



# KING EDWARD VI HIGH SCHOOL

## SEND CORE OFFER

Encouraging and supporting all our learners to

**“Be the best that they can be”**

**Approved Date**

**May 2023**

**Head teacher**

**Mr J Christey**

**Governor**

**Mrs M Witts**

**Review Date**

**Annually**



The requirements for the SEN Information Report have been incorporated into this document, based on the latest draft version of *the Special Educational Needs (Information) Regulations* (correct as of May 2014). Questions providing information required as part of the Information Report Regulations are shown using the letters **IRR** (Information Report Regulations).

<b>King Edward VI High School</b>	King Edward VI High School Dryden Crescent, Stafford. ST17 9JY	
<b>Type of Setting</b>	<input checked="" type="checkbox"/> Mainstream <input type="checkbox"/> Resourced Provision <input type="checkbox"/> Special <input type="checkbox"/> Early Years <input type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary <input type="checkbox"/> Post-16 <input type="checkbox"/> Post-18 <input type="checkbox"/> Maintained <input type="checkbox"/> Academy <input type="checkbox"/> Free School <input checked="" type="checkbox"/> Independent/Non-Maintained/Private <input type="checkbox"/> Other (Please Specify) <input type="text"/>	
<b>Specific Age range</b>	11-18 years	
<b>Which types of special educational need do you cater for?</b>	<input checked="" type="checkbox"/> We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support. <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in <input type="text"/>	



## Our Core Offer for Special Educational Needs and/or Disability

### Questions from the Parent/Carer's Point of View:

#### Identification

##### How will you know if my child or young person needs extra help?

Before your child joins our school, our Transition Manager and a member of the SEND team visits and/or liaises with all of our primary feeder schools to find out about your child. During this time, the primary schools share information relating to your child's learning and additional needs.

Parents/carers and students are invited in to school to meet the SENCO prior to joining our school through our Consultation Day. At this meeting, you get they get the opportunity to share their views and important information with the SENCO.

Base line SEND tests are carried out during the first half term of Year 7 to identify and student with additional needs and to help us to map out our support.

Teachers also share information with parents and the SENCO within school if they have concerns relating to a child's learning or needs. Parents are contacted if additional needs are identified.

If additional needs are identified *or* if your child already has SEND, we send a letter home to parents at the start of each academic year to let them know that their child will receive additional support. This does not always mean that the child has an identified SEND, it may just mean that they have additional needs in a certain area/s. Parents/carers can get in touch with school if they require more information. Teachers are made aware and provided with personalised strategies to use in class to support. All staff use Quality First Teaching (QFT) to support learners. The SEND team will be in touch if your child requires a specific intervention in addition to QFT.

Termly contact will be made with parents to review progress via phone calls. The SEND team are always happy for parents to be in regular contact with us to help us to provide the best possible support and care that we can offer.

In some cases, we will need to seek additional specialised support, advice and assessment for children with SEND. The SEND team will always discuss this with parents/carers before any additional support is requested.

If you have concerns relating to your child, please contact the SEND team via the school office and we will be happy to discuss this with you. You can also contact our SEND governor (contact details are available on the school website).

##### Where can I find the setting/school's SEND policy and other related documents?

All policies and related documents are available on the school website – [www.kevi.org.uk](http://www.kevi.org.uk).

## Our Core Offer for Special Educational Needs and/or Disability

### Teaching, Learning and Support

#### **How will you teach and support my child or young person with SEND?**

##### How do we support children and young people with SEND with or without an EHC plan?

Teachers use QFT strategies to differentiate and personalise learning to support children with SEND. Teaching staff are given personalised strategies to use within the classroom to support your child. The SEND department also allocate all children on our SEND register with a key worker to provide an additional contact and support within school. In some cases, additional interventions will be mapped in to the weekly timetable. We have quiet places around school and areas where the students can go to seek support if they need it. Our SEND Inclusion Hub is always open. We seek advice and input from external agencies when necessary in consultation with the child and parent/carer. Exam access arrangements are also put in place to support normal working practice. Outside agencies run training for us throughout the year to update and refresh our knowledge – for example, staff will receive training from the Hearing Impaired Team, Autism Outreach, our Educational Psychology team etc.

##### How does the school plan the support?

We begin by identifying the child's specific needs. Advice is provided to teachers via our Go4schools system and this is reviewed and modified when needed. The SEND team liaise with teachers and subject leaders to map out support. They also work with parents and external agencies to plan the provision.

##### How and when will I be involved in planning my child or young person's education?

We are in contact with parents/carers at least once every term to review progress and to plan/adapt our provision. Additional planning takes place for new students joining the school through our Transition Programme and through Progress Leaders (when students join during the school year). We encourage parents to call or visit the SEND team at any time – we are here to help and support your child.

##### What additional learning support is available?

We offer a range of support within school. This includes, touch typing support, talking groups, anxiety support groups and programmes, 1-2-1 in class support, small group support outside the classroom, specific 1-2-1 or small group interventions through our SEND Inclusion Hub, Key Worker support, Social Story work, lap top provision, over-learning and pre-learning provisions, social group work, dyslexia support, homework support, personalised timetables, Nurture Group support/provision etc.

##### What external teaching and learning do you offer?

For children who struggle to access the school environment, we offer 1-2-1 live learning via google classrooms. We also provide personalised learning resource packs. For some students, we offer after an afterschool provision to support them to integrate back in to school.

#### **How will the curriculum and learning environment be matched to my child's needs?**

##### Our approach to differentiation?

## Our Core Offer for Special Educational Needs and/or Disability

### Teaching, Learning and Support

All teachers use QFT strategies. They all use a school slide at the start of lessons. This slide is designed to support children to understand the learning goals of the lesson and provides consistency across the curriculum for students with SEND – this makes them feel safe and reassured at the start of each lesson. Teachers adapt the colour to support students with dyslexia. Teachers support in a range of ways which can include producing personalised resources, differentiating by using teacher support, differentiating by task, differentiating by outcome and differentiating by making adaptations to the classroom environment. The teacher will ensure that they personalise their approach to support the needs of each child. We are fully aware that one size does not fit all. All staff have been trained in differentiation strategies by external providers including Paul Guinness and Robert Powell, respected leaders in this field. Teachers are encouraged to enrol on courses to develop their practice and to refresh and update their skills in terms of teaching and differentiation. Specialist teams from Autism Outreach also come in to school to train staff in terms of Autism and how to differentiate within the classroom to support this specific need.

#### What provision do we offer to facilitate access to the curriculum and to develop independent learning?

Through consultation with the student, parent/carer, teacher and SEND team, we map a provision to support children to access the curriculum and develop independent learning.

We offer a range of supportive strategies depending on a student's individual need. This might include the support of a Learning Mentor in class or outside the classroom (to support with pre-learning and overlearning which can increase student confidence in lessons and their ability to access the curriculum); access to the Nurture Group smaller class provision; out of class small group support e.g. with numeracy (to support increased independence in class); specialist support in lessons (inclusion support, Educational Psychologist support, Autism Outreach support, Hearing Impairment support, Visual Impairment support etc. We also work with the Pastoral and PHSEE teams to provide activities within school that increase student engagement and participation. We do not just focus on access to the academic curriculum, we seek to support students with SEND to access and embrace all aspects of school life including clubs, trips, Duke of Edinburgh etc.

Using the base line testing results, teacher assessment and input, parental input and student voice, we identify which students will require adjustments within the classroom as their normal way of working. This might include the use of a laptop, extra time to complete tasks, different coloured paper, access to a reader etc. We also apply for Access Arrangements for these students. The testing for this is currently carried out by an external provider. We are also training a member of staff within school to carry out this assessment.

#### Where can I find information on the courses, qualifications and subjects that are available within school?

The school website details the curriculum offer. At the end of Key Stage 3, parents will be provided with detailed information to help them to discuss option courses and qualifications with their child. Ms Knights maps out the option choices, if you require further information please contact her on:

**knights.e@kevi.org.uk**. The SEND team also work closely with our independent careers advisory service to support our students as they move on to VI form, college or other providers.

### How are the setting, school, or college's resources allocated and matched to children or young people's needs?

## Our Core Offer for Special Educational Needs and/or Disability

### Teaching, Learning and Support

At King Edward's, we put the student first – we try to map a provision that best suits the needs of each child. In some cases, we have to apply for additional funding to provide the support that we feel is appropriate. We do have to operate within financial constraints, but are open with parents in terms of planning our provisions of support and in terms of what we can offer. We always adopt a solution-based approach. The school governors and senior leadership team are highly supportive of our provision and have a kind and inclusive approach.

#### How do you secure additional funding for a pupil?

The SENCO can apply for Additional Needs Funding if required. This is subject to approval from the Local Authority. We can also refer children with SEND who require an additional tier of support to the SEND and Inclusion Hub where we can access specialist advice and guidance in terms of support packages.

### How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis? **(IRR)**

When a child is identified as having SEND or requiring additional support within school, we begin by discussing the nature of their needs. In some cases, we need to do additional testing or ask for specialised support (e.g. complete a referral to Midland Psychology, seek guidance from the Educational Psychology service). We speak to the parent/carer and also to the child and their teachers to gain a full picture of need. When a child joins us in Year 7, we take guidance from our primary feeder schools. When we have gathered all of the appropriate information and feedback, we map out the provision that we feel best fits the needs of the student. This provision may change over time as we review and adapt the strategies that we have put in place. The SENCO and SEND team map out the provision for each child within school.

#### Who else will be involved?

Student (although not all students wish to be part of the process), parents, teachers, in some cases external agencies, the SEND team.

#### How will I be involved? **(IRR)**

Parents are sent a letter to explain that their child requires additional support. The SEND team will be in contact to discuss your child's needs. You may be invited to attend a meeting to discuss. We value your input, so please always contact us if you would like to discuss your child's provision and/or progress. The SEND team are in contact at least once a term to review progress. When external agencies are involved, you may be invited to attend meetings or speak to the agency to share your views and concerns. You will also be invited in to school for parents evening – these are valuable opportunities to discuss your child's progress in specific subject areas so we would encourage you to attend. In addition to this, we would advise that you download the Go4schools app to monitor your child's progress within school.

### How will equipment and facilities to support children and young people with SEND be secured? **(IRR)**

Equipment – where specialised equipment is required, we liaise with specialist agencies (e.g. Occupational Therapy teams) to ensure that we have a clear understanding of the equipment required. The school purchase equipment that is needed as and where required.

Laptops are available in school for students that require these as their normal way of working (subject to availability).

## Our Core Offer for Special Educational Needs and/or Disability

### Teaching, Learning and Support

Facilities – where additional specialised facilities are required, we meet with parents/carers and professionals to discuss. Where relevant, the bursar and site manager also take part in these meetings. Please be aware that whilst we make all attempts to make necessary adjustment and to provide specialised facilities, there are limitations imposed by the nature and age of our buildings.

### How will you and I know how my child or young person is doing and how will you help me to support their learning? **(IRR)**

#### How will you know how my child or young person is doing? **(IRR)**

Progress is tracked by teachers within the classroom using 'live' assessment for learning. This enables the teacher to adapt their teaching within the lesson to support the needs of each child and to ensure that all children are able to access the learning. In addition, teachers test and assess knowledge and understanding regularly. Student's receive verbal and written feedback throughout the term. Parents can see verbal feedback in books when they are sent home. Parents can also use the Go4school app to access assessment information. Interim reports are produced every term for every year group. The SEND team also contact parents every term to discuss how children are getting on. Parents can also contact Progress Leaders at any time for a review of their child's progress.

#### How often will my child's progress be reviewed, and how will this be done?

Please read information above. Formal assessments take place every half term and are recorded on Go4schools (see assessment information on school website).

#### How will I know what progress they should be making?

In Key Stage 3, we use prior performance data (from primary school assessments) and base line assessment data (from tests taken in the second-third week of Year 7) to establish where students are working on entry. We then use the criteria – developing, secure or mastery to indicate whether they are working towards expected levels of progress (developing), they are working at expected levels of progress (secure) or are working confidently and potentially beyond expected levels of progress and understanding (mastery). In Key Stage 4, parents will be able to monitor target grades against current progress and predicted grades. Please be aware that predicted grades can fluctuate depending on contextual situations and as the year progresses. Parents can access information relating to progress and assessment on the school website and personal data relating to their child on the Go4schools app and in school reports.

#### What opportunities will there be for me to discuss his or her progress with the staff, or to be involved in review processes? **(IRR)**

Progress can be discussed at any point by contacting the school office or specific staff (e-mails are available on the school website). Parents can also contact Progress Leaders at any point for a review of their child's progress. Parents also receive interim reports every term and an annual report once a year detailing their child's progress. The SEND team also contact parents at least once a term to review and discuss progress.

#### How will you explain to me how learning is planned and how I can help support this at home?

Teachers use assessment data and additional SEND data to plan learning within the classroom. All children on the SEND register have three strategies to support teacher planning on our Go4schools teacher information pages. Teachers can also view the target that the SEND team have identified for each child with additional SEND needs on their classroom register. This information supports thorough, informed and personalised planning. If you would like to support your

## Our Core Offer for Special Educational Needs and/or Disability

### Teaching, Learning and Support

child's learning at home, please contact the SEND team and they will be happy to advise and support you. You can also discuss this at the termly SEND contact meetings. Classroom teachers also welcome your support so please contact classroom teachers if you require any additional information in terms of how best to support your child's learning at home.

#### Do you offer any parent training?

Throughout the year, we will share flyers and information with parents/carers relating to courses and training that are available. For example, the Autism Inclusion Team run a number of courses that parents/carers can access.

#### What measures do you take to assist communication with parents and carers with SEND?

We try to get to know our parents and to build positive relationships with them so that we can support the child more effectively and in partnership with home. Much of our communication takes place over the phone or via e-mail. We also arrange in person meetings. We recognise that some parents may require additional support in terms of communication. In these cases, we discuss with parents how to support and assist.

### How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education? *(IRR)*

#### How will my child be kept up-to-date on their progress, and involved in review processes? *(IRR)*

The SEND team and teaching staff talk to children to support our planning. We recognise that not all students want to be involved in discussing their provision and support and we respect their wishes in these instances. Children are invited to attend annual reviews (EHCP) and to attend meetings that take place to plan and review their educational provision.

During the transition process (from primary to high school and from high school to college or alternative providers) we proactively try to involve the child or young adult in discussions and planning reviews. Children are invited to attend Consultation Day and meetings (transition from primary school) and we also attend college meetings with our students, support them in their careers meetings where necessary and encourage them to play an active role in planning and reviewing their education and career choices.

### How does the setting/school/college assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND? *(IRR)*

#### How does the setting, school or college measure outcomes and the impact of the support provided to children or young people with SEND?

The school measures and discusses the impact and outcomes of support in our termly reviews with parents. Data is also analysed internally to review our provision and additional support is put in place where necessary based on these reviews. We use the assess, plan, do review cycle (APDR) and also seek support from external agencies where necessary to review progress and to plan future interventions and support strategies.

How will you involve parents and carers in this process? How will you involve children and young people in this process?



## Our Core Offer for Special Educational Needs and/or Disability

### Teaching, Learning and Support

The SEND team review progress in meetings and in termly reviews. We talk to the students about specific interventions to involve them in the process of planning and monitoring progress.

Does the setting, school or college use feedback mechanisms or surveys?

The SEND team will be carrying out annual questionnaires with students and parents of students with SEND to help us to evaluate our provision.

### Keeping Students Safe and Supporting Their Wellbeing

#### How do you ensure that my child or young person stays safe outside of the classroom?

What support is offered during breaks and lunchtimes?

The SEND team are always available in the SEND and Inclusion Hub to provide a safe and supportive environment for students with SEND during lunchtimes and breaks. The school also allocates quiet areas within school which include the Peace Garden, the SEND and Inclusion Unit and specific classrooms around school. Teaching staff, senior leaders and the Pastoral Team are on duty around school during breaks and lunchtimes. Children can speak to them if they have any concerns during this time.

How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons, moving between buildings and on school trips)

Students move around the school on the left-hand side of the corridors to ensure an even flow. Senior leaders and the Pastoral team support in key areas around the corridor during movement times. With students who are anxious or struggle in busier environments (e.g. movement between lessons), we can arrange personalised plans to support – this might include being supported by a learning mentor or being able to leave lessons 5 minutes early to move to the next classroom). In PE lessons, the PE team monitor students in terms of their safety. In some cases, we arrange alternative venues for changing to support children who struggle with this environment.

With school trips, teachers have to complete all relevant risk assessments and planning forms required by the County Health and Safety team. This process is monitored by our school Health and safety lead and all trips are discussed by the Senior Leadership team with the SENCO present. The SEND team are available to support with planning for students with SEND and regularly attend trips and school visits to support our students with additional needs. Where necessary, we also ask parents to come in to school to discuss planning.

#### What pastoral support is available to support my child or young person's overall well-being?

What pastoral arrangements are in place to listen to pupils/students with SEND?

Our school lead for Behaviour and Inclusion is also our SENCO. This provides a crucial link between the SEND and Pastoral teams. The Pastoral Team (and all staff) are trained in emotional coaching and restorative practice. This training supports the emphasis and value that the school place on listening to our students. We take time to hear their views. Where misunderstanding or miscommunication has occurred, the Pastoral Team take time to explain this to students with SEND

## Our Core Offer for Special Educational Needs and/or Disability

### Keeping Students Safe and Supporting Their Wellbeing

(and all students). The school has also carried out a lot of work around language acquisition and emotional vocabulary so that we can support our students to voice their views and to talk about their feelings. This supports the work that the Pastoral Team do with our students with SEND. The SEND team also support students Pastorally through our SEND and Inclusion Unit. They work closely with the Pastoral Team to ensure that children with SEND have a voice and are listened to within school. Staff are also trained in Trauma Informed Practice to support our students around SEMH needs (Social, Emotional and Mental Health). All staff have also been trained in Autism Awareness.

#### What measures are in place to prevent bullying?

The Pastoral Team work hard to prevent bullying and to support students when relationships with peers break down. The Progress Leaders go around the classroom every morning to pre-empt difficulties and to pick up children that may be experiencing difficulties. They can then put appropriate support in place. The school has trained Hear 4 You peer mentors to provide peer support. They also attend tutor time to work with students who need help and advice. The Pastoral Team are available throughout the day to support children. The PHSEE Life Matter team run regular sessions on bullying to support our commitment to prevent bullying. They also work with the children to educate them on the impact of being unkind/bullying. All of these strategies help us to prevent bullying. Where bullying does occur, the Pastoral Team deals with this proactively and will liaise with parents to provide wrap around support for the child/children involved.

#### How do you help children and young people to make friends?

On entry in to our school, our Transition Manager talks to the students about friendships groups and tries to place them with friends in tutor groups. We also run clubs in school that encourage new friendships. The SEND team also run social talking groups to support children who struggle to form social connections.

#### How do you encourage and measure the development of good self-esteem and confidence?

Our school PHSEE programme supports students to develop good self-esteem in a number of ways throughout their time with us. In addition, our school rewards system is designed to reward daily positives and to build self-esteem and engagement. A sample group of students carry out a survey each year to measure their feelings about school, their confidence levels and self-esteem.

### How will the setting, school or college manage my child or young person's medicine or personal care needs?

#### How does the setting / school / college manage the administration of medicines and providing personal care where necessary (e.g. toileting, eating etc.)?

Health Care Plans are put in place for individual students through our school first aid - Rachel Wood. During the planning process, the administration of medicines and any medical care will be discussed and planned in consultation with parents and the child. Learning Mentors also support with care needs – again this is discussed and planned with parents and the child.

#### What would the setting/school/college do in the case of a medical emergency?

## Our Core Offer for Special Educational Needs and/or Disability

### Keeping Students Safe and Supporting Their Wellbeing

In the case of a medical emergency, relevant bodies are informed e.g. ambulance service. Parents/carers are contacted. The school first aider/s will support.

#### How does the setting/school/college support young people who have to take time off for medical appointments?

Appointments are important. Where possible, we advise that they take place outside school hours to avoid disruption to the child's learning. When appointments take place within school time, we ask parents to contact the attendance office to arrange/discuss.

### What support is available to assist with my child or young person's emotional and social development? *(IRR)*

The SEND team support children with SEMH and wellbeing. Learning Mentors work with children to manage their emotions and discuss feelings. They also support with strategies to aid social development including Anxiety Gremlin and Social Stories.

Some students require an additional tier of support. In these cases, they may be given the opportunity to see the school counsellor and/or the school nurse service.

Our Safeguarding Team also provide support within school and a safe place for children to talk and share worries and concerns.

Tutors are also there at the start of every day to support children with emotional wellbeing.

Staff are trained in Trauma Informed Practice and Emotional Coaching.

The school has an award for Trauma Informed and Attachment Aware practice.

### What support is there for behaviour, avoiding exclusions and increasing attendance?

The Pastoral, Safeguarding and SEND teams all work closely together to support positive behaviour and relationships within school. The Pastoral Team focus on pre-empting difficulties and thus avoiding exclusions. Work is done with the students around positive relationships and communication.

The Attendance Team also work with the Pastoral Team and SEND Team to support children with attendance. They all work closely with parents and students to support children who are struggling with attendance within school.

## Our Core Offer for Special Educational Needs and/or Disability

### Working Together & Roles

#### What is the role of my child or young person's class teacher?

The class teacher uses QFT strategies and SEND information and strategies to plan lessons that will engage and support the learning of your child. They will use 'live' assessment in class to adapt and refine their planning. They will also use knowledge tests and assessment data to review progress and to adapt planning accordingly. All staff have a copy of the SEND Code of Practice in their school planners. SEND training is refreshed throughout the year. Specific training is provided where necessary (e.g. the use of EPI Pens, Autism Awareness etc).

#### How does the setting, school or college ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?

At the start of each academic year, information is provided to staff in regard to student with an EHC Plan. Staff can access the Go4schools staff information sections to find 3 strategies to support their planning for each child with SEND. They can also see the main target that each child is working towards that term. The SEND team share information with staff to support their planning and provision.

#### What expertise is available in the setting, school or college in relation to SEND? *(IRR)*

- All staff have extensive training on Trauma Informed Practice.
- All staff have training on Emotional Coaching.
- All staff have training on Restorative Practice
- All staff have refresher training on Autism Awareness
- Key staff have training on ADHD awareness and support, Exam Access support and arrangements, exam reading and scribe training, more detailed training relating to ASD, Dyslexia training, Dyscalculia training and many other courses to support the specific needs of children within the school.

#### Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? *(IRR)*

- The school works with Autism Outreach
- The school works with the Educational Psychology Services
- The school works with the Hearing Impairment team
- The school works with the Visual Impairment team
- The school works with Occupational Therapy Teams
- The school works with Social Workers, Family Support, Youth Offending and other relevant support teams
- The school works with the SEND and Inclusion Hub
- The school works with the school nurse team

## Our Core Offer for Special Educational Needs and/or Disability

### Working Together & Roles

- The school works with the SEND and Inclusion Hub
- The school work with the school counsellor
- The school work with specialist teams (e.g. medical professionals) to support the needs of specific students
- The school work with CAMHs
- The school work with Midland Psychology

### Who would be my first point of contact if I want to discuss something?

#### Who can I talk to if I am worried?

If you have any concerns, please contact the school office and they will put you in touch with the right person to support and advise. You can contact the school SENCO – Mrs von Elbing on [vonelbing.a@kevi.org.uk](mailto:vonelbing.a@kevi.org.uk). You can contact the SEND team HLTA Mrs Clayton on [clayton.j@kevi.org.uk](mailto:clayton.j@kevi.org.uk). You can contact the SEND link governor, Mr Soutar on [soutar.c@kevi.org.uk](mailto:soutar.c@kevi.org.uk).

### Who is the SEN Coordinator and how can I contact them? *(IRR)*

Mrs von Elbing - SENCO. Please contact on [vonelbing.a@kevi.org.uk](mailto:vonelbing.a@kevi.org.uk)

Ms Knight – Looked After Children provision (LAC). Please contact on [knights.e@kevi.org.uk](mailto:knights.e@kevi.org.uk)

### What does the SEN governor do?

The SEND governor shares information regarding the quality and nature of the SEND provision within school with the governing body. He supports the SEND team within school and oversees the provision that we offer. He takes part in quality assurance processes to monitor the provision and also has an oversight of the data relating to students with SEND.

### How will my child or young person be supported to have a voice in the setting, school or college? *(IRR)*

The Learning Mentors spend time with the students to gather their views.

Learning Mentors will act as advocates to voice student views where needed.

Teachers also encourage pupil voice and feedback in lessons.

SEND students can take part in the School Council to share their views.

SEND students can attend meeting meetings relating to them and their progress with parents/carers.

### What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?



## Our Core Offer for Special Educational Needs and/or Disability

### Working Together & Roles

Parents can become governors within school and opportunities are advertised to parents.

Parent/child reading sessions enable parents to support their child's reading within school and to meet other parents.

Parents are encouraged to attend parents evening to discuss their child's progress.

Parents are invited to revision sessions and revision support within school.

### What help and support is available for the family through the setting, school or college? *(IRR)*

The SEND team talk to families to support them where possible. The Safeguarding team also support families as and where needed and can discuss supportive options with the family.

Staff are always happy to liaise with parents to support where possible. They can also signpost parents and families to support that is available. The school website also details agencies that can be contacted for support.

The SEND team support parents to support their child through transitions and will attend college visits with students and parents, attend careers meetings etc as and when required.

We encourage all parents to talk to us – the team at King Edward's will always help and support where possible.



## Our Core Offer for Special Educational Needs and/or Disability

### Inclusion & Accessibility

#### How will my child or young person be included in activities outside the classroom, including trips? *(IRR)*

King Edward's is an inclusive school and we want to support our students to access the range of activities that are on offer. School trips are run throughout the year Our team of Learning Mentors can attend to support students with additional needs. Our team have attended overnight trips to support where needed.

In some cases, an additional risk assessment will need to be carried out with parents. At this meeting, the contents of the trip will be discussed and all options will be considered in terms of supporting accessibility. The school will follow Government and local authority guidance in terms of accessibility. The child's safety will be paramount.

#### How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible?

Details (if required)

The building is accessible to wheels chairs in certain areas but due to the age and nature of the building, not all areas can be accessed by wheelchairs.

Are disabled changing and toilet facilities available?

Details (if required)

Do you have parking areas for pick up and drop offs?

Details (if required)

Do you have disabled parking spaces for students (post-16 settings)?

Details (if required)

Additional Points:

- Parents can find the Accessibility Plan on the school website
- We can organise a person to sign at parent's evenings if required to support parents with hearing impairment.
- We can organise translators if required to support parents with English as an additional language.



## Our Core Offer for Special Educational Needs and/or Disability

### **Inclusion & Accessibility**

The school has tablets available to support children with English as an additional language.

The school has an EAL club after school to support children with EAL to socialise and gain confidence within school. (Subject to Covid restrictions).



## Our Core Offer for Special Educational Needs and/or Disability

### Transition

Who should I contact about my child/young person joining your setting, school or college? *(IRR)*

Details of the school admission process can be found on the school website. You can also e-mail the county at:-  
**admissions@staffordshire.gov.uk.**

You can access admissions details at:-

**<https://www.staffordshire.gov.uk/Education/Admissions-secondary/Apply/Overview.aspx#:~:text=You%20can%20call%20us%20on,is%20better%20to%20apply%20online.>**

Alternatively, please call the school office and they will be happy to advise on the admissions process.

### How can parents arrange a visit to your setting, school or college? What is involved?

Every year, we hold an open evening where prospective parents can visit the school and meet the staff. This tends to happen in the first two weeks of October and is advertised on the school website and in local press.

You can also contact the school to arrange a tour of the school (subject to Covid restrictions). You can take a virtual tour of the school on our school website. You can also access the Getting Ready for KEVI transition website for Y6 students who are planning to join our school.

If you would like to meet the SEND team, please explain this when booking so that we can organise the staff accordingly. The SEND team also organise short taster visits to support children who may be anxious about joining the school or have additional needs.

Year 5 and 6 students can enjoy taster days through our transition programme. They can also attend Summer School to spend time getting to know the school and enjoying meeting new friends from Year 6.

Please contact the school office if you would like to arrange a visit.

### How will you prepare and support my child or young person to join your setting, school, or college and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting) *(IRR)*

What preparation will there be before my child or young person joins you?

Our Transition Manager, Mr Lomas, visits our primary feeder schools and the students coming to our school during the Summer term. He organises visits for them to come in to school on taster days and also organises Summer Club to prepare them for their September start.

He gathers information from primary schools, speaking to staff and parents. This information is shared with staff so that they can start planning for your child before they even arrive with us – we want to make them feel welcome and part of the KEVI team.

Form tutors also meet with parents and children on Consultation Day – parents can meet the SENCO then too.

We also hold an Induction Day where students get to come in to school to meet their new form group and to spend the day getting to know the school.



## Our Core Offer for Special Educational Needs and/or Disability

### Transition

When preparing students for college – our SEND team will attend the careers meetings to support students with SEND if required. They will also liaise with parents and college to support the transition process. If needed, they will take the student to the college on pre-visits to support – getting them used to things like taking the bus, getting around the new college site etc.

We share information with the college so that they can support our students with SEND – this is done via a transition visit. For children with additional needs and an EHCP, we share the information so that they can plan their additional support (parental permission is sought prior to this).

Work experience is offered to all students. The SEND and Pastoral Team work together with the PHSEE team to plan this for SEND students if required.

By invitation, SEND students can take part in Prince’s Trust. This supports with a range of skills including team work, confidence and social skills.

### Additional Information

#### What other support services are there who might help me and my family? *(IRR)*

There are a range of agencies that can help and support parents and families within Staffordshire. Parent Partnership is a useful port of call. You can find out more about the services that they offer at:-

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/service.page?id=N1WTd8-SHWM> or by telephoning:- 01785 356 921

Please see our school website for more details of useful contacts. If you need help and support, please contact the school office and ask for Mrs von Elbing, she will be happy to provide advice and signpost support.

#### When was the above information updated, and when will it be reviewed?

This core offer will be updated annually. The next review and update will take place in May 2024

#### Where can I find the Staffordshire Local Offer? *(IRR)*

Details can be found at:-

<https://www.staffordshire.gov.uk/education/Access-to-learning/Local-Offer-SEND-Pathway.aspx>

#### What can I do if I am not happy with a decision or what is happening? *(IRR)*

If you are unhappy with any aspect of the support that we provide for your child, please contact the SENCO to discuss. We always want to listen to parental feedback and respond to any concerns raised.

If you are unhappy with our response, please refer to the school website to find our complaints procedure. *(IRR)*



## Our Core Offer for Special Educational Needs and/or Disability

### Transition

*See above*