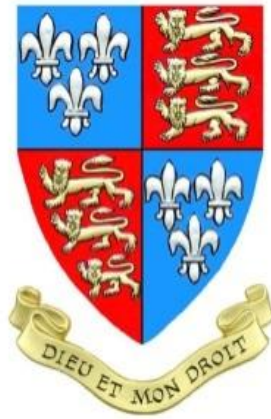


# King Edward VI Grammar School



## SEND Information Report

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Last Reviewed: August 2026

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

## 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 Autism, speech and language difficulties etc.
- Cognition and Learning needs including Dyslexia etc
- Social, Emotional and Mental Health (SEMH) needs including ADHD, Tourette's etc
- Sensory and Physical needs, including chronic medical conditions, hearing impairment, visual impairment etc.

## Definitions

A pupil has Special Educational Needs (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.

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

## SEND Information Report

<b>What do I do if I think my child has a special educational need?</b>	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 for support during the test. This is then considered by our SENDCO and confirmation of the testing arrangements and any reasonable adjustments agreed will be sent to you. We have accommodated: extra time, alternative smaller rooms, rest breaks, prompting, scribe and reader where deemed appropriate and with the necessary formal/specialist evidence.
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	<p>If your child passes the test and is subsequently 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 KEVIGS 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"> <li>• phoning the school and leaving a message;</li> <li>• writing a letter</li> <li>• sending an email to: <a href="mailto:KESHadmin@kevigslincs.sch.uk">KESHadmin@kevigslincs.sch.uk</a> or the relevant Key Stage email (<a href="mailto:keystage3@kevigslincs.sch.uk">keystage3@kevigslincs.sch.uk</a> or <a href="mailto:keystage4@kevigslincs.sch.uk">keystage4@kevigslincs.sch.uk</a>) – where it will be forwarded on to the appropriate person.</li> </ul> <p>Any of the above will in turn raise a referral to the SEND Team for an initial baseline assessment and the SEND department will contact you to discuss your concerns and any findings from the initial investigations.</p>
<p><b>How will the school respond to such a concern?</b></p>	<p>You will be contacted by your child's tutor, Key Stage Team or SEND Team 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 Key Stage. 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. 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><b>How will the school identify children with SEND and assess their needs?</b></p>	<p>We assess all student'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"> <li>• Is significantly slower than that of their peers starting from the same baseline</li> <li>• Fails to match or better the child's previous rate of progress</li> <li>• Fails to close the attainment gap between the child and their peers</li> <li>• Widens the attainment gap</li> </ul> <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"> <li>• Teachers' observations (the school robin)</li> <li>• Monitoring data (collected and analysed regularly)</li> <li>• Discussion with your child</li> <li>• Information received from yourselves as a parent.</li> <li>• School Data (including achievements and behaviour points)</li> <li>• Your child's development in comparison to their peers and national data.</li> <li>• Advice from external support services, if relevant. (Eg. SEND Advice Line, Working Together Team, Behavioural Outreach Services, Speech and Language Services)</li> </ul>

	<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><b>What will the school do to support my child?</b></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"> <li>• Peer Mentoring</li> <li>• Homework support</li> <li>• Subject workshops run by staff</li> <li>• Further Mentoring and Study Skills programmes e.g Learning Mentor, Maths, English, Touch-Typing.</li> <li>• Targeted interventions depending on individual needs</li> <li>• Specialist Teacher support</li> <li>• Referral to our Wellbeing Team</li> <li>• Careers Advice</li> </ul> <p>In Key Stage 4 additional support may include:</p> <ul style="list-style-type: none"> <li>• 1-1 Mentoring by Sixth Form and/or teaching staff</li> <li>• Small Mentoring and Study Skills programmes</li> <li>• Catch-up clubs</li> <li>• Additional revision sessions</li> <li>• Access arrangements for GCSE examinations</li> <li>• Targeted interventions depending on individual needs</li> <li>• Subject Workshops</li> <li>• Specialist Teacher Support</li> <li>• Referral to our Wellbeing Team</li> <li>• Careers Advice</li> </ul> <p>In Key Stage 5 additional support may include:</p> <ul style="list-style-type: none"> <li>• Study support sessions</li> <li>• Targeted support depending on individual needs (with Sixth Form learning mentors)</li> <li>• Directed Study time</li> <li>• Access arrangements for A Level examinations</li> <li>• Targeted interventions depending on individual needs</li> <li>• Specialist Teacher Support</li> <li>• Referral to our Wellbeing Team</li> <li>• Careers Advice</li> </ul> <p><u>Review:</u> Your child's progress will be monitored by their Head of Key Stage 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> <p>Parents will be invited to book an appointment with the Head of Learning Support on our SEND Review Days, which are held 3 times a year, towards the end of each full term.</p> <p>If outside agencies are involved, we will work closely with them to ensure the best outcome for your child.</p>

<p><b>Who will support my child in school and what training and experience do they have?</b></p>	<p>Every member of staff in school has a responsibility to support all students effectively. Your child's tutor and Head of Key Stage will provide pastoral support. In addition, your child may receive support from:</p> <ul style="list-style-type: none"> <li>• Learning Support and KESH Team (King Edward Support Hub)</li> <li>• Sixth Form subject mentors</li> <li>• Director of Student Intervention</li> <li>• Designated Safeguarding Lead</li> <li>• Emotional Literacy Support Assistant</li> <li>• Advice and guidance on accessing external agency support</li> </ul> <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, including EpiPen Training.</p>
<p><b>Who else might be involved in supporting my child?</b></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 include:</p> <ul style="list-style-type: none"> <li>• Educational Psychologist,</li> <li>• Specialist Teaching Team</li> <li>• The Working Together Team (previously Autism Outreach)</li> <li>• Dyslexia Outreach</li> <li>• GP for a referral to Child and Adolescent Mental Health Service (CAMHS) or Community Paediatrician</li> <li>• Counsellors</li> <li>• Family Support Service</li> <li>• Healthy Minds Worker</li> <li>• Early Support Care Co-ordination (ESCO)</li> <li>• Behaviour Outreach Support Service (BOSS)</li> <li>• Careers service</li> <li>• Joint Council for Qualifications Exam Regulator</li> <li>• Lincolnshire's AskSALL SEND Advice Line</li> <li>• Other professionals as required</li> </ul>
<p><b>How will my child be able to contribute their views? How will my child be involved in the process?</b></p>	<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"> <li>• Tutor/Head of Key Stage individual Progress Review discussions.</li> <li>• Attendance at SEND review meetings.</li> <li>• Student questionnaires.</li> <li>• Individual conversations with members of the Learning Support Team.</li> </ul>
<p><b>How will the curriculum be matched to my child's needs?</b></p>	<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"> <li>• Differentiated curriculum, work and homework to access class material</li> <li>• Planned seating</li> <li>• Clear, structured classroom routines</li> <li>• Exam Access Arrangements for Assessments</li> <li>• Alternative ways of recording (e.g. laptop, mind-mapping etc)</li> <li>• Pair work and group work enabling peer support</li> <li>• Use of interactive whiteboards/projectors</li> <li>• Provision of specialist equipment, e.g. A tablet for a visually impaired child</li> <li>• Adapted or modified resources e.g. enlarged text / coloured paper &amp; exercise books</li> <li>• Personalised timetables* decided on case-by-case basis</li> </ul> <p>Teachers will take account of any strategies suggested on your child's Student Profile and cater for individual needs as appropriate.</p>

	For students with recognised writing difficulties, working on a learning device, 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.
<b>How will I know how well my child is progressing?</b>	<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"> <li>• Progress Reviews – 2 or 3 times a year dependant on year group, which shows progress towards target grades.</li> <li>• Annual parents' evening – these will be either online via School Cloud or face-to-face dependent on year group.</li> <li>• Information regarding exam results.</li> <li>• Instant Behaviour and Achievement reports via the Edulink One App.</li> <li>• Homework information via Microsoft Teams Assignments/Edulink One App.</li> <li>• Annual Reviews for students with EHC Plans.</li> <li>• Opportunity to make an appointment on our SEND Review Days online via School Cloud, 3 times a year.</li> </ul> <p>Alternatively, if you have any worries, you can contact the Tutor or Head of Key Stage and make an appointment in school (see question 1) and they will raise a KESH Referral for the SEND concern.</p>
<b>How does the school know how well my child is doing?</b>	<p>We will monitor your child's progress in some or all of the following ways:</p> <ul style="list-style-type: none"> <li>• By Head of Key Stage and each Head of department tracking your child's results in the assessments and ongoing work</li> <li>• By checking progress against specific targets</li> <li>• Through internal and external tracking data</li> </ul>
<b>How does the school evaluate the effectiveness of the provision made for pupils with SEND?</b>	<p>Along with the monitoring and assessment of SEND pupils across the academic year, we aim to provide effective provisions of support to them. 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>
<b>How does the school support the emotional and social development of pupils with SEND?</b>	<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>
<b>How will my child be included in activities outside the classroom including school trips?</b>	<p>All activities and school trips are inclusive in nature. We have a wide range of enrichment activities which occur during lunchtimes. 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>
<b>How accessible is the school environment?</b>	<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</p>

	<p>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>
<p><b>How will the school prepare and support my child to join the school?</b></p>	<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"> <li>• A visit to your child in their Primary School</li> <li>• A two-day induction programme for your child with an option to attend Open Evening in July.</li> <li>• An Information Evening for you in Sept when they have started in year 7.</li> <li>• If you and/or your child would like to make additional visits to the school, this can be arranged</li> <li>• SEND staff will attend primary review meetings where invited.</li> </ul> <p>If you child is joining the school at a different entry point, you will have the opportunity to meet with the Head of Key Stage 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>
<p><b>How will the school prepare and support my child to transfer to a new setting/school/college?</b></p>	<p>Transition within school:</p> <ul style="list-style-type: none"> <li>• Training is given to all staff at the start of the year about all existing and new SEND pupils in the school</li> <li>• Staff know where to access detailed information about your child via SIMS and EduLink One.</li> <li>• We have information evenings for you and your child for KS3 into 4 (GCSE Options in Year 9) and KS4 into 5 (Sixth Form Open Evening in Year 10/11)</li> <li>• All option choices for both transfers will be discussed with either the Deputy Head Teacher (Academic) for Year 9 and with the Sixth Form Team for Year 11.</li> <li>• Enhanced Transition arrangements for SEN students including familiarisation days / private school tours.</li> <li>• 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.</li> </ul> <p>Transition from school:</p> <ul style="list-style-type: none"> <li>• Your child will take part in all the transition arrangements provided for all students such as Careers Events, support in writing a CV/Personal statement.</li> <li>• 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.</li> <li>• Pupils and parents are also actively encouraged to look at what other alternatives are on offer to meet their specific requirements.</li> <li>• 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.</li> </ul>
<p><b>How can I be involved in supporting my child?</b></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"> <li>• Ensure your child attends school every day and is punctual to school.</li> <li>• 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.</li> <li>• Encourage students to take part in extra-curricular activities</li> <li>• Attend all parents' evenings and SEND review meetings.</li> <li>• Support your child with homework if needed.</li> </ul>

	<ul style="list-style-type: none"> <li>• Inform us of any changes regarding your child's family or personal circumstances.</li> <li>• Communicate any concerns you may have to your child's form tutor or Head of Key Stage.</li> <li>• Offer other support relating to your child's targets as part of the review process.</li> </ul>
<b>How can I access support for myself and my family outside of your school?</b>	<p>Further information on the Local Offer for Lincolnshire can be found here: <a href="https://www.lincolnshire.gov.uk/send-local-offer">https://www.lincolnshire.gov.uk/send-local-offer</a></p> <p>Other information is available at:</p> <ul style="list-style-type: none"> <li>- Local Authority Family Services Directory: <a href="https://www.lincsfamilydirectory.org.uk/kb5/lincs/fsd/home.page">https://www.lincsfamilydirectory.org.uk/kb5/lincs/fsd/home.page</a>.</li> <li>- Lincolnshire's Parent Carer Forum <a href="http://www.lincspcf.org.uk">www.lincspcf.org.uk</a></li> </ul> <p>We can also direct parents to appropriate support groups and agencies where necessary.</p>
<b>What do I do if I wish to complain about SEND provision at this school?</b>	<p>If you have any concerns or are unhappy with anything involving SEND, please contact <a href="mailto:SEND@kevigs.lincs.sch.uk">SEND@kevigs.lincs.sch.uk</a> 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 Headteacher, following the school's Complaints Procedure available on the school website.</p>
<b>How will my child be involved in his/her own learning decisions made about their education?</b>	<p>Students are encouraged and involved at all stages of learning decisions about their education via:</p> <ul style="list-style-type: none"> <li>• Student Voice Activities</li> <li>• Choosing enrichment activities</li> <li>• Self-Evaluation of Work</li> <li>• Attendance at reviews / parent's evenings</li> <li>• Contributing to target setting and reviewing and reflecting on learning and achievement</li> </ul>
<b>Policies in line with supporting your child</b>	<ul style="list-style-type: none"> <li>• Special Education Needs and Disability</li> <li>• Supporting Students with Medical Conditions</li> <li>• Access Arrangements for Examinations</li> <li>• Child Protection Policy</li> <li>• Accessibility Plan</li> <li>• Teaching and Learning</li> <li>• Digital use Policy</li> <li>• School Expectations, Praise and Behaviour Policy</li> </ul>
<b>How many SEN students attend KEVIGS</b>	<p>At the time of writing there were 85 students on the SEN register out of a student population of 884 (approx. 9%), including 5 students with Educational Health and Care Plans (0.6% of school population).</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'

