adult support which places high emphasis on an adapted educational setting and access to appropriate interventions.

Level Five

Requires an alternative specialist education provision.

At King Edward VII, we use a range of methods of planning, tracking and monitoring interventions for students with SEND so that we have a comprehensive 'map' of what students can do, what they are accessing and what impact this has on achievement. We use an SEND Register to acknowledge all students with SEND.

10. The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured.

Each teacher is responsible for **all** the children in his/her class, however, it is the SENDCO's responsibility to support the class teacher in planning for children with SEND and developing the learning and teaching throughout the school.

The school has a Continuing Professional Development plan in place for all staff to improve the teaching and learning of children, including those with SEND, which regularly includes whole school training on a range of SEND issues such as Speech, Language and Communication difficulties, ADHD, Dyslexia, Autism, Social, Emotional and Mental Health issues, Transgender students etc.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of students at the school. Full staff training is also implemented throughout the year and covers a wide range of topics.

11. Evaluating the effectiveness of the provision made for children and young people with SEND.

The class teacher will monitor each student's progress and discuss this with the SENDCO, Pastoral Team and the parent/carers as appropriate.

Academic progress is measured half termly for all and shared with parents.

We have student progress meetings each week, which involve the SENDCO, Pastoral Manager, Head of Year and Assistant Heads for the relevant year groups.

Parents/carers are always welcome to meet with the SENDCO, Mrs Addy, to discuss any concerns they may have.

12. How children and young people with SEND are enabled to engage in activities available with children and young people in school who do not have SEND

The SENDCO will use the financial resources available to provide learning support to enable students with SEND to access the mainstream classroom setting.

All departments should provide differentiated teaching materials and resources to meet the needs of students with SEND from within their departmental budgets.

All students are encouraged to attend the wide range of activities available outside of school hours.

13. Support for improving emotional and social development, including pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying.

To support some of the more vulnerable students at King Edwards, each key stage has a single Head of Year and each year group has a Pastoral Manager to whom, students can go, for support with any day to day concerns they may have with any aspect of school life which may include, anxiety, depression, bereavement, recent or past trauma, severe difficulties outside of school, young carers, vulnerable students, medical needs, return to school after long periods of absence, attendance issues, bullying, teenage parents, child protection. This list is not exhaustive. Matters will be dealt with tactfully and with sensitivity.

There is a personalised learning space on both upper and lower school sites which is a designated space for the more vulnerable students requiring additional support around less structured break or lunch times where there are opportunities to sit quietly or take part in supervised activities which help to develop self-confidence and self-esteem and develop social skills.

14. How the school involves outside agencies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families

At King Edwards, we have positive links with a wide range of outside agencies who may offer services to the school for students who meet particular criteria and have very specific needs.

It may be that the agency contacts the school and offers support for specific groups of students or that concerns are raised by teachers, parents, carers, Pastoral Managers, Teaching Assistants etc. and referrals will be made to the relevant agency.

The school also takes part in a wide range of initiatives such as Duke of Edinburgh, Black Pupil Achievement programmes, Inspiring Youth award.

15. Arrangements for handling complaints from parents of children with SEND about the provision made at school

Initial concerns should be forwarded to the SENDCO.
All complaints are dealt with on an individual basis.