



KING EDWARD VI
HIGH SCHOOL

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KING EDWARD VI HIGH SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

**Encouraging and supporting all our learners to
"Be the best that they can be"**

Approved Date **May 2023**

Head teacher

Mr J Christey

Governor

Mrs M Witts

Review Date

Annually



Responsible Persons

The 'responsible person' for SEN is:

- Jason Christey (Headteacher) headteacher@kevi.org.uk

The person with SMT responsibility for Pupil Premium and LAC funding is:

- Miss Emma Knights (Assistant Headteacher)
knights.e@kevi.org.uk

The person co-ordinating the day to day provision of education for students with SEND is:

- Mrs Alexandra von Elbing (Deputy Headteacher and SENCo)
vonelbing.a@kevi.org.uk

The designated Safeguarding officer is:

- Mr Jason Christey (Headteacher) headteacher@kevi.org.uk

This policy takes cognisance of:

- The Special Educational Needs Code of Practice 2014
- Part Three of the Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- Staffordshire County Council Education Service Special Educational Needs Inclusion Strategy
- Equality Act 2010

The Policy

King Edward VI High School believes that each student has individual and unique needs; however, some students require more support than others to achieve their full potential.

We acknowledge that a significant proportion of students will have special educational needs and/or disabilities (SEND) at some time in their school career. Many of these students may require help throughout their time in



school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these students are to achieve their full potential, we must recognise this and plan accordingly.

This school aims to provide all students with strategies for dealing with their needs in a supportive environment to give them meaningful access to the National Curriculum.

Provision for children with special educational needs or disabilities is a matter for the school as a whole. It is each teacher's responsibility to provide for students with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

This policy was developed by a group of people including the school SENCo, SEND Governor, Parents and families of SEND students and Staff of King Edward VI High School. This policy reflects the SEND Code of Practice guidance.

Relationship to other policies

This policy should be read in conjunction with the policies on teaching and learning, the school curriculum, inclusion, equality and assessment, behaviour for learning, recording and reporting. The accessibility plan is an integral part of this policy.

Aims and objectives

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or



social care provision which educates or trains a child or young person is to be treated as special educational provision. (Code of Practice 2014)

At King Edward VI High School we aim to provide effective opportunities for all students by responding to students' diverse learning needs, setting suitable learning challenges and overcoming barriers to learning.

In particular, we aim to:

- enable every student to experience success
- promote individual confidence and a positive attitude showing commitment to achievement by all

To achieve our aim, we will:

- identify and provide for students who have special educational needs and additional needs
- operate a "whole student, whole school" approach to the management and provision of support for special educational needs and disabilities
- ensure that all students, whatever their special educational needs or disabilities, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- celebrate diversity and further develop our inclusive practices
- give students with SEND equal opportunities to take part in all aspects of the school's provision
- ensure that students with SEND have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them
- identify, assess, record and regularly review students' progress and needs
- develop and maintain partnership and high levels of engagement with parents and families
- work collaboratively with parents, other professionals and support services
- provide support and advice to all staff working with SEND students
- work within the guidance provided in the SEN Code of Practice 2014



- Identifying special educational needs

Sections 6.25 to 6.32 of the SEN Code of Practice describe four broad categories of need:

- communication and interaction
- cognition and learning
- social, mental and emotional health
- sensory/physical

School acknowledge that while the four categories of need broadly identify aspects of primary areas of need for young people at our school we identify the needs of students by considering the needs of the whole child not just the special educational needs of the young person.

The following may also impact on progress and attainment:

- disability
- attendance and punctuality
- health and welfare
- English as an additional language
- being in receipt of student premium
- being a looked after child
- being a child of a service man or woman
- behaviour, an underlying response to a recognised need

Graduated approach to SEN support.

The Code of Practice states a Graduated Approach to the identification and assessment of SEN. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may experience.

All students at King Edward VI High School are provided with high quality teaching that is differentiated to meet the diverse needs of all learners. All students have individual curriculum targets set in line with national outcomes to ensure ambition, these targets are discussed at Parents



Evenings and students' attainment to meet these targets is tracked using the whole school tracking system which will be reported to parents via the whole school reporting system.

Students with a disability are provided with "reasonable adjustments" in order to increase their access to the curriculum.

Students who are failing to make expected levels of progress are identified very quickly and are discussed in half termly meetings that are undertaken between the subject teacher and departmental heads. Where it is decided that action is required to support increased rates of progress, this will follow an " assess, plan, do and review model".

An individual assessment of the pupil is undertaken in order to make an accurate assessment of their needs; parents are invited to meet with staff to discuss the support to improve outcomes. At the initial meeting actions to increase the rate of the student's progress will be identified and recorded.

If the review of the action taken indicates that "*additional to and different from*" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the subject teacher with advice from the SENCo. At this stage the school considers the student has a SEN Concern and the student will be listed on the SEND register.

At this point, additional support will be planned on a personalised basis. Key workers will be allocated to each child on the SEND register to monitor their progress and wellbeing, and also to liaise frequently with parents. Additional support may be requested from external agencies where required. Parents will be consulted prior to this happening.

For students who, despite high quality teaching, relevant and purposeful interventions and support to meet their special needs, still fail to make expected levels of progress, the school or parent may request an Education, Health and Care assessment that will be undertaken by the Local Authority.



Managing students' needs on the SEN register

Teachers plan using students' achievement levels to develop differentiated work to better match ability for all students in the classroom. When a pupil has been identified as having special needs, their work will be further differentiated by the teacher to remove barriers to learning and enable them to access the curriculum more easily. In addition students may be provided with additional support that may include specialised equipment or resources, ICT and/or additional adult help.

Progress towards achieving the student's identified outcomes will be shared with parents and carers through the school reporting system and Parent's Evenings.

The school receives funding to respond to the needs of students with SEND from a number of sources: A proportion of the funds allocated per pupil to the school to provide for their education (the Age Weighted Pupil Unit); The Notional SEN budget: The Pupil Premium funding for students who meet certain criteria.

In addition, for those students with the most complex needs, school will apply for Additional Educational Needs funding; the student and parent will be involved in the application process.

If successful the funding is used to provide the equipment and facilities to support students with additional special educational needs and disabilities through for example, In-class support from teaching assistants or specialist support from teachers e.g. 1:1 tuition.

Roles and responsibilities

Provision for children with special educational needs or disabilities is a matter for the school as a whole. It is each teacher's responsibility to provide for students with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.



The Governing Body, in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for students with SEND. It maintains a general overview and has appointed a representative governor (the SEND governor), who takes particular interest in this aspect of the school.

The Headteacher has responsibility for:

- the management of all aspects of the school's work, including provision for students with SEND
- keeping the governing body informed about SEND issues
- working closely with the SEND personnel within the school
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The Governing Body will ensure that:

- SEND provision is an integral part of the school improvement/development plan
- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for students with SEND
- students with SEND join in school activities alongside other students, as far as is reasonably practical and compatible with their needs and the efficient education of other students.
- they have regard to the requirements of the SEN Code of Practice (2014)
- parents are notified if the school decides to make special educational provision for their child
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for students with SEND
- the quality of SEND provision is regularly monitored
- the governors and the school as a whole are involved in the development and monitoring of this policy.



The SEN Co-ordinator (SENCo) is responsible for:

- overseeing the day-to-day operation of this policy
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other staff
- helping staff to identify students with SEND
- facilitating the carrying out of assessments as appropriate to the individual needs
- co-ordinating the provision for students with SEND
- taking an overview of the Key Worker arrangements and implementing any necessary actions
- liaising closely with parents of students with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, form tutor and parents
- monitoring the school's SEND information on SIMS
- assisting in the monitoring and evaluation of progress of students with SEND through the use of school assessment information
- contributing to the in-service training of all staff
- managing learning support staff within the SEND department.
- liaising with the SENCos in feeder schools and/or other secondary schools and colleges to help provide a smooth transition from school to future school/college

Teachers' responsibilities include:

- being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEND students
- collaborating with the SENCo to decide the action required to assist the student to progress
- working with the SENCo to collect all available information on the student
- in collaboration with the SENCo, contribute to the development of Individual Support Plans (where needed) and classroom strategies (available for staff on Go4schools to support planning and personalization) for SEND students.
- including student's with SEND in the classroom, and for providing an appropriately differentiated curriculum. Teachers must adapt



teaching to respond to the strengths and needs of all students (DfE Teachers' Standards)

- developing constructive relationships with parents
- being involved in the development of the school's SEND policy

Learning Support Assistants /Key Workers/Behaviour Support Staff should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for students with SEND
- use the school's procedures for giving feedback to teachers about students' responses to tasks and strategies.
- Support students with SEND in the most appropriate way in consultation with SEN Coordinator

Storing and managing information

School collects a large amount of student personal data every year including, examination marks, diagnostic testing results, specialist reports and other research data used within school. In addition, we are required by law to collect and use certain types of information to comply with statutory obligations of Local Authorities (LAs), government agencies and other bodies. All data whether held in written or electronic form is collated, processed, stored and destroyed in accordance with the eight principles of the Data Protection Act 1998. Student information is held in school within the active School Information System until the student leaves school; when a pupil leaves school following the Limitations Act 1980, their data is archived and kept until the student reaches 25 years when the data is securely destroyed

Dealing with complaints

Should students or parents/carers be unhappy with any aspect of provision they should discuss the problem with the SENCo in the first instance. In the event of a formal complaint parents should follow the procedure in the School's complaints policy.



Arrangements for monitoring and evaluation

The success of the school's SEND policy and provision is evaluated through school self-evaluation and reporting activities such as:

- monitoring of classroom practice by the SENCo and subject coordinators
- analysis of student tracking data and test results for individual students and for cohorts
- termly reporting of procedures and practice by the SEND governor
- the school profile and the prospectus, which contains the required information about the implementation and success of the SEND policy
- the school's annual SEND review, which evaluates the success of the policy and sets new targets for development
- the school improvement plan, which is used for planning and monitoring provision in the school
- visits from LA personnel and Ofsted inspection arrangements
- feedback from parents and staff, both formal and informal, feedback from Key Worker sessions, revision of provision and celebration of successes.

Reviewing the policy

King Edward VI High School actively seeks to improve the levels of engagement with parents, carers and families of students with SEND so together we can raise the aspirations and expectations of all students with SEND. In developing this policy we have taken into account the student voice through the work of the Student Council and the parent voice through the SEND Parent forum.

This policy will be reviewed annually by the Accessibility /SEND Team (which includes SEN Governor, SENCo, Parents of SEND students, support staff and teaching staff), the senior management team and the Personnel and Curriculum Committee.