

# King Egbert School's SEND Information – updated October 2017



King Egbert School is committed to ensuring all students have access to a broad and balanced curriculum whatever their gender, ethnicity, religion, sexual orientation, needs or abilities. All King Egbert teachers are teachers of SEND and have responsibility for planning the curriculum to ensure it is accessible to all. The varying needs of students will be addressed through personalised learning and through appropriate differentiation wherever possible. Additional provision is provided to ensure students have the necessary skills to access the curriculum independently wherever possible. KES provides support for students with communication and interaction needs; cognition and learning needs; social, emotional and mental health needs and sensory and physical needs. The school also has an Integrated Resource which provides support for students with Autism Spectrum Disorder.

	<b>Communication and interaction</b>	<b>Cognition and learning</b>	<b>Social, mental and emotional health</b>	<b>Sensory and/or physical</b>
<b>How does King Egbert School know if my child needs extra help?</b>	When your child starts at King Egbert School we will work closely with the previous school to ensure we have all the information we need to support them and put in extra support as needed. Each student's progress is assessed and tracked throughout the year by Heads of Department, Year Managers and Heads of Year and the Senior Leadership Team. If your child is not making progress we will work with you and your child to plan appropriate support and intervention.			
<b>What should I do if I think my child may have a special educational need or disability?</b>	If you think your child has a special educational need or disability contact our SENCO (Special Educational Needs Co-ordinator) Mrs H Sellars, or your child's Year Manager. We will plan what do next with you. This may include assessments in school, referral to one of our partnership agencies or we may discuss making a referral for assessment through your GP.			
<b>How will the curriculum be matched to my child's needs?</b>	Students have a mix of lessons that are in sets and lessons that are in mixed ability groups. The sets are arranged according to the most recent assessments and to best meet the learning needs of each student. The curriculum is tailored to meet the specific needs of each set and provide challenge to all learners. In mixed-ability sets, work is differentiated to ensure all students have the support they need to access the curriculum and make progress. Some students with additional needs will have an adapted curriculum to include specific support or intervention. This may include additional literacy lessons, individual literacy programmes, vocational placements, subject specific intervention or personalised programmes of therapy or intervention.			
<b>How will I know how King Egbert School supports my child? How will I be involved in discussions about and planning for my child's</b>	All parents/carers are invited to information evenings and parents' evenings to find out about the curriculum and any additional support that their child is receiving. If a student is receiving any additional support his/her parents/carers will be invited into school for a review meeting to review progress and plan future intervention.			

<b>education?</b>	
<b>How will I know how my child is doing?</b>	Reports will be sent home three times a year showing progress in all subjects and each student's attitude to learning and homework. If your child is receiving additional support, his/her progress will be discussed at the review meeting.
<b>How will you help me to support my child's learning?</b>	During parents' evenings and review meetings, staff will be able to discuss ways in which you can support your child's learning. We also hold information evenings and workshops throughout the year where you can discuss ways of helping your child. You can also contact subject teachers, Heads of Department or Year Managers
<b>What support will there be for my child's overall well-being?</b>	King Egbert School's pastoral system will monitor and support each student's overall well-being. The form tutor and Year Manager will have day-to-day responsibility for student care. Please contact one of them if you have any concerns. Each year group also has a link with a member of the Senior Leadership team.
<b>What specialist services and expertise are available at or accessed by the school?</b>	We have access to the Educational Psychology Team, Sensory Impairment Teams, a Speech and Language Therapist, the Physiotherapy and Occupational therapy teams, the Multi-Agency Support Team, the School Nurse Service, Parent Partnership and the Community Youth Teams. We work closely with the Child and Adolescent Health Mental Health team and Ryegate and support families with referrals to these services through their GP.
<b>What training are the staff supporting children and young people with SEND had or are having?</b>	We have an extensive programme of professional development and training for all teaching and support staff. This programme includes sessions on dyslexia-friendly classrooms, supporting students with communication difficulties, supporting students with autism, emotional well-being.
<b>How will my child be included in activities outside the classroom, including school trips?</b>	We are a fully inclusive school and all students are involved in classroom activities and trips. Where necessary we will provide specialist transport and equipment, extra staffing and flexible activities to ensure full participation in school trips. Students with SEND and without SEND work alongside each other in all classroom and out of school activities.
<b>How accessible is the school environment?</b>	Both the school environment and curriculum are fully accessible to students regardless of SEN or disability. Please see the school's accessibility plan on the website.

<p><b>How will the school prepare and support my child when joining King Egbert School or transferring to a new school or post-16 provision?</b></p>	<p>King Egbert School has excellent links with its feeder schools. Senior staff meet with staff from each primary school to ensure we have all the information needed to effectively support students through transition and once they have started at King Egbert School. Parents and carers are invited to both formal induction meetings and less formal information sessions. All students are invited to summer school to meet staff and make new friends. For students with SEN, disability or who need additional support, a personalised programme of transition will be planned which may include extra visits, extra summer school and opportunity to meet key staff before induction days.</p> <p>For post-16 students, King Egbert School work closely with local providers to share information. We will support students with the application process and accompany students on additional visits. During Y11 review meetings, we will work with parents/carers and students to plan transition. We have a key worker from Sheffield College Learning Support Team who will attend review meetings where possible.</p>	
<p><b>How are the school's resources allocated and matched to children's special educational needs? How is the decision made about how much/what support my child will receive?</b></p>	<p>The school's resources are allocated according to the level of need identified in Statements, Education, Health and Care plans and through monitoring and assessment of student progress. Assessment information received at the end of primary school is used to allocate literacy support during Key Stage 3.</p>	
<p><b>What should I do if I am not happy with the support my child is receiving?</b></p>	<p>If you have any complaints or queries about your child's support, please contact Judith Smith (Assistant Headteacher) or the Headteacher by phone on 0114 2353855 or by email at <a href="mailto:enquiries@ecgbert.sheffield.sch.uk">enquiries@ecgbert.sheffield.sch.uk</a></p>	
<p><b>How are Children who are Looked After by the Local authority and have SEN are supported?</b></p>	<p>Imran Bashir is our designated LAC teacher. Regular PEP meetings are held ensuring liaison between the SEND team, the LA and carers to monitor progress and support.</p>	
<p><b>Who can I contact for further information?</b></p>	<p>SENCO Heidi Sellars</p>	<p>Your child's Year Manager</p> <ul style="list-style-type: none"> <li>• Y7 Mrs S Williams</li> <li>• Y8 Mr Fennell</li> <li>• Y9 Miss Vilela</li> <li>• Y10 Ms Marcuccio</li> <li>• Y11 Mr Beeden</li> </ul>

