

SEND Information Report for King Edward VII Academy  
Part of the Norfolk Local Offer for Learners with SEND

Introduction

Welcome to our Special Educational Needs (SEND) information report which is part of the Norfolk Local Offer for learners with Special Educational Needs. All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published must be updated annually. The required information is set out in the SEND Code of Practice regulations, which can be found at [www.kesacademy.co.uk](http://www.kesacademy.co.uk)

At King Edward VII Academy we are committed to working together with all members of our learning community. This local offer has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

Name of SEND Governor: Mark Reavell  
Name of SENCO: Micarla Holmes  
Name of Parent governors: Catherine Watson  
Name of Principal: Craig Morrison

If you have specific questions about the Norfolk Local Offer please look at the Frequently Asked Questions by visiting: [www.norfolk.gov.uk/SEND](http://www.norfolk.gov.uk/SEND)  
Alternatively, if you think your child may have SEND please speak to their Head of Year or contact Micarla Holmes (SENCO)

Our Approach to Teaching all Learners with SEND

At King Edward VII Academy we value:

**Learning Together, Achieving Together**

We are committed to providing a high-quality education for all children and young people in our community. We believe in participation for all, including those identified as having special educational needs. All children and young people are entitled to a broad and balanced curriculum which is accessible to them.

We seek to develop an inclusive curriculum which is responsive to the diversity of students' learning needs with appropriate targets and suitable learning challenges. We want to create an inclusive culture in our school and we aim to be more responsive to the diversity of student's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in our school. For more information on our approach please see our teaching and learning policy at [www.kesacademy.co.uk](http://www.kesacademy.co.uk)

Our Academy Development Plan is about developing learning for all and details are planned continued professional development (CPD) opportunities for all staff.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community including those identified as having SEND. We monitor progress of all learners, and staff continually assess ensuring that learning is taking place. Our whole academy system for monitoring progress includes regular pupil progress meetings, and staff engage in coaching and supervision.

These features are key to our ethos:

**We think and act positively**  
**We all create a great place to learn**  
**We respect one another in everything we do**  
**We strive to improve**  
**We work well together**  
**We celebrate our successes**  
***We are proud to be part of KES***

#### How we identify SEND

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEND as:

**“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:**

- a) have a significantly greater difficulty in learning than the majority of others of the same age: or**
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”**

If a learner is identified as having SEND, we will provide provision that is ‘additional to or different from’ the normal differentiated curriculum, intended to overcome the barrier to their learning.

### Categories of SEND Identification:

The Code of Practice (2014) identifies the four broad areas of need as;

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- SENDsory and/or Physical needs.

### Types of SEND

**SEND Support:** These students needs will reflect one or more of the above areas of need in line with the definition of SEND. Arrangements for appropriate support will be made by the school through an assess, plan, do and review cycle.

**Education, Health and Care Plan:** These students needs will reflect one or more of the above areas in line with the definition of SEND. Despite the school having taken relevant and purposeful action to meet the students' needs, progress is still not being made. Further support will then be sought through an Education, Health and Care Plan involving all of the relevant services in best supporting the student.

### Assessing SEND at King Edward VII Academy

At King Edward VII Academy we identify SEND needs at various stages using a range of sources including:

- Baseline assessment on entry to King Edward VII Academy, regardless of when the learner joins, Year 7 or any other year.
- Class teacher/ subject teacher assessment data is used to identify students making less than expected progress. Previous progress and attainment is used in partnership with subject assessment data.
- Parent/carer and student concerns.

High quality teaching is used in the first instance to address any identified concerns. Progress is then reviewed at a later date and if it is lower than expected the SENCO will begin a process of assessing SEND.

To assess learner's reading abilities we use the Hodder Group Reading Test. A wide-range achievement test (WRAT) is used to assess the basic academic skills of reading, spelling and maths computation. For some learners advice is sought from specialist services these are accessed via both the Academy cluster and the services universally provided by Norfolk County Council, which are described on the Local Offer website available at:

<http://www.norfolk.gov.uk/SEND>

As part of the King's Lynn Central Cluster, King Edward VII Academy has access to:

- Top-up funding
- Training opportunities
- An ASST who works with staff in individual schools to complete initial assessments
- A therapist is employee to work with pupils with mental health issues.

We also employ 16 members of support staff including teaching assistants and higher-level teaching assistants to support learners across the school and to carry out targeted interventions.

### What we do to Support Learners with SEND at King Edward VII Academy

Every Teacher is required to adapt the curriculum to ensure access to learning for all students in their class. The Teacher Standards 2012 detail the expectations on all teachers, and we at King Edward VII Academy are proud of our Teachers and their development. The Teacher standards are available at: [www.gov.uk/government/publications/teachers-standards](http://www.gov.uk/government/publications/teachers-standards).

Our Teachers will use various strategies to adapt access to the curriculum, this might include:

- Scaffolding such as writing frames
- Alternative ways of recording written information such as scribes
- Breaking down learning into small steps
- Providing pictorial instructions
- Linking learning to learners' own experiences
- Repeating instructions
- Offering additional time for tasks and responses.

Each learner identified as having SEND, is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified. This support is described on a provision map describes the interventions and actions that we undertake at King Edward VII Academy to support learners with SEND across the year groups. The provision map is reviewed regularly, and it changes as our learners and their needs change.

The provision map for 2016-2017 includes:

- In-class Support
- Small group work
- Individual support
- College taster days
- Self-esteem groups

- Social skills groups
- Literacy interventions

Our provision map is shared with Governors who are able to ensure that we monitor the impact of these interventions on learning across the school.

### Funding for SEND

King Edward VII Academy receives funding directly to the school from the Local Authority to support the needs of learners with SEND. This is described in an SEND memorandum.

The King's Lynn Central Cluster of schools also receive funding from the Local Authority which is distributed as 'top up' funding for learners who require support that exceeds that available to the school. The King's Lynn Central Cluster funding for 2016-2017 is to be confirmed, at this time we have been allocated £0.

The King's Lynn Central Cluster of schools are committed to working together to improve learning for all, and we are able to share resources, training and moderate provision for learners with SEND. If you would like any further information on SEND in the King's Lynn Central Cluster, please contact the cluster coordinator Jane Jewson at: [jewsonjane@gmail.com](mailto:jewsonjane@gmail.com)

### How do we Find Out if this Support is Effective?

Monitoring progress is an integral part of teaching and leadership within King Edward VII Academy. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. We follow a structured programme of assessment and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENCO, Teacher, parent/carer and learner, agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision.

Students, Parents/carers and their Teaching and Support Staff will be directly involved in reviewing progress. This review can be built into the intervention itself, or it can be a formal meeting held at least once a term, where we discuss progress and next steps. If a learner has an Education Health and Care Plan (EHC plan) the same termly review conversations take place, but the EHC plan is formally reviewed annually.

The SENCO collates the impact data of interventions, to ensure that we are only using interventions that work.

Progress data of all learners is collated by the whole school and monitored by Teachers, The SENCO, Leaders and Governors. Our academy and cluster data is also monitored by the Local Authority and Ofsted.

### Other Opportunities for Learning

All learners should have the same opportunity to access extracurricular activities. At King Edward VII Academy in 2016-2017 we are offering a range of additional clubs and activities. These can be found on our website: [www.kesacademy.co.uk](http://www.kesacademy.co.uk)

All staff at King Edward VII Academy have regular training on the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is:

**'A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.'**

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation.

For more information about the Equality Act, the protected characteristics or duties on public bodies, please visit: [www.gov.uk/equality-act-2010-guidance](http://www.gov.uk/equality-act-2010-guidance)

### Preparing for the next step

Transition can mean the move up into to a new year at the academy, having a new teacher, moving on to another school, training provider or moving in to employment. King Edward VII Academy is committed to working in partnership with students, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEND. Transition to GCSE will be discussed in the spring term of Year 8 while further education will be discussed in the summer term of their Year 10 and throughout Years 11, 12 and 13, to ensure time for planning and preparation for their next steps.

### Have your say

King Edward VII Academy is at the heart of the local community. We can shape and develop provision for all of our learners ensuring achievement for all. This SEND report declares our annual offer to learners with SEND, but to be effective it needs the views of all parents/carers, learners, governors and staff. Please join our parent voice to have your say.

Useful links

[www.norfolk.gov.uk/SEND](http://www.norfolk.gov.uk/SEND)  
[www.norfolkparentpartnership.org.uk/](http://www.norfolkparentpartnership.org.uk/)  
[www.dfe.gov.uk](http://www.dfe.gov.uk)