



# SEN policy and information report 2018

## King Edward VII Science & Sport College

<b>Approved by:</b>	Governing Board	<b>Date:</b> November 2018
<b>Last reviewed on:</b>	October 2018	
<b>Next review due by:</b>	September 2019	

## Contents

1. Aims.....	2
2. Legislation and guidance.....	3
3. Definitions.....	3
4. Roles and responsibilities.....	4
5. SEN information report.....	5
6. Monitoring arrangements .....	15
7. Links with other policies and documents.....	15

---

## 1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disability (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

We have **high expectations of all our students** at King Edward VII. We are relentless in ensuring that students meet these standards so as to secure themselves a dream destination post 16. If students struggle to meet these standards we design and implement carefully crafted intervention strategies as support.

Provision for SEND students is widespread and diverse depending on the need of the child. We have a SEND department lead by our SENCo Mr. Marvell with learning support assistants Mrs Robbie Worman and Miss Martha Patrick. All teaching staff are responsible for planning long term schemes of work and short term lesson plans that take into account specific needs of the children they teach. The SENCo will guide and support teaching staff as appropriate.

The SEND department and Care & Guidance Team also work collaboratively with parents and outside agencies to enable students to develop resilience to overcome academic and every day barriers they may face.

King Edward VII is committed to providing an appropriate and high quality education to *all* the children that chose to be educated by us. We firmly believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and enrichment curriculum that is accessible and relevant to them.

We ensure that *all* students are equally valued and work consistently and collectively to eliminate prejudice and discrimination should it occur. It is paramount and central to our core values that a purposeful academic environment is sustained in order that all children can flourish and feel safe. This core belief and commitment to our students is a theme that runs through all our policies and practices and is embedded in the culture of the school.

We offer a balanced curriculum that allows for academic, social, emotional, cultural and spiritual development of our students and is delivered by teaching approaches that are based on validated research by leading educationalists.

King Edward VII is an inclusive school. This does not mean that all learners are treated in the same way, but it does mean that we respond to the individual learner in a manner that takes

account of their life experiences and needs. When tracking and monitoring the progress and attendance of learners we pay attention to different 'groups' of learners based on:

- Gender
- Ethnicity and faith
- Travellers / Asylum seekers and Refugees
- Those who speak English as an additional language (EAL)
- A special educational need(s) and/or disability (SEND)
- Learners of high (HA), middle (MA) and low (LA) prior key stage 2 attainment.
- Those who are looked after (LAC)
- Young carers
- Those in distressed / turbulent families
- Learners with medical needs
- Any learner who is at risk of disaffection and exclusion

This SEND information report specifically outlines information and strategies regarding the ways in which we provide support for all students with Special Educational Needs and Disabilities (SEND). Students with SEND will need bespoke support and interventions in order that they grow academically and socially thus getting them 'ready' and equipped for the adult world.

The information required to be included in this SEND information report is stated in the - The Special Education Needs and Disability Regulation 2014 SCHEDULE 1: Information to be included in the SEN information report.

This can be found at: <http://www.legislation.gov.uk/ukxi/2014/1530/schedule/1/made>

## 2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

## 3. Definitions

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## 4. Roles and responsibilities

### 4.1 The SENCO

The SENCO is **Mr Luke Marvell**

He will:

- Work with the Principal and SEND governor to determine the strategic development of the SEND policy and provision at King Edward VII
- Have day-to-day responsibility for the operation and application of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support via Faculty meetings, whole school CPD and other 'every day' communication platforms.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date and staff are briefed on any changing circumstances

### 4.2 The SEN governor

The SEN Governor is: Mr John Kalifoer

He will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

### 4.3 The Principal

The Principal is: Ms Jenny Byrne

She will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

#### 4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of *every pupil in their class*
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

### 5. SEN information report

#### 5.1 The kinds of SEN that are provided for

King Edward VII currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

#### 5.2 Identifying pupils with SEN and assessing their needs

We will assess each student's current skills and levels of attainment on entry to King Edward VII.

All students are assessed for spelling using the Vernon spelling test and reading levels using the NGRT reading test. If a student has a standardised score of below 85 (considered below national average compared to children of the same age group), then further tests may take place by the SENCo to ascertain eligibility for examination access arrangements. Results of these tests combined with evidence of their 'normal working practice' in class and historical records from the High School will be submitted to the Joint Council of Qualifications (JCQ) for consideration and granting of an access arrangement. This process is transparent and therefore students and their parents are notified in advance.

Further SEN screen test(s) used for consideration of SEN are:

- DASH (detailed assessment of speed of handwriting)
- Diagnostic Reading Assessment,
- TOWRE -2 4 (Test of Word Reading Efficiency)
- Lucid Exact (Literacy Assessment)

In addition to this our 'knowledge curriculum' carefully builds upon previous learning achieved in earlier Key Stages. Class teachers conduct regular summative assessments every half term to determine the progress of all students. Any knowledge deficits identified will be re-visited and students are tested again. These assessments also allow for teachers and the SENCo to identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the student's previous rate of progress
- Fails to close the attainment gap between the student and their peers
- Widens the attainment gap

PLEASE NOTE: *Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.*

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Progress of our students is measured in areas other than attainment. For example a student may present themselves as having persistent disruptive or withdrawn behaviours. However, this does not necessarily mean that a child or young person has SEN. Where there are concerns, there will be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. Research indicates that poor housing, family circumstances and/or other negative environmental factors are detrimental to a child's mental health and therefore behavior.

This is where the SENCo in collaboration with the care and Guidance Team take a multi-agency approach to address the needs of students. This could be in the guise of referrals to Social care, Early Help and other relevant agency provision in the locality.

The following services/agencies are available to/involved with the College:

- Child Educational Psychologist
- Specialist Teaching Service
- Curriculum support
- Sensory and Physical Impairment
- Emotional and Behaviour Support (Behaviour Partnership)
- Home-school tuition (Virtual School)
- Education welfare service (attendance support included)
- Social services
- Health services
- Child and Adolescent Mental Health Services (CAMHS)
- Prospects Service
- Parents' Partnership

A student may also benefit from one of King Edward VII's Wellbeing programmes these include:

1. **Mindfulness**; being mindful NOT mind FULL!
2. **"You're Worth It"**; developing self-esteem for girls
3. **"Music Maestro"**; combatting negative thoughts through music therapy
4. **"Unlocking Potential"**; strategies to help boys achieve their social and academic potential
5. **"This Girl Can!"**; supporting girls unleash their physical potential
6. **"All Different All Equal"**; Helping students feel comfortable in their own 'skin'.
7. **"Positive Minds"**; Strategies from established cognitive therapies that help students' to practise and embed positive ways of viewing the world and therefore themselves
8. **"Anger Management"**; small group sessions that strategize how to stay calm in a crisis!
9. **One to one coaching**; Intensive one to one sessions based on cognitive behavioural therapy techniques for students struggle emotionally
10. **Sixth Form Peer Ambassadors**; trained Sixth Form students who act as a positive role model and mentor for some of our students who may need support from time to time.
11. **School Nurse**; available via appointment or drop in every Tuesday

As a result of our hard work and commitment to promoting and pursuing the positive mental health of students and staff, we are delighted to be working towards the **Wellbeing Award for schools**. This is a nationally acclaimed school award recognised by the **Department of Health and Education; implemented by the National Children's Bureau**. We are being strategically advised and guided by the Bureau to ensure our 'wellbeing programme', in its entirety, continues to effectively support and promote the positive mental health and wellbeing of students and staff.

### 5.3 Consulting and involving pupils and parents

We will have an early discussion with the student and their parents when either considering application to JCQ for examination access arrangements and/or identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account any parental concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

### 5.4 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

#### **Assess:**

The subject class teachers will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment (half termly summative assessments and regular formative assessments)
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant

- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

Please see 5.2 for details on further SENCo assessments

### **Plan:**

Planning provision.

The SENCo will allocate entitled TA hours to support students where most benefit will be gained. This is frequently in core subjects (English, maths and science) but may also entail small nurture groups in some practical subject areas.

Room 15 is the SEND base and this is a supervised and safe area whereby students may go at break and lunch time.

Students are monitored by the SENCo and they have a personalised educational plan that is collated by the SENCo. This plan includes information from assessments, parents, students and class teachers alongside other specialist services, which communicates strategies to teachers and support staff as to how best support the student. This document is a 'working log' and therefore subject teachers are expected to record effective strategies used with the student. Subject teachers are also expected to set short, medium and long term targets with students and evaluate the impact of these strategies when recording progress in half termly summative assessments.

CPD specialist training is delivered to teaching and support staff by a range of expert agencies, (for example visually impaired team or Autism outreach). The SENCo also contributes to CPD and creates resources and offers advice to support teaching staff in meeting the specific needs of students.

### **Do:**

Ensuring students of SEND make expected progress in their learning

All teaching and support staff have access to the SEND register and teachers have copies of the personalised educational plans that track and monitor student barriers and strategies used to help overcome specific learning difficulties.

CPD trains staff in up to date differentiation techniques and subject teachers share good practice with other staff in different faculty areas.

All subject teachers are expected to design appropriate seating plans, plan a range of learning activities and carefully plan their questions that appropriately pitch to all academic abilities.

Where appropriate the College issues exercise books with appropriate coloured paper, coloured overlays and specialist reading devices, (such as the reading pens) used to support students in the classroom.

Individual interventions and teaching programmes are designed to meet the needs of a particular student or groups of students.

Individualised timetables accommodate specific needs (this may include disapplication from some curriculum areas as agreed through formal requests).

The SENCo carries out observations of SEND students in a range of subjects to monitor SEND students' progress, to inform relevant targets for the student and to inform CPD sessions.

### **Review:**



Every half term following formal summative testing the SENCo collects collates a range of quantitative and qualitative data drawn from the personalised plans, assessment marks, attendance percentage and behavioral points from the Go4Schools tracking system.

Based on this information the SENCo can plan and set targets for students and discuss these with parents as appropriate.

An annual review will take place at the end of the year where parents, student and all interested parties will be invited and the IEP will be reviewed and updated.

### **5.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

The eventual amalgamation of King Edward VII into the Apollo Partnership Trust will minimize impact of transfer which can be quite testing for students particularly those with specific SEND needs. However we have always maintained a close and supportive relationship with the local High Schools and therefore the transfer of students is smooth and well managed.

The transfer process from High School to King Edward VII for students of SEND is as follows:

1. Initial liaison meeting between Mr Marvell, King Edward VII SENCo and High School SENCos to exchange information on specific students and discuss specific barriers they may face upon transfer. There is an extensive two-way information flow to ensure all eventualities are addressed.
2. Mr Marvell will attend any PEP or Annual Review meeting whilst the student is in year 9 to smooth transition for both student and their parents.
3. Mr Marvell will meet year 9 students of SEND individually or in small groups at the High Schools so students can ask specific concerns they may have
4. Year 9 SEND students will be invited to have a tour of the school prior to the formal induction by the SENCo, the allocated Pastoral and Progress Leaders (PPL) and a representative from the student leadership team.
5. On request parents may wish to have a separate meeting with Mr Marvell to prep him on specific needs of their child (parents are asked to make an appointment with Mr Marvell)
6. The formal year 9 induction programme takes place in the pen-ultimate week of the summer term so that all students have a 'flavour' of life at King Edward VII.

Systems and operations for preparing students of SEND for adulthood are as follows:

1. Close links with the nationally recognized flagship school; Forest Way Special School, are firmly established as part of the college's vision of an inclusive society. This involves:
  - Shared teaching and learning experiences.
  - Exchange visits as part of the everyday curriculum programme.
  - Shared staff expertise.
  - Shared resources.
  - Training for TA's and Teachers
2. King Edward VII extensive well-being provision jointly led with The Children's Bureau (*see well being policy for more details*)
3. Work experience and other enrichment activities as appropriate
4. Careers day and mock interviews organised jointly with Leicester Cares
5. A rich, regularly updated and reviewed PSHE curriculum lead by a Specialist Leader of Education (SLE)

6. Close links with local Colleges and a swift transfer of student files (managed and organised by the SENCo)
7. PROSPECTs

## 5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

### Provision to facilitate/support access the curriculum:

- Small group support when appropriate from class teacher/teaching assistant.
- Differentiated tasks and activities.
- Small 'break out' groups to reiterate and consolidate key concepts and vocabulary from the knowledge curriculum
- Bespoke support strategies and programmes recommended by specialist support agencies such as a 'phase back in timetable (*agencies may include Educational psychologist, speech and language therapist, occupational therapist, physiotherapist, Visually impaired team, CAMHS*)
- Access Arrangements for exams
- Literacy strategies
- After school TA support

### Planning and Assessment:

- Seating plans
- Differentiated learning activities.
- Making the Grade revision sessions.
- Cognitive Ability Test 4 (CAT4) SEND baseline assessment
- National Group Reading Test (NGRT)
- Vernon Spelling test

### Liaison/Communication with Professionals/Parents:

- Attending meetings and preparation of reports
- Regular progress meetings for all students (two parents evenings during year 10, two parents evenings during year 11)

### Reviewing Progress:

- Current working grade reports produced and sent home with students half termly (*in line with King Edward VII assessment cycles*).
- Annual Subject Reports to indicate progress and used to set targets to further improve.
- Annual reviews of statements or ECHP.
- Reading tests at the beginning and end of term.
- Spelling assessments upon entry.

### Strategies to support/develop numeracy:

- Targeted small group work outside of class.

- Implementation of numeracy strategies.
- After school TA support

#### Strategies to support/modify behaviour:

- Consistent implementation of the college behaviour policy
- Tutor mentoring/ coaching
- Referral to a well-being programme
- Vertical tutoring
- Sixth Form Peer Ambassadors coaching
- Access to quiet areas at lunch and break (Library and room 15)
- Collaboration and regular communication between home and the college.
- Personal behaviour plans for individuals as required
- Time out cards.
- Social Skills programmes
- Communication and social skills mentoring intervention.

#### Support including strategies to enhance self-esteem:

- Learning mentor for support to promote social and emotional development
- After school TA support
- Referral to a well-being programme
- One to one coaching
- Art of Brilliance
- Forest Way riding school

#### Access to medical interventions: *(please see our Medical Needs policy for further details)*

- Support to administer medication in college.
- Individualised Health Care Plans (HCPs) for children with medical needs and allergies.
- Provision of aids and resources to support learning such as a lap top for students with motor difficulties
- Regular staff training on supporting medical needs (e.g. epipens)
- Implementation of risk assessments.

***Please refer to our Medical Needs Policy for further details***

### **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, break out groups to support with the knowledge curriculum.

- Adapting our resources and staffing to secure a breadth of curricular options to choose from
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, coloured text books
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, giving paper copies of resources to students as appropriate
- Additional curriculum offer such as Environmental Studies, Bikes for All and Enstruct with a vocational element

### **5.8 Additional support for learning**

We have 2 teaching assistants who are trained to deliver interventions such as small break out groups that focus on core concepts and vocabulary of the knowledge curriculum, offer one to one support as necessary, offer an after school homework club whereby students can seek clarification and consolidate their learning with support and guidance.

Teaching assistants will support pupils on a 1:1 basis on reading intervention programmes such as *Toe by Toe* and *Stride Ahead* when a child requires literacy and numeracy support. They will act as a coach and mentor of a child requires emotional and / or behavioural support and are available after school.

Teaching assistants will support pupils in small groups when students require further support in consolidating and re-visiting core concepts and key vocabulary in the knowledge curriculum. Our initial focus is on core curricular subjects such as English, maths, science, history and geography.

King Edward VII College works closely with other agencies to focus on the identification and provision for children with SEND. All services involved with the college are regarded as being part of a working partnership whose aim is to provide, as highlighted in the Code of practice, an integrated, high quality, holistic support which focuses on the needs of the child.

The following agencies to provide further support for pupils with SEN:

- Educational Child Psychologist
- Educational Attendance & Welfare Officer
- Virtual School
- Hospital School
- Sensory and Physical Impairment Team
- Autism Outreach
- Emotional and Behaviour support (North West Behaviour & Inclusion Panel)
- Home-school Tuition (via County Hall)
- Education Welfare Service
- Social Care
- Early Help
- Health Services
- Child and Adolescent Mental Health Services (CAMHS)
- PROSPECTs
- Parents' Partnership

## **5.9 Expertise and training of staff**

Our SENCO has 3 years of experience in this role. The SENCO has achieved the Educational, Ability Attainment Qualification (CCET), CPT3A qualified in Access Arrangement testing and the National SENCO Award 2015.

Teaching staff and Teaching Assistants are regularly trained by Specialist Leaders of Education (SLE) employed by King Edward VII, Forest Way Teaching School Alliance, Autism outreach or Specialist Teaching Service and other specialist agencies as appropriate.

The SENCO is allocated 14 hours over the two-week timetable, to manage SEN provision.

## **5.10 Securing equipment and facilities**

King Edward VII receives a delegated budget from which SEND resources, both human and material are derived. SEND needs are prioritised throughout the school and human resources are strategically timetabled to ensure that children receive entitled or warranted support. Material resources are used to support the different interventions that are planned for children.

## **5.11 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals half termly in line with the assessment calendar via summative assessments
- Review of students progress through assessment of Mock Examinations (January and March)
- Termly review of the impact of academic and emotional / well-being interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- SEND Review
- 'Snap shot' reviews throughout the year
- Holding annual reviews for pupils with statements of SEN or EHC plans

## **5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) to increase their knowledge necessary to fully access the knowledge curriculum and to develop their cultural capital.

All students are encouraged to take part in sports day/school plays/special workshops, the Art of Brilliance, student leadership team and other enrichment activities on offer by a range of Faculties

No student is ever excluded from taking part in these activities because of their SEN or disability.

### **Students who have a disability can access the school curriculum:**

- Providing for all students a curriculum which is appropriate to their needs.
- Ensuring that the curriculum is taught in such a way that all students, regardless of any disability may benefit fully from it.

- The college has the facility to enlarge documents or use ICT software for students with a visual impairment.
- Providing appropriate educational equipment and physical aids to ensure that the curriculum can be accessed fully by all students.
- Access arrangements for examinations, (e.g. additional time, scribe or reader)
- Examinations can be accommodated in small, individual rooms if necessary
- Whole classes may be re-located to a ground floor classroom to enable participation by a student with mobility issues where this is feasible
- We aim to make “reasonable adjustments” to our practices and policies to meet the requirements of the Equality Act.

**King Edward VII has improved some environmental factors that are of benefit to students with limited mobility by:**

- Providing ramped access to the sports hall, the Harley Theatre, the Science block, the Design block the ground floor of the administrative block and the ground floor of the Old House.
- There are designated “Disabled” parking spaces at both ends of the site
- TA is trained in the use of a “Stair-walker” which eases the movement of a wheelchair up small flights of internal stairs, specifically in the Design block..

**Improving the provision of information in a range of formats for disabled students by:**

- Providing for students and their parents/carers information about the school and its curriculum in a format that takes account of any disabilities.

**Ensuring that all students are treated fairly and equally despite their individual profiles:**

King Edward VII College is committed to positively promote equality so to reduce discrimination and ‘hate’ crime in the locality and society.

The Equality Act, 2010, protects people from discrimination on the basis of ‘protected characteristics’. That is:

- Age
- Disability
- Pregnancy and maternity
- Religion and belief
- Race
- Sex
- Sexual orientation
- Gender reassignment
- Marriage and civil partnerships

We achieve this through our policies and expectations of conduct for all staff, students and visitors on our site. We promote the values of equality through the PSHE curriculum, ‘Brilliant Days’, main-stream curriculum, parents evenings, open evening and all events at this college. We have a trained group of Sixth Form Peer Ambassadors that act as coaches and mentors to our youngest students and are therefore great role models. Our student Leadership team also embody the value

of equality and all other British Values. This is actively demonstrated through the numerous fund raising and awareness raising campaigns they design.

### **How to access King Edward VII's Accessibility Policy**

[www.kinged.org.uk/ files/policies%20and%20info/2683C27D660F49C1A33C808038528A82.pdf](http://www.kinged.org.uk/files/policies%20and%20info/2683C27D660F49C1A33C808038528A82.pdf)

### **How to contact Leicestershire support services for children of SEND:**

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

### **5.13 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school leadership team
- Pupils with SEN are also encouraged to be part of National Citizen Service to promote teamwork/building friendships etc.
- Referrals to the well-being programmes (see section 5.2 and our well-being policy for further details)
- Safe and supervised place to go at lunch: room 15 and the college library

**We have a zero tolerance approach to bullying.**

### **5.14 Working with other agencies**

The following agencies to provide further support for pupils with SEND and their family:

- Educational Child Psychologist
- Educational Attendance & Welfare Officer
- Virtual School
- Hospital School
- Sensory and Physical Impairment Team
- Autism Outreach
- Emotional and Behaviour support (North West Behaviour & Inclusion Panel)
- Home-school Tuition (via County Hall)
- Education Welfare Service
- Social Care
- Early Help
- Health Services
- Child and Adolescent Mental Health Services (CAMHS)
- PROSPECTs
- Parents' Partnership

### **5.15 Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the Principal, Ms Jenny Byrne in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **5.16 Contact details of support services for parents of pupils with SEN**

The following link for Leicestershire county council has all relevant SEND service contact details:

<http://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/find-a-social-care-health-and-other-support-services-provider/send-information-advice-and-support-service-sendiass>

### **5.17 Contact details for raising concerns**

Ms Jenny Byrne; College Principal  
[jbyrne@kinged.org.uk](mailto:jbyrne@kinged.org.uk)

Ms Emma Booth: College Vice Principal  
[ebooth@kinged.org.uk](mailto:ebooth@kinged.org.uk)

Mr Luke Marvell; College SENCO  
[lmarvell@kinged.org.uk](mailto:lmarvell@kinged.org.uk)

King Edward VII Sports & Science College  
Warren Hills Road  
Coalville  
Leicestershire  
LE67 4UW  
01530 834925

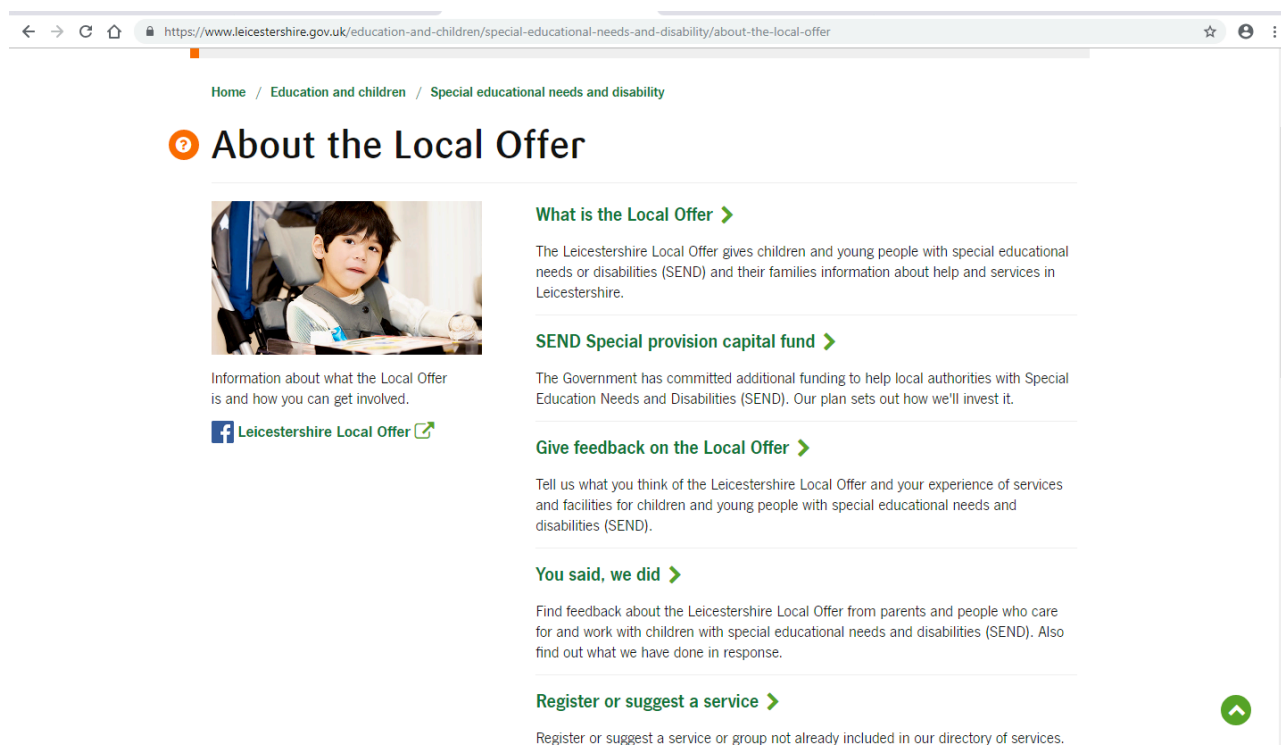
### **Leicestershire County Council Webpage Link:**

[www.leicestershire.gov.uk/education-and-children/special-educationalneeds-and-disability](http://www.leicestershire.gov.uk/education-and-children/special-educationalneeds-and-disability)



## 5.18 The local authority 'local offer'

Our local authority's local offer is published here [www.leicestershire.gov.uk/local-offer](https://www.leicestershire.gov.uk/local-offer)



The screenshot shows a web browser window with the URL <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/about-the-local-offer>. The page has a breadcrumb trail: Home / Education and children / Special educational needs and disability. The main heading is "About the Local Offer" with a question mark icon. Below the heading is a photo of a young boy in a wheelchair. To the right of the photo is a social media link for "Leicestershire Local Offer" with a Facebook icon. The page contains several sections with green arrow icons: "What is the Local Offer" (describing the offer for children with SEND), "SEND Special provision capital fund" (describing government funding), "Give feedback on the Local Offer" (inviting feedback on services), "You said, we did" (showing feedback responses), and "Register or suggest a service" (inviting service suggestions).

## 6. Monitoring arrangements

This policy and information report will be reviewed by Mr. Luke Marvell SENCo and Ms Emma Booth Vice Principal, **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## 7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Well-being
- Child Protection Policy