



SEND Information Report

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The school’s SEND Policy can be found in ‘Policies’ section on the website: www.kevigs.org

KEVIGS Commitment to SEND:

King Edward VI Grammar School is a selective 11-18 school which provides teaching and learning opportunities across a broad and balanced curriculum for all students. The school regards every student as having individual needs and seeks to provide a high quality, stimulating, learning environment to ensure that each student has the opportunity to work to their full potential.

Our aim is to ensure that students identified with SEND needs are able to fulfil their potential and leave as mature young people, who have developed independence to continue with their future aspirations.

<p>What do I do if I think my child has a special educational need?</p>	<p>If your child has not started at King Edward VI Grammar School, you will be asked to fill in the information on the Registration form to allow the school to make provision for the entrance test. Please refer to the ‘SEND Exam Access Arrangements’ document in the ‘Policies’ section on the website as above.</p> <p>If your child is offered a place you will be asked for more specific information to enable the SENDCO to visit your child’s primary school to see you and your child.</p> <p>If your child is already at the school and you are worried about a Special Educational need or disability, the first point of contact for yourself or a teacher is your child's form tutor. You can contact him/her by:</p> <ul style="list-style-type: none"> • putting a note in your child's planner asking for the tutor to contact you; • phoning the school and leaving a message; • writing a letter • sending an email to: admin@kevigs.lincs.sch.uk – where it will be forwarded on to the appropriate person
<p>How will the school respond to such a concern?</p>	<p>You will be contacted by your child’s tutor or Head of Year if further information is required and the school will then collect information about your child from all the teachers. This is called a ‘round robin’.</p> <p>The information collated will be considered by the SENDCO, Head of Learning Support and the Head of Year. If a more formal assessment is required you will be contacted directly and the SENDCO will follow through any referral.</p> <p>From the information gathered a Pupil Profile may will be drawn up to help meet the needs of your child. You will be asked to check this over before it is then sent out to your child’s teachers to ensure Quality First Teaching.</p>
<p>How will the school decide if my child needs extra support?</p>	<p>Following on from the Pupil Passport, the SENDCO, together with yourself and your child, will decide whether he/she needs extra support in school, We follow the Assess, Plan, Do, Review Cycle and so any decisions will be made based on:</p> <p><u>Assess:</u></p> <ul style="list-style-type: none"> • Teachers' observations (the round robin) • Monitoring data (collected and analysed every term) • Discussion with your child



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	<ul style="list-style-type: none"> • Information received from yourselves as a parent. • Midyis/Insight/Alis Test data
<p>What will the school do to support my child?</p>	<p>As part of the Assess, Plan, Do, Review cycle, all staff will be made aware of the Special Educational need or disability and will use the Pupil Profile to ensure appropriate strategies are used within school.</p> <p><u>Plan:</u> If 'Additional to and Different from' support is required, your child's name will be placed on the school Support Register and a plan of targets/strategies will be put in place. This may be in the form of an Individual Education Plan (IEP) or in a few cases an EHC Plan.</p> <p>If it is a medical need, a Health Care Plan is produced and sent to all teachers and first aiders.</p> <p><u>Do:</u></p> <p>In Key Stage 3, your child may access additional support such as:</p> <ul style="list-style-type: none"> • 1-1 Mentoring support from Sixth Form mentors: Subject Specific • Homework club • Subject workshops run by staff • Further Mentoring and Study Skills programmes e.g Maths and English, touch-typing. • Specialist Teacher e.g Dyslexia. <p>In Key Stage 4 additional support may include:</p> <ul style="list-style-type: none"> • 1-1 Mentoring by Sixth Form and/or teaching staff • Small MASS (Mentoring and Study Skills) programmes • Catch-up clubs • Additional revision sessions • Access arrangements for GCSE examinations • Targeted support depending on individual needs <p>In Key Stage 5 additional support may include:</p> <ul style="list-style-type: none"> • Study support sessions • Targeted support depending on individual needs (with Sixth Form learning mentors) • Directed Study time • Access arrangements for A Level examinations <p><u>Review:</u> Your child's progress will be monitored by their Head of Year and the Learning Support Team and the support they access will be regularly reviewed. These will match up with the Year group 'Progress Reviews' 3 times a year. If outside agencies are involved, we will work closely with them to ensure the best outcome for your child.</p>
<p>Who will support my child in school and what training and experience do they have?</p>	<p>Every member of staff in school has a responsibility to support all students effectively. Your child's tutor and Head of Year will provide pastoral support.</p> <p>In addition, your child may receive support from:</p> <ul style="list-style-type: none"> • Learning Support Team • Sixth Form subject mentors • School Counsellor • Advice and guidance on accessing external agency support <p>Staff all have opportunities for Continuing Professional Development (CPD) and a number of training days/twilight sessions are arranged each year based on school and staff training needs, such as input from Specialist Hearing Impairment teacher, The Working Together Team, Diabetes Nurses etc.</p> <p>Most staff in the Learning Support Team hold first aid certificates and there are staff across the school who are part of a team of First Aiders.</p>



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<p>Who else might be involved in supporting my child?</p>	<p>If your child requires more specialist support, other people may be asked to help us to support your child in school. This may be:</p> <ul style="list-style-type: none"> • Educational Psychologist, • Specialist Teaching Team • The Working Together Team (previously Autism Outreach) • Dyslexia Outreach • GP for a referral to Child and Adolescent Mental Health Service (CAMHS) or Community Paediatrician • Counsellors • Family Support Service • Healthy Minds Worker • Early Support Care Co-ordination (ESCO) • Behaviour Outreach Support Service (BOSS) • Careers service
<p>How will my child be able to contribute their views? How will my child be involved in the process?</p>	<p>At all stages in the support process your child will be involved with the decision making about their progress, including:</p> <ul style="list-style-type: none"> • Tutor/HoY individual Progress Review discussions. • Attendance at SEND review meetings. • Student questionnaires. • Individual conversations with members of the Learning Support Team.
<p>How will the curriculum be matched to my child's needs?</p>	<p>Subject teachers use a variety of inclusive strategies in the classroom to ensure Quality First Teaching (QFT), such as:</p> <ul style="list-style-type: none"> • Differentiated work and homework to access class material • Planned seating • Clear, structured classroom routines • Alternative ways of recording (e.g. laptop, mind-mapping etc) • Pair work and group work enabling peer support • Use of interactive whiteboards/projectors • Provision of specialist equipment, e.g. A tablet for a visually impaired child • Adapted or modified resources e.g. enlarged text / coloured paper & exercise books • Personalised timetables* decided on case-by-case basis <p>Teachers will also take account of the strategies suggested on your child's Pupil Profile and cater for individual needs as appropriate. For students with recognised writing difficulties, working on a laptop can be an option so word processing can be developed as "normal way of working". This will be discussed if appropriate.</p>
<p>How will I know how well my child is progressing?</p>	<p>You will be informed of your child's progress, along with all students in school, in the following ways:</p> <ul style="list-style-type: none"> • Progress Reviews - 3 times a year, which shows progress towards target grades. • Annual parents' evening. • Information regarding exam results. • Instant Behaviour and Achievement reports via SLG. • Homework information on SLG. <p>Alternatively if you have any worries you can contact the Tutor or Head of year and make an appointment in school (see question 1)</p>
<p>How does the school know how well my child is doing?</p>	<p>We will monitor your child's progress in some or all of the following ways:</p> <ul style="list-style-type: none"> • By Head of year and each Head of department tracking your child's results in the assessments.



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	<ul style="list-style-type: none"> • By checking progress against specific targets • Through internal and external tracking data
How will my child be included in activities outside the classroom including school trips?	<p>All activities and school trips are inclusive in nature. We have a wide range of extracurricular activities which occur at lunchtimes and after-school. The House system encourages all students to participate and we are also a Duke of Edinburgh Award Centre. The school runs many year group trips, cultural visits, sports trips and annual Reward trips for each year group.</p> <p>If your child wishes to attend a school trip, they may need some additional support with this. If your child has a Specific need for a residential trip, you will meet with the organisers to discuss the detail for the Risk Assessment.</p> <p>Comprehensive Risk Assessments are carried out prior to a trip and an appropriate staff ratio is allocated. Thorough 'trip packs' are issued for staff involved. This will include information regarding your child's SEND.</p> <p>Pupils who receive Pupil premium may get help to cost the trip. Please ask the school organiser if this is the case.</p>
What different kinds of SEND does the school provide for?	<p>We have provision for a wide range of educational and health needs, covering the four areas of SEND:</p> <ul style="list-style-type: none"> • Communication and interaction, including autistic spectrum disorders and speech and language difficulties. • Cognition and learning, including dyslexia and slow processing. • Social, emotional and mental health. • Sensory and physical needs, including Chronic Medical Conditions, hearing impairment, visual impairment.
How accessible is the school environment?	<p>Although the position of the school and age of some of the buildings makes access and inclusion particularly difficult to some areas of the site, every reasonable step is taken to make provision for students with physical difficulties. The advice of professionals is sought and followed as required. All new buildings have full facilities.</p> <p>Please see the school website for further information on our Accessibility Plan.</p>
How will the school prepare and support my child to join the school?	<p>The school runs a full and comprehensive Induction Programme for Year 6 (and any other year group entry) for both pupils and parents, to include:-</p> <ul style="list-style-type: none"> • A visit to your child in their Primary School • A three day induction programme for your child • An Induction evening for you. • If you and/or your child would like to make additional visits to the school, this can be arranged • SEND staff will attend primary review meetings where requested
How will the school prepare and support my child to transfer to a new setting/school/college?	<p>Transition within school:</p> <ul style="list-style-type: none"> • Training is given to all staff at the start of the year about all existing and new SEND pupils in the school • Staff know where to access detailed information about your child • We have information evenings for you and your child for KS3 into 4 and KS4 into 5. • All option choices for both transfers will be discussed with either the Deputy Head Teacher (Curriculum) for Year 9 and with the Sixth Form Team for Year 11. • Students with SEND needs may be offered an 'early' interview with an independent Careers Advisor. <p>Transition from school:</p>



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<p>How can I be involved in supporting my child?</p>	<p>We highly value the support that you can offer in helping your child with their education. We would like to encourage you to:</p> <ul style="list-style-type: none"> • Check your child's planner regularly and use it to liaise with their tutor and subject teachers as necessary. • Attend all parents' evening and SEND review meetings. • Support your child with homework if needed. • Inform us of any changes regarding your child's family or personal circumstances. • Communicate any concerns you may have to your child's form tutor or Head of Year. • Offer other support relating to your child's targets as part of the review process.
<p>How can I access support for myself and my family outside of your school?</p>	<p>Further information on the Local Offer for Lincolnshire can be found here: Other information is available at:</p> <ul style="list-style-type: none"> - Local Authority Family Services Directory: https://lincolnshire.fsd.org.uk. - Lincolnshire's Parent Carer Forum www.lincspcf.org.uk <p>We can direct parents to appropriate support groups and agencies if necessary.</p>
<p>What do I do if I wish to complain about SEND provision at this school?</p>	<p>If you have any concerns or are unhappy with anything involving SEND, please contact the SENDCO or Head of Learning Support as soon as possible so the matter can be rectified.</p> <p>Should you not be happy with the outcome, you should put your opinions in writing addressed to the Headmaster, following the school's Complaints Procedure.</p>
<p>Policies in line with supporting your child</p>	<ul style="list-style-type: none"> • Special Education Needs and Disability • Child Protection • Pupil Support • Transition • Teaching and Learning • Looked After Children <p>The school has a range of policies to support the agenda "Every Child Matters"</p>