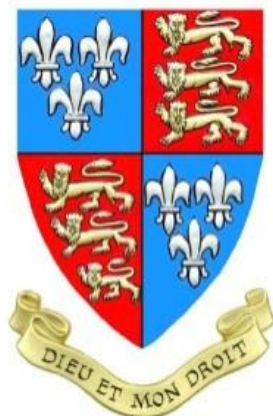


King Edward VI Grammar School



SEND Information Report

Reviewed By: Mrs Laura Reeve

Deputy Head Pastoral & Inclusion (SEND/CO with NASENCO Award)

Head of Learning Support: Mr Stuart Wood

School Contact: SEND@kevigs.lincs.sch.uk

SEND Governor: Mrs H Dunning

Contact: clerk@kevigs.lincs.sch.uk

Last Reviewed: September 2023

Lincolnshire SEND Local Offer: <https://www.lincolnshire.gov.uk/send-local-offer>

1. Special Educational Needs at KEVIGS:

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. We are committed to striving for excellence.

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

What different kinds of SEND does the school provide for?

We have provision for a wide range of educational and health needs, covering the four areas of SEND:

- Communication and Interaction needs, including Autistic Spectrum Condition, speech and language difficulties etc.
- Cognition and Learning needs including Dyslexia etc
- Social, Emotional and Mental Health (SEMH) needs including anxiety, Tourette's etc
- Sensory and Physical needs, including chronic medical conditions, hearing impairment, visual impairment etc.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEN information report

The policy also considers the latest SEND government guidance including from:

- SEND in England Report 2021
- SEND Review OFSTED & Quality Care Commission (CQC)2022

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO and the Head of Learning Support will:

- Work with the Headteacher, Head of Learning Support, SEND governor and Director of Student Intervention, Heads of Year and Well-being Team Leader to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers are each responsible for:

- The progress and development of every pupil in their classes
- Working closely with any learning support assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO and Head of Learning Support to review each pupil's progress and development and contribute with their feedback to reviews and reporting.
- Ensuring they follow this SEND policy
- Safeguarding in the school setting
- Raise any concerns they might have about any barriers to learning individual students might appear to have in their subject, by using the Staff SEND Concerns form available on the Staff Noticeboard
- Attend any relevant CPD opportunities to help them meet the needs of students.
- Be familiar with students with Exams Access Arrangements and ensure they receive the entitled normal way of working.

5. SEND Information Report

<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 able to identify that your child has a need and/or has SEN support at their current primary school on the Registration Form for the 11+ test. You will then be sent the Special Testing Arrangements Form, which requires you as the parent/carer to complete Section A. Section B then needs to be completed by your child's current school and returned to us with all available evidence to support your request. This is then considered by our SENDCO and confirmation of the testing arrangements and any reasonable adjustments agreed will be sent to you.</p>
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	<p>We have accommodated: extra time, alternative smaller rooms, rest breaks, prompting, scribe and reader where deemed appropriate and with the necessary formal/specialist evidence.</p> <p>If your child is offered a place you will be asked for more specific information to enable the SEND team to visit your child's primary school to see you and your child and support your transition to us. We are happy to work closely with your child's current settings as required and welcome being involved in any reviews in their Y6 Spring/Summer Terms.</p> <p>If your child is already at the school and you are worried about any barriers to learning or a special educational need or disability, the first point of contact is your child's form tutor. You can contact him/her by:</p> <ul style="list-style-type: none"> • phoning the school and leaving a message; • writing a letter • sending an email to: KESHadmin@kevigs.lincs.sch.uk – where it will be forwarded on to the appropriate person. <p>Any of the above will in turn raise a referral to SEN for an initial baseline assessment and the SEND department will also make contact with you to discuss your concerns and any findings from the initial investigations.</p>
<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 'school robin'.</p> <p>The information collated will be considered by the Head of Learning Support, SENDCO and the Head of Year. If a more formal assessment is required you will be contacted directly and the SEND team will follow through any referral.</p> <p>From the information gathered a Student Profile may 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 their needs are met through high quality teaching strategies. You will also be given the opportunity to consistently review progress. We use an electronic platform called Provision Map and parents are sent a unique code to access their child's Profile and can comment directly in this area.</p>
<p>How will the school identify children with SEND and assess their needs?</p>	<p>We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and key stages, where appropriate. Subject teachers will make regular assessments of progress for all pupils and identify those whose progress:</p> <ul style="list-style-type: none"> • Is significantly slower than that of their peers starting from the same baseline • Fails to match or better the child's previous rate of progress • Fails to close the attainment gap between the child and their peers • Widens the attainment gap <p>This may include progress in areas other than attainment, for example, social needs. <i>Please note slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.</i></p> <p>We will contact you as their parent and inform you of the concerns raised and gather your views, as well as those of your child.</p> <p>When deciding whether special educational provision is required, we follow the Graduated Approach (four-part cycle of assess, plan, do, review):</p> <p><u>Assess:</u></p> <ul style="list-style-type: none"> • Teachers' observations (the school robin) • Monitoring data (collected and analysed every term) • Discussion with your child • Information received from yourselves as a parent. • School Data (including achievements and behaviour points) • Your child's development in comparison to their peers and national data.

	<ul style="list-style-type: none"> • Advice from external support services, if relevant. (Eg. SEND Advice Line, Working Together Team, Behavioural Outreach Services, Speech and Language Services) <p>We will use all this information to determine the support that is needed and whether we can provide it by adapting our core offer, making reasonable adjustments or whether something different or additional is needed.</p>
<p>What will the school do to support my child?</p>	<p>As part of the Graduated Approach all staff will be made aware of their special educational need or disability and will use a 'Student Profile' to ensure appropriate strategies are used within school.</p> <p><u>Plan:</u> If 'Additional to and Different from' support is required, with your consent your child's name will be placed on the school SEN Register and a plan of targets/strategies will be put in place. This may be in the form of a Learning Support Plan (LSP) or in a few cases an application may be made for an Educational Health and Care Plan. If it is a medical need, a Medical 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"> • Peer Mentoring • Homework support • Subject workshops run by staff • Further Mentoring and Study Skills programmes e.g Maths, English, Touch-Typing. • Targeted interventions depending on individual needs • Specialist Teacher support • Referral to our Wellbeing Team • Careers Advice <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 Mentoring and Study Skills programmes • Catch-up clubs • Additional revision sessions • Access arrangements for GCSE examinations • Targeted interventions depending on individual needs • Subject Workshops • Specialist Teacher Support • Referral to our Wellbeing Team • Careers Advice <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 • Targeted interventions depending on individual needs • Specialist Teacher Support • Referral to our Wellbeing Team • Careers Advice <p><u>Review:</u> Your child's progress will be monitored by their Head of Year and the SEND Team and the support they access will be regularly reviewed. These will match up with the Year group 'Progress Reviews' 3 times a year and an EHCP will also have a minimum full plan review annually.</p>

	If outside agencies are involved, we will work closely with them to ensure the best outcome for your child.
Who will support my child in school and what training and experience do they have?	<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. In addition, your child may receive support from:</p> <ul style="list-style-type: none"> • Learning Support and KESH Team (King Edward Support Hub) • Sixth Form subject mentors • Director of Student Intervention • Designated Safeguarding Lead • Emotional Literacy Support Assistant • 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. Many staff across the school are First Aid trained.</p> <p>SENCO – Laura Reeve (Laura.reeve@kevigslincs.sch.uk) 01507 600456 Head of Learning Support – Stuart Wood (send@kevigslincs.sch.uk) SEN Governor – Helen Dunning</p>
Who else might be involved in supporting my child?	<p>If your child requires more specialist support, other people may be asked to help us to support your child in school. This may include:</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 • Joint Council for Qualifications Exam Regulator • AskSALL SEND Advice Line • Other professionals as required
How will my child be able to contribute their views? How will my child be involved in the process?	<p>At all stages in the support process you and 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.
How will the curriculum be matched to my child's needs?	<p>Subject teachers use a variety of inclusive strategies in the classroom to ensure High Quality Teaching (HQT) such as:</p> <ul style="list-style-type: none"> • Differentiated curriculum, work and homework to access class material • Planned seating • Clear, structured classroom routines • Exam Access Arrangements for Assessments • 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

	<ul style="list-style-type: none"> Adapted or modified resources e.g. enlarged text / coloured paper & exercise books Personalised timetables* decided on case-by-case basis <p>Teachers will take account of any strategies suggested on your child's Student Profile and cater for individual needs as appropriate.</p> <p>For students with recognised writing difficulties, working on their learning devices, with a keyboard is a promoted option, where word processing can be developed as "normal way of working". The use of word processing in exams will be discussed if appropriate.</p>
How will I know how well my child is progressing?	<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 via School Cloud Information regarding exam results. Instant Behaviour and Achievement reports via the SIMS Parents App. Homework information via Microsoft Teams Assignments Annual Reviews for students with EHC Plans. Opportunity to make an appointment on our SEND Review Days online via School Cloud, 3 times a year. <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) and they will raise a KESH Referral for the SEND concern.</p>
How does the school know how well my child is doing?	<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 and ongoing work, through our rota of Student Progress Conversations (SPCs) By checking progress against specific targets Through internal and external tracking data
How does the school evaluate the effectiveness of the provision made for pupils with SEND?	<p>Along with the monitoring and assessment of SEND pupils across the academic year, we aim to provide effective provisions of support to them. Recent work has been carried out to audit the provision and interventions we provide to pupils with SEND within the Graduated Approach. We use SIMS Interventions to monitor and evaluate the provisions and track our progress via Provision Map and Progress 8 achievement at GCSE and A Level.</p> <p>Staff, student and parent voices are gained to help evaluate the effectiveness of the provisions. Student voice is also gathered by our Sixth Form SEND Ambassadors.</p> <p>We follow the advice from other professionals we engage with to develop the most suitable provisions for our students and aim to provide research and evidence-based provisions to support our SEND students with best practice.</p>
How does the school support the emotional and social development of pupils with SEND?	<p>At KEVIGS we have our King Edward Support Hub (KESH), which provides a range of support to all students, including those with SEND and includes support for students with wellbeing and emotionally based school avoidance (EBSA) issues.</p> <p>Please see the KESH Wellbeing Pathway document for further information.</p>
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 enrichment activities which occur Mon-Thurs from 3:10-4pm. The House system encourages all students to participate and we are also a Duke of Edinburgh Award Centre. The school also runs trips, cultural visits, sports trips and termly reward internal events/ external trips.</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>
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 including risk assessments where required. The advice of professionals is sought and followed as required. Our newest buildings have full facilities including disabled access ramps, disabled lifts, disabled changeroom/ hygiene suites, widened corridors and door openings and automatic doors.</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 for both pupils and parents, to include:</p> <ul style="list-style-type: none"> • A visit to your child in their Primary School • A two-day induction programme for your child with an option to attend Open Evening in July. • 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 invited. <p>If you child is joining the school at a different entry point, you will have the opportunity to meet with the Head of Year and if required Head of Learning Support/SENCO to help a successful transition to us. We will liaise with your current school if needed too.</p>
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 via SIMS and Provision Map • 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 (Academic) for Year 8 and with the Sixth Form Team for Year 11. • Enhanced Transition arrangements for SEN students including familiarisation days / private school tours. • Students with SEND can access meetings with an independent Careers Advisor in addition to the Careers programme and curriculum available for throughout their time at KEVIGS. <p>Transition from school:</p> <ul style="list-style-type: none"> • Your child will take part in all the transition arrangements provided for all students such as Careers Evenings, support in writing a CV/Personal statement. • All students are encouraged to take part in the available 5 days of Work Experience, during the summer term of year 10. Support with finding suitable placements is available. • Pupils and parents are also actively encouraged to look at what other alternatives are on offer to meet their specific requirements. • In addition to the above, the school may give your child additional support with the transition to college or university, based on their individual needs.
How can I be involved in supporting my child?	<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"> • Ensure your child attends school every day and is punctual to school. • Stay up to date with the SIMS Parent App and the Microsoft Assignments information regularly and use them to liaise with their tutor and subject teachers as necessary. • Encourage students to take part in enrichment and extra-curricular activities • 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.
How can I access support for myself and my family outside of your school?	<p>Further information on the Local Offer for Lincolnshire can be found here: https://www.lincolnshire.gov.uk/send-local-offer</p> <p>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 also direct parents to appropriate support groups and agencies where necessary.</p>
What do I do if I wish to complain about SEND provision at this school?	<p>If you have any concerns or are unhappy with anything involving SEND, please contact SEND@kevigs.lincs.sch.uk as soon as possible so the matter can be rectified. 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 available on the school website.</p>
How will my child be involved in his/her own learning decisions made about their education?	<p>Students are encouraged and involved at all stages of learning decisions about their education via:</p> <ul style="list-style-type: none"> • Student Voice Activities • Choosing enrichment activities • Self-Evaluation of Work • Attendance at reviews / parent's evenings • Contributing to target setting and reviewing and reflecting on learning and achievement
Policies in line with supporting your child	<ul style="list-style-type: none"> • Special Education Needs and Disability • Supporting Students with Medical Conditions • Access Arrangements for Examinations • Child Protection Policy • Accessibility Plan • Teaching and Learning • Digital use Policy • Behavioural Policy / Code of Conduct
How many SEN students attend KEVIGS	<p>At the time of writing there were 112 students on the SEN register out of a student population of 930 (approx. 12%), including 6 students with Educational Health and Care Plans (0.6% of school population), 93 students with direct SEN support – 10% of the school and 13 students with Additional SEN for monitoring purposes.</p>

6. KEVIGS Model for Inclusive Practice

Targeted and Bespoke

- Specialist and highly tailored programme of support
- utilising advice from professionals i.e Educational Psychologist
- EHCP in place with targets and outcomes
- Predominately individual support

Targeted Interventions

- Time limited and focused programmes of support
- delivered by SENCO, specialist teacher or LSAs
- Group and/or Individual support

Universal - High Quality Teaching

- Focused planning,
- Developing relationships, knowing students well,
- Subject interventions
- High expectations

Quality Feedback and Response to Feedback (RTF)

Effective Questioning

Use of a range of QFT strategies e.g overlays/coloured paper, wordmats, chunking,

Use of IT equipment as a 'normal way of working'

