

# KING EDWARD VII SCHOOL POLICY



## SEND Information Report 2023-2024

### Document Adopted by Governing Board

Date: September 2023

Signed (Chair):

A handwritten signature in blue ink, appearing to read 'Peter Dickson', with a horizontal line underneath.

Print Name: Peter Dickson

Leadership Team Responsibility: Ann Marie Murray, SEND Coordinator

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## **School Background**

King Edward VII School is an 11-18 comprehensive school with approximately 1777 students on roll. It has a diverse intake and serves a diverse socio-economic area. King Edward VII School is a local authority School and is proud of its long and celebrated history. We take pride in being fully inclusive and currently support students with a wide range of needs.

## **SEND Definition**

All students will find some aspects of their learning challenging at times. This is common and enables them to develop resilience and determination. However, there are times when the challenge is too much and the student's progress may falter or stop.

At this point barriers to student's learning and/or personal development are identified. Sometimes these barriers are easily removed and the student continues to make progress.

When this is not the case, we may decide that the student would benefit from extra support which **is additional to and different from** their peers. At this point parents will be notified that the School has identified their child as needing extra help and they will be contacted by a member of the Learning Support Team to discuss how we can start to remove those barriers. Support is provided for the categories of need identified below:

## **Categories of Special Educational Needs**

The SEND Code of Practice (2014) defines four broad categories of SEND. These refer to the barrier to learning rather than a specific diagnosis:

### **Communication and Interaction**

Students with communication and interaction difficulties. Students in this category may experience difficulties in saying what they want to say, not fully understand or process what is being said to them or not understanding the social rules of communication. E.g. students with autism (ASC) are likely to have some difficulties with social interaction.

### **Cognition and Learning**

Students who learn at a slower pace than their peers, despite their work being appropriately differentiated, would fall into the category of cognition and learning difficulties. These learning difficulties cover a wide range of need including moderate learning difficulties. This category also includes students with specific learning difficulties including dyslexia.

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

Some students may experience social and emotional difficulties that are reflected in their behaviour. It may result in a young person becoming withdrawn, isolated, or acting out. Students with ADD, ADHD and attachment disorder will also fall into this category.

## **Sensory and/or Physical**

Students who have Sensory, and/or Physical needs. This includes students with visual impairment, hearing impairment, and physical impairment. They may also have medical needs.

## **Identifying Students with Special Education Needs**

It is important to gather a full picture of a student's educational journey before they join us. This begins with visits to primary schools to identify students in need of additional support at transition to Year 7. A student who has been on the special needs register at primary school will initially transfer to our SEND register.

We baseline test the Year 7 cohort in literacy and information processing skills using the GL assessment called Dyslexia Screener: this gives the school a picture of underlying ability and allows the school to see if there are any gaps in existing information. In addition it helps us plan any intervention/further screening. For students who join King Edward VII School during an academic year, we baseline test them as part of their induction process.

Whilst lack of progress is the fundamental indicator of a special educational need there are other factors which experienced staff observe, highlight as a concern and monitor the impact on the student's learning. These can include changes in behaviour, lack of engagement with learning activities, lowering of self-esteem and unexplained deterioration in attendance. A referral system for staff to alert Learning Support to these concerns is in development.

## **Rationale for Identifying Special Educational Needs**

Students whom we have identified as needing extra support will be recorded on our SEND register. At this point they will be recorded as SEND K on our SEND register, receiving SEND support.

It is also important that we recognise that many students, despite having a diagnosed condition, continue to make expected progress without extra help other than quality first teaching and effective pastoral care help these students, alongside others. Where this is the case, student will be on our SEND register but will coded SEND T on our SEND register. All students at King Edward VII School whether SEND E, K or T have a Pupil Passport that outlines to staff what barriers there are to learning and subject specific strategies that need to be employed to enable the student make progress.

By identifying the student's individual learning need, in conjunction with staff and families, we are able to offer them appropriate support in order to ensure that they are able to access the full curriculum at their level.

If we feel that your child has special educational needs we will begin to plan the appropriate support together with key staff and families. Our focus is on outcomes: what does the child, the parent, and the school want to achieve because of the support? This will begin the Graduated Response to addressing a gap.

## **A Graduated Approach to SEND Support**

A graduated approach to SEND support is adopted for students identified as having SEND. A level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and managed by the SENDCo but will be planned and delivered by teaching and support staff.

### **Wave 1 - Quality First Responsive Teaching by all teaching staff**

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.

- Quality First Teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND.
- Additional intervention and support cannot compensate for a lack of good quality responsive teaching.

King Edward VII School regularly and carefully reviews the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered and other needs as required.

### **Wave 2**

Wave 2 is initiated where students have failed to make adequate progress or the screening tests have indicated some difficulties as identified by the SENDCo through the assessment arrangements available in school. If teachers and parents agree that interventions are appropriate that are additional to or different from the schools differentiated curriculum then a move to SEND code T will be agreed and the student will be entered onto the schools SEN register. During this time interventions will be monitored to see if they are successful.

Provision from within the school's resources is identified to help meet the students' needs. Interventions may include:

- additional learning programmes such as literacy, typing skills and social skills
- smaller group provision
- appropriate teaching groups/sets
- group support on a regular basis

- additional staff training
- Pupil profiles
- Lead workers

When a child is placed on the SEND register at K, they are monitored through termly reviews, conducted by their lead worker. These reviews may be held more frequently than every term, depending on the needs of the individual student. These review cycle will follow the **assess, plan, do and review** cycle

### **Assess**

SEND students may be identified through the teachers' observations and assessment, SEND areas of need standardised assessments (Baseline, SATs, etc.), subject assessment analysis, parental/carers concerns, the students own observations or by external agencies.

### **Plan**

Where it is decided to provide a student with SEND Support, the parents will be notified. The SENDCo and/or lead worker will agree in consultation with the parent and the student the interventions and support to be put in place.

### **Do**

The subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the student, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. The SENDCo should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.

### **Wave 3**

Where students fail to make adequate progress, despite additional provision at Wave 2, the school seeks advice and involvement from external support services. These external support services, for example the Educational Psychology Service, Autism team, or Speech and Language service, can be called upon to provide specialist assessments, advice on teaching strategies or materials, short term support or training for staff.

### **Statutory assessments/Education, Health and Care plans**

If a student fails to make adequate progress and has demonstrated a significant cause for concern, the school and/or the parents may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an education, health and care plan.

The SENDCO is responsible for ensuring that students with EHCPs receive the appropriate amount of support as specified in their plan. The process of target setting, monitoring and reviewing remains the same as at Wave 2.

### **High Needs (Locality) Funding**

Where school is making significant additional provision for a student it may be appropriate to apply for High Needs (Locality) Funding to top up schools own funding towards this provision. There are clear guidelines and criteria for applying for this funding, which cover each of the broad areas of need at different levels. Applications for Locality funding are assessed and approved by a panel that includes the locality SENDCO and locality SEND lead professionals.

### **Local Offer**

King Edward VII School will cooperate generally with the local authority and local partners in the development and review of the local offer. This is available at

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

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's Forum which is an independent, parent-led organisation run by a management committee whose members have links with parent support groups across the city.

### **Key Stage 3 and 4 Learning Support Provision**

We recognise that some SEND students require long term provision because of their identified needs. These students may require the skills of a specialist teacher or group of professionals to be involved. Students mostly spend time in the mainstream classroom, but their 'additional and different' provision is highly personalised and closely monitored. The class teachers are clear how to encourage independence and boost these students' self-esteem.

At Key Stage 3 (Years 7-9) we have a small group provision in maths and English, and we also offer social skills work, alongside some bespoke provision for the students who have struggled to make the transition from primary school. **The aim of this is to skills and confidence build so students can access mainstream provision successfully and regularly.**

At Key Stage 4 (Years 10 & 11) we have a supported curriculum pathway for a small number of students– **FLIP**

## **Social Emotional and Mental Health Wellbeing (SEMH)**

It is important that our students are happy as we recognise a disengaged child will never fulfil their potential. At times their disengagement may be school-related, they find work difficult or are having problems within their peer group. At other times their wellbeing will be dependent upon things outside school such as bereavement or changes in family situations.

Each key stage has a Head of Key Stage, and each year group has a Pastoral Manager. Pastoral Teams will decide on the appropriate response and level of support needed to meet the students Social Emotional and Mental Health (SEMH) needs.

At this point they the student may receive some extra support from one of our Pastoral Managers or they may decide to refer the student to our internal SEMH team or safeguarding team. This support may take the form of intervention, emotional support in lessons or a referral to an outside agency. Parents will be kept informed of any such support.

### **Seeking advice from other professionals**

Sometimes it is important to seek help and advice from other professionals outside college. Where we believe that we need additional expert input from specialists we establish links with:

- The Educational Psychology Service
- Locality SEND panels
- Autism Service
- Speech and Language Service
- Social Services
- Physical, Visual and Hearing Impairment Services
- Independent Travel Team
- Child and Adolescent Mental Health Service (CAMHS)

### **Enrichment and Extra-Curricular Opportunities**

We provide a range of enrichment activities which include:

- after-school activities — including sports, arts, drama, science, tech clubs.
- an extensive range of organised trips and visiting specialists.

We believe all students at King Edward VII School should have access to the full range of opportunities on offer despite their additional needs. This includes residential opportunities, extra-curricular activities including Duke of Edinburgh, Inspiring Youth Awards and the School productions.



All of these activities are available to all of our children. If there is an activity that you would like your child to take part in but you are unsure how we can support them with this, please contact your child's pastoral manager as the first point of contact.

### **Learning Support Team**

The King Edward VII Learning Support Team are a team of talented individuals who have a wealth of experience supporting young people in an educational environment. Each member of the team has a caseload of students: priority is given to students with an EHC Plan or additional Wave 3 funding. In this role they support that student's emotional and social needs, contribute to their annual review and work with any external professional involved with that child. They lead on the other two termly SEND reviews and work as a conduit between home and school to best support a young person to realise their potential.

During lesson time, the Learning Support Team members support a range of students with varying needs to help them reach their full potential. This support may take the form of in class support or an intervention.

### **Additional Help for Students**

Occasionally a student with more complex needs requires more support than can be provided by King Edward VII School alone. In these cases, school or the parent can request the LA to consider an Education and Health Care Plan (EHCP) assessment of the student's needs.

We currently have 18 students in across Years 7-13 with EHC Plans. Students with an EHC plan will be recorded as E on our SEND register. King Edward VII School, on behalf of the authority, is committed to carry out an annual review of all EHC plans to ensure that they reflect the young person's current needs. As part of this process look closely at transition planning for student from Y9 onwards, ensuring that the young person is fully prepared for their education beyond age 16. We have a person-centred approach to our annual reviews. All EHCP reviews are conducted by the SENDCo and relevant professionals are invited. Some students with a SEND K code may have an Extended Plan as we feel they may need further specialist support or an EHC assessment in future.

### **Staff training in SEND**

Quality first inclusive and responsive teaching is the starting point for effective SEND support. King Edward VII School has a planned, robust, evidence based CPD programme for all staff and designed to continue to improve and develop staff skills sets in supporting students with additional needs.

All students with an identified SEND have a Pupil Passport. These are accessible to all staff and are used to plan learning and support for individual students. Passports are reviewed and updated regularly.

Opportunities for whole staff SEN training are built into the school CPD calendar and we use both internal and external staff to deliver these sessions. For example, in all staff undertook SpLD (Dyslexia) profile training led by our SENDCO.

### **Preparation for Post-16**

- Drop-in sessions in the Independent Learning Centre
- Support as necessary and applicable for students
- Lead Worker
- Pupil Passport

### **SEND Development**

We aim to continually update our SEND register and intervention list ensuring all students on it are receiving care additional to and different from their peers to support their progress and development.

King Edward VII School CPD plan is designed to develop and improve all staff understanding of SEND need and support strategies. We are also an outward looking school and embrace opportunities to work with other partners to develop and improve our SEND provision.

Quality first inclusive and responsive teaching allows our staff to be receptive and proactive in the way they plan, deliver, and assess students. Regularly updating students Passports offers staff best advice on how to support their students.

### **If you are not happy with existing School provision**

As parents are involved throughout the implementation of SEND provision it is hoped that there will be no cause for complaint. However, if a parent has a complaint the following procedure takes place:

1. Make an appointment to discuss this with the SENDCO. The SENDCO investigates and gives the parent a date for a follow up appointment if necessary
2. If not satisfied, an appointment to discuss the complaint with the Assistant Head (Inclusion) will be made
3. If still not satisfied, refer to the Headteacher
4. If still not satisfied, the matter can be referred to the Chair of the Governing Board

At any time the parent may seek help from the Parent Partnership Service SSENDIAS (see below).

### **Further Information and Resources**

Sheffield Local Offer

[www.sheffielddirectory.org.uk](http://www.sheffielddirectory.org.uk)

The Sheffield SEND & Disability Information Advice and Support (SENDIAS)

Sheffield SEND & Disability Information Advice and Support, Floor 3 East Wing, Moorfoot, Sheffield, S1 4PL.

Telephone: 0114 2736009 Email: [ssendias@sheffield.gov.uk](mailto:ssendias@sheffield.gov.uk)

Parents' guide to Special Educational Needs and Disability

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/344424/Special\\_educational\\_needs\\_and\\_disabilities\\_guide\\_for\\_parents\\_and\\_carers.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/344424/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf)

Special Needs Jungle — A Parent-led Resource <https://specialneedsjungle.com>

SOS!SEND is a national charity, which offers advice and workshops for parents  
<https://www.sossen.org.uk/>

Independent Parental Special Education Advice (known as IPSEA) offers free and independent legally based information, advice and support <https://www.ipsea.org.uk/>