



KING EDWARD VI SCHOOL

SHAKESPEARE'S SCHOOL

Special Educational Needs Information Report

What are the admissions arrangements for pupils with special educational needs?

All admissions applications are processed by Warwickshire County Council Education Department, who will require evidence of a special educational need, such as an Educational Psychologist's report, or a Specialist Teacher's report, in order to grant 25% additional time in the entrance exam. Further information is available by calling 01926 410410, or online at www.warwickshire.gov.uk/admissions.

For Sixth Form entrants Access Arrangements will have been applied at GCSE level. Please supply a copy of these on starting Year 12 in order that we can continue to offer appropriate support.

What kinds of special educational needs are provided for at the school?

All students with SEN are supported and monitored by our SENCo, Mrs Sarah Freer, (sf@kes.net), and our Assistant SENCO, Mrs Emma Poulson.

We have students on our register from the four areas of need set out in the SEN Code of Practice, 2014; communication and interaction, (Autism Spectrum Disorders and ADHD students, who may possibly have challenges in the behavioural, emotional and social development areas as well as with learning); cognition and learning itself, i.e. negotiating the demands of the Secondary Curriculum with its emphasis on note-taking, memory and essay writing – (Dyslexic students particularly may find this a problem which requires support); the area of sensory and physical needs, sometimes requiring additional assistance or technological support, e.g. Dyspraxic students, or students with visual or auditory difficulties; those with sensory processing needs, social, emotional and mental health needs, and those with medical needs. We have a School Counsellor to support students with mental health needs, and have contact with a range of services who work in an advisory and therapeutic capacity.

Our SENCo and Assistant SENCO support students in conjunction with these services, with one-to-one courses on Anger Management, Cognitive Behavioural

Therapy, resilience, managing anxiety, developing independence, and building confidence and self-esteem, in addition to their work with them on cognition and learning. SEND Supported, a local provider of expertise in the area of SEND, have worked with our SEN Department creatively to help enhance resources, ensure they are up-to-date and develop best practice. They continue to support us in an advisory capacity. Staff are advised on how to deal with medical issues by liaison with healthcare professionals, and medication can be kept securely in Student Services by prior arrangement. We have a student with Cystic Fibrosis in School, and are aware of the dangers regarding cross-contamination.

What is the school's approach to teaching students with special educational needs?

SEN needs are usually met within the classroom, and our staff are dedicated to ensuring the best academic and social progress possible. All teachers have high expectations of SEND students, and our records show that SEND students achieve as well as their peers. We have had great success at GCSE and A'Level for the students with SEN, who worked hard with targeted support to achieve exceptional results despite their difficulties. A small number of students have been supported to overcome exam anxiety by mentors from Lifespace, a local charitable organisation which works to help young people thrive and achieve their potential, and who also mentor students with anxiety or other issues, a service which enhances our Counselling offer, enabling students to focus on their studies.

Staff are kept up-to-date with training and are receptive to adapting their lessons according to students' needs for additional or different provision. These needs are brought to their attention at Staff Meetings, weekly briefings, and through the Individual Education Plans for students, which are agreed with parents, and regularly updated and revised by our SENCo if needs change, or in the light of new research. Strategies described in the Individual Education Plans are carefully talked through with parents to maximise students' achievements whilst keeping intervention discreet. Interventions and the support designed is delivered discreetly so that it is effective but still confidential. Recent training was delivered on Autistic Spectrum Disorders, through which Staff investigated, developed and shared best practice.

Individual Education Plans are agreed with parents of students with Special Educational Needs at the start of their School career, so that parents can be involved in designing support for their child, and these are shared with Staff once agreed. Parents are consulted about significant changes to these plans, as well as being offered the opportunity to review them each year. The plan sets out any learning aids, (such as coloured overlays, or the use of a word processor), and also whether additional time or other Access Arrangements in examinations are needed. This is assessed by our qualified colleague from SENDSupported from Year 9.

SEN students take a full role in extra-curricular activities in the wider life of our School, encouraged by their Form Tutor, who liaises with the SENCo to understand their needs, and offer support and encouragement where appropriate.

How are special educational needs identified?

If a student is identified as requiring extra assistance, this is in the first instance brought to the attention of the Special Needs Co-ordinator by subject teachers, Tutors, Pastoral Leaders, or parents, who may refer queries to them. Parents are made aware of their child's progress half termly, through the Individual Student Tracking report, (IST report), so that underachievement can be quickly identified. Subject teachers may also identify students who require extra support through this system, or through their own knowledge of that student's work, using Assessment for Learning principles to identify areas of weakness and suggest improvements in their feedback, referring on to the Special Needs Co-ordinator when learning challenges are identified and insufficient progress is being made, despite Departmental Mentoring. Our SEN Department has purchased a Dyslexia Screening Tool, to help create a learning profile, which has already proved helpful in identifying areas for improvement for individual students with a Dyslexic profile.

How does the School adapt the curriculum and demands of School life for pupils with special educational needs?

Where a pupil struggles to access the curriculum, for example, when they have transferred mid-year from another School, or are having difficulty managing their workload, a tailored programme of support will meet their needs. This includes mentoring from staff or pupils who are academic mentors, or one-to-one support with study skills from the SEN Department, or a combination of all of these. For students for whom the School day is logistically challenging, adaptations are made in agreement with SENCo, parents, teachers and the Pastoral Team. Adaptations are made to the curriculum to support an individual's learning needs when required.

We have an inclusive ethos, which takes into account the need to treat each member of the School as an individual, whilst seeking to help them integrate into the School as a whole. There is a strong system of Pastoral Care, through which students are nurtured to achieve their best potential. Teachers praise strengths and reward achievement.

What expertise and training do Staff have in relation to teaching students with special educational needs?

Special Educational Needs are met with expertise and sensitivity by our experienced staff. Teachers are made aware of the latest training materials for Special Educational Needs, and are encouraged to enhance their skills as part of their continuing professional development. Our Special Educational Needs Co-ordinator has training in Autistic Spectrum Disorders, Dyslexia Awareness, Counselling and Mentoring, Mental Health First Aid, British Sign Language Stage One, delivering Early Help, Pathway to Change interventions, Diabetes Awareness and has passed the National Award in Special Educational Needs Co-ordination, (NASCO). Our Assistant SENCo has been trained to deliver Early Help, and has also recently attended a course in 'Understanding Today's Children'. Staff regularly attend networking meetings with professionals working in the same field in order to discuss ideas and keep up-to-date with new developments and policies. INSET time is

regularly allocated to improving Staff skills in teaching students with SEN, and the SENCO works with the Educational Psychology Service to identify useful training opportunities for SEN.

What are the arrangements for supporting students with special educational needs in transferring between phases of education or in preparing for adulthood and independent living?

Periods of transition can be particularly stressful for some students, and extra tours can be arranged for Year 6 students, in addition to the Year 7 and Year 12 induction days, and familiarization sessions with the SENCO can also be arranged in the first week of term. The SENCO liaises with Primary Schools to collect data and share strategies for teaching which have been effective at that stage. Our Careers Adviser, parents and the SENCO work together with the Head of Sixth Form, to ensure a smooth transition to University or Further Education for Sixth Form students. Some students may be eligible for financial, technical or pastoral support via the Disabled Student Allowance, (please see website below):

<https://www.gov.uk/disabled-students-allowances-dsas>

How does the School involve support services in meeting the needs of students with special educational needs and in supporting the families of such students?

We have links with outside agencies whose expertise may be called upon where necessary, and always with parental agreement. Where necessary, an Individual Education Plan will outline what additional support the student is to receive from these agencies, which are SENDSupported, The Educational Psychology Service, medical and health care professionals and Lifespace, a local charitable organisation which works with young people via mentors who offer counselling.

Parents who are experiencing difficulties with their children at home may also access assistance through SENDIAS, Warwickshire's Family Information Service, and an Early Help Framework, which the School can help organise and lead. These sessions can signpost help from other voluntary and professional groups and services. The School also provides access to a dedicated School Counsellor. SENDSupported offer assistance for those with Autistic Spectrum Disorders and those with Sensory Processing issues, as well as advising students with cognition and learning needs.

How are specialist equipment and facilities secured to support children and young people with special educational needs?

If a pupil requires specialist equipment or facilities, these can be arranged via discussion with the Special Needs Co-ordinator. Arrangements may be made to use a School laptop for external examinations for those with a history of using a laptop as their normal way of working in lessons, because of significant difficulties with presentation, when a referral is made by a teacher. Laptop computers are available

to borrow, for students who are on the list approved by the Special Needs Co-ordinator, who will agree this arrangement with teachers and parents.

How is progress monitored for students with special educational needs?

Students on the SEN register will have their progress monitored termly by the Special Needs Co-ordinator through the Individual Student Tracking Scheme. This monitoring ensures progress is on target and identifies those who may need more input or additional help.

How are students involved in their own learning and consulted about how to maximise their own progress?

Students on the SEN register are involved in their own personalized learning programme where intervention is helpful. The SENCO meets with the student in a one-to-one Study Skills session, consulting them about their learning style and ascertaining their area of need. Their aspirations and goals, as well as their difficulties, in their own words, are recorded. Staff are also consulted, both verbally and through the use of authoritative surveys. Once the problems have been identified, the SENCO will then work with the student and their parents and teachers collaboratively to develop strategies to help remove barriers to learning.

What additional support for learning is available to students with special educational needs?

As well as Sixth Form Mentors, numerous clubs and activities, and a programme of study conducted one-to-one with the SEN Department, we organise interventions, (sometimes delivered after School via Teams), to enhance study skills and revision skills with the help of our Educational Psychology Department. Our interventions help to clarify learning and organisational skills for some of our SEN students. Support from outside agencies can be accessed on an individual basis in addition. For GCSE and Sixth Form students, the resources recommended by the SENCO for supplementary study are available on Moodle and the Departments' Shared Area under 'Learning Support'. One-to-one support is targeted to enhance the potential of those whom Staff have identified as requiring assistance. Sixth Formers who suffer from anxiety or exam anxiety are supported in one-to-one sessions with the SENCO, Lifespace, or the School Counsellor.

Where a diagnostic report suggests the need for additional time in examinations, or this is flagged up by a student or teacher, we have a Specialist Assessor from SENDSupported who conducts tests to confirm the need for additional time within our setting, and for external exams. Those who have received significant support, or who have the backing of their teachers to apply for such arrangements, are eligible to be tested.

Occasionally, parents refer students with social rather than academic needs. This could be for anger management, a buddy for break or lunchtime, (these breaks are

supervised, but having someone to look out for you can make all the difference), or help with social skills, such as issues of turn-taking or when and how to join in. Recently, selected Lower School students participated in a six week intervention from the Educational Psychology Service, aimed at enhancing their understanding of their mental health and resilience. Parents may contact the SENCo about any area of concern, to discuss tailored support.

All of these interventions only take place with parental agreement. In cases where the School Pastoral system requires enhancement to tackle difficult issues, our School Counsellor, Lifespace or the Educational Psychology service are consulted.

What are the arrangements for involving parents of children with special educational needs?

The SENCO is happy to meet parents to discuss progress, and welcomes feedback from them. A parent or carer knows their child’s difficulties best, and parental input is essential to their progress. Initially, it is helpful to have a Psychologist’s or Medical report of any diagnosis which has already been made, to provide a starting point for discussion, as such reports often contain recommendations for strategies to be used by teachers. If a daytime appointment for a discussion cannot be scheduled, the SENCO is happy to meet parents by prior arrangement at Parents’ Evenings, or after School. Alternatively, some issues can be dealt with via a telephone call, or an email, (sf@kes.net).

We carried out a survey of our SEN Provision in March 2020, to determine the effectiveness of our Quality First Teaching, following the Code of Practice 2014, and to investigate how we could best improve our practice. The results of the Questionnaire are shown below:

Special Educational Needs Provision Parent Questionnaire – Results

Total responses received: 40

	Yes	No	n/a
My child found the one-to-one support from the SENCO effective.	30	1	9
My child’s subject teachers take sufficient account of their special educational needs when they teach him/her.	30	5	5

We are kept appropriately informed by the SENCO.	38	0	2
The format of my child's Individual Education Plan is helpful and easy to understand.	32	1	7
The process of accessing support from an outside agency was explained sufficiently.	11	2	27
My child found support from an outside agency useful.	13	0	26
Any issues arising have been dealt with swiftly and effectively.	33	1	6
My child has been effectively supported to use exams access arrangements.	27	0	13
Transitions. My child's transition from Year 6 to Year 7 was dealt with supportively. If applicable, they have been supported to access help at University.	16	4	20
My child found support with social skills useful.	5	0	35
My child has been able to access the full range of extra-curricular activities.	31	2	7

The results of this survey were discussed by staff and the Governing Body and used to inform our future priorities for improvement.

Where can I find out about the changes in legislation for SEND?

The School is continuing to work with Warwickshire Education Department to deliver the changes to SEN which were introduced in the Code of Practice 2014, including the introduction of the new Education and Health Care Plans in place of Statements.

The Code of Practice is available online at:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The Local Offer is an important part of the Children and Families Act 2014 which places new duties on all local authorities and their partners to improve and modernise SEND assessment and support. The Warwickshire Local Offer has been developed following extensive work with parent groups and key partners who formed the SEND Reference Group. Information about Warwickshire's Local Offer of SEND support is available at www.warwickshire.gov.uk/send.

For advice about services for SEND in Warwickshire please see

<https://www.kids.org.uk/sendiaass>

How are the Governing Body kept informed about the special educational needs provision at the School?

The SENCO reports to the SEN Link Governor once per term on the progress made by SEN students and any changes in the Department are reported to and approved by them.

How is the School working to make sure it is accessible to all students?

The site has been made more accessible with the provision of movable wheelchair ramps, a lift in the Science building, an accessible workstation in Food Technology and a disabled toilet in the Levi Fox Hall. The School will take account of the needs of students and other users with physical difficulties and sensory impairments when planning and making further improvements and refurbishments of the premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

The School is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested. The Accessibility Plan is also available on the school website or on request to the Headmaster, in the following formats: - e-mail, enlarged print version and other formats on request.

How are complaints relating to the School's special educational needs provision handled?

The School's Complaints Procedure, available on the School website, is followed.