

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.ksacademy.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: Val Creasy

Name of SENCO: Micarla Holmes

Name of Principal: Lloyd Brown

If you have specific questions about the Norfolk Local Offer please look at the Frequently Asked Questions by visiting: www.norfolk.gov.uk/SEND

Alternatively, if you think your child may have SEND please speak to their Head of Year or contact Mrs 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

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 do we develop staff knowledge of SEND?

Our staff training programme of continuing professional development (CPD) offers a range of opportunities for all staff to develop their understanding of SEND. The Learning Support Department attend regular training delivered both externally and internally. Our CPD programme is carefully planned to support our staff to effectively plan and teach lessons which meet the needs of our students with SEND.

How we identify Special Educational Needs and Disabilities

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 (2015) identifies the four broad areas of need as;

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

Types of SEND

SEN 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.

How we identify SEND here at King Edward VII Academy

It is important that all staff are alert to any emerging difficulties in learning that a student may experience. When the SENCo is alerted of any possible SEN a range of methods are utilised to gather the necessary evidence to decide whether a student has any SEND.

Evidence may include some of the following:

Observation

Discussion with parents/carers, teachers and with the student

Appropriate checklists such as the cognition checklists

Attainment and progress data

Attendance data

Behaviour and achievement data

Results from any screening or diagnostic assessments

In the first instance the student's teachers are alerted of the initial concerns coupled with appropriate strategies to meet the student's needs through quality first teaching. At a suitable later date the student's progress is then evaluated in order to decide whether their learning needs require something extra or different to high-quality teaching. At this stage it is then decided whether the student has any SEND and the SENCo will begin the process of assessing SEND.

Assessing SEND at King Edward VII Academy

Not only is assessment data used to identify SEND it is also used on a regular basis to review the progress of students with SEND. Some more specific examples of data sources are detailed below:

- 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.
- Health and social care reports.
- Data provided from any other agency such as Family Therapists, Speech and Language Therapists and Educational Psychologist's.

To assess learner's reading abilities we have access to different types of assessment tools including Star Reader and 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>

We currently have access to support in the following areas:

- Family Therapy
- Educational Psychology
- Clinical Psychology
- Family Therapy
- Speech and Language Therapy

This support is utilised to identify and assess SEND as well as a form of short or long-term provision.

How do we plan provision for students with SEND

Using the necessary evidence gathered at the identification stage personalised provision is planned for students with SEND. This is what we call the planning stage, the evidence is collated and discussed with the parent/carers and student in order to provide well-matched interventions and support. Parents and students with SEND are consulted to ensure that provision is co-produced. All involved parties agree on what they expect to be different following the provision. Desired outcomes are recorded and utilised at the review stage.

Provision looks very different for individual students. Each student 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.

What is the provision for SEND like 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. The Teacher standards are available at:

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.

The provision we offer, in addition to quality-first teaching, is reviewed regularly and changes as our learners and their needs change.

Current internally delivered support includes:

- In class TA support
- Alternative timetable arrangements
- Phonics based literacy support during seminar sessions
- Pre-phonics based literacy support taught on a 1-2-1 basis daily
- Precision teaching
- Cognitive function sessions including working memory
- Social skills sessions
- Thrive workshops
- Creative therapies including Lego therapy
- Confidence workshops
- Emotional support including morning check-ins
- Social time support
- Visual stress arrangements including coloured overlays
- Study skills sessions
- Additional post-16 taster sessions

How do we review the provision for students with SEND?

Monitoring progress is an integral part of teaching and leadership within King Edward VII Academy. Parents/carers, students and staff are involved in reviewing

the impact of provision for students with SEND. At the review stage we evaluate the impact of the provision, this may involve further assessment using some the methods noted in the identification section. Students, parents and staff feedback into the analysis of the student's needs and we discuss next steps. In light of student progress towards academic achievement as well as towards the outcomes identified at the planning stage any changes to provision are noted here as well as any amendments to desired outcomes of the provision to be provided.

where we discuss progress and next steps. If a learner has an Education Health and Care Plan (EHC plan) the same review conversations take place, but the EHC plan is formally reviewed annually.

In order to ensure that provision is effective the SENCO collates the impact data of interventions and support offered, to ensure that these are suitable for our setting. Progress data of all learners is collated by the whole school and monitored by Teachers, 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

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

What overall wellbeing support will there be for students with SEND?

We have a rigorous safeguarding policy and procedures in place. We offer specific support for students with emotional difficulties such as Thrive sessions and self-esteem sessions. In addition to interventions our school has a traditional pastoral system organised by year group. These staff members are appropriately trained to support individual students with any pastoral issues including bullying. Details of our bullying policy can be found here: <http://kesacademy.co.uk/wp-content/uploads/2015/08/Antibullying-policy-May-2017-1.pdf>

We have a team of specialist tutors who deliver PSHE content through seminar time. The aims of these sessions are to help and support young people through their physical, emotional and moral development and support them in forming positive relationships. To help young people learn to respect themselves and others and move with confidence from childhood, through adolescence into adulthood.

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. Details of parent voice can be found on our website.

In addition to parent voice we also invite parents, carers and guardians of students with SEND to parents evenings to discuss matters specific to their learning needs with a member of our department. Parents are also involved in the review of their child's provision throughout the academic year as part of our 'Assess, Plan, Do and Review' approach.

If you have an issue please get in touch with your child or young person's Head of Year or SENCo in the first instance. We take any concerns raised seriously. We believe tackling issues at the earliest possible stage is crucial and this approach will reduce the number of formal complaints. If an issue cannot be resolved any further complaint must be put in writing to the relevant Academy or the Trust itself as appropriate. Details of our complaints policy can be found on our Trust website here <http://www.eastern-mat.co.uk/about-us/our-policies/>.