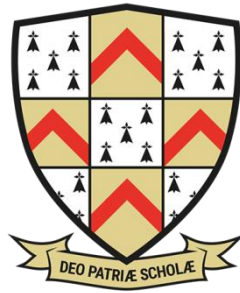


Original version	Ratified on 12/10/2023, now superseded
To be reviewed by:	SENCO, Assistant Headteacher for Inclusion and Headteacher
Governors' review: Summary of changes: Ratified by: Date:	Ratified without amendment Student & Staff Welfare Committee 10/10/2024
Version:	FINAL
Dissemination: Teams policy folder KES website Other	√ √ √ KES All Staff Team
Next review:	Autumn 2025



KING EDWARD VI
SCHOOL LICHFIELD

SPECIAL EDUCATIONAL NEEDS POLICY

(To be read in conjunction with the SEN Information Report)

[School SEN details- Staffordshire County Council](#)

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Staff responsible for the policy:

Miss K Hinz – Assistant Headteacher – Inclusion

Mrs K Pemberton – SENCO

Contact: office@keslichfield.org.uk

COMPLIANCE AND LEGAL FRAMEWORK

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 Part 3 (and related regulations).
- Health and Social Care Act 2012.
- Equality Act 2010.
- Mental Capacity Act 2005.
- Children’s Act 1989.

This policy complies with the statutory requirement laid down in the SEND Code of Practice 0-25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010;
- The Special Educational Needs and Disabilities Regulations 2014
- Teachers’ Standards (2012)
- Supporting Children with Medical Conditions (2015).
- Keeping Children Safe in Education DfE 2024
- Working Together to Safeguard Children. DfE 2023
- Safeguarding and Child Protection Policy 2024
- Accessibility Plan
- Supporting Students with Medical Conditions Policy

This policy was created by the SENCO and Assistant Headteacher who is the SEN advocate on the senior leadership team. There are plans for wider consultation with staff, parents and students.

SUPPORTING STUDENTS WITH SPECIAL EDUCATIONAL NEEDS AT KING EDWARD VI SCHOOL

At King Edward VI School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all our students whatever their needs or abilities. Our primary focus is to enable all students to participate in a range of activities which promote academic, personal, social and physical development. This requires the delivery of a curriculum and extra-curricular activities which address equality of opportunity and are differentiated to reflect individual students’ needs and abilities.

AIMS & OBJECTIVES

AIMS

- To secure the best outcome for each student.
- To encourage high aspirations and have high expectations of all students.
- To assist and support every student in overcoming barriers to achieving their potential.
- To enable full access to the curriculum for all students.
- To facilitate the involvement of parents and young people in decision making.
- To collaborate with outside agencies to provide appropriate support.
- To ensure that students are successfully prepared for adulthood, including independent living and employment.

OBJECTIVES

- To work within the guidance provided in the SEND Code of Practice (2015).
- To identify and provide for students who have a special educational and additional needs.
- To operate a “whole student, whole school” approach to the management and provision of support for Special Educational Needs.

- To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN & Equality Policy.
- To provide support and advice for all staff working with special educational needs students.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The law states that a child or young person has a special educational need if s/he has a:

- Significantly greater difficulty in learning than the majority of others of the same age.
- Disability or health condition 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.

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 in mainstream schools.

Students are only identified as having SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality, differentiated teaching. The following are not special educational needs but can impact on progress and attainment:

- Disability- all schools have a duty to make the reasonable adjustments under the Disability Equality legislation, however, these do not alone constitute special educational needs.
- Attendance and punctuality issues.
- Health and welfare issues.
- English as an additional language.
- Being in receipt of the student premium grant.
- Being a Looked After Child.
- Being the child of a service man/woman.
- Behaviour issues (although these may be an underlying response to a need recognised by the school).

The Code of Practice (2015) describes the four broad areas of need; however, the purpose of identification is to work out what action the school needs to take, not to fit a student into a category. We consider the needs of the whole child, not just their special educational needs and we recognise that a student may have needs that cut across all of these areas and that the needs can change over time. The four areas are:

- Communication & interaction
- Cognition & learning
- Social, emotional & mental health
- Sensory and/or physical needs
-

If a student is known to have special educational needs before, they arrive at the school, the relevant Achievement Leader and SENCO will work with subject department and Student Support colleagues to:

- use information from the primary or former school to provide an appropriate curriculum for the student and focus attention on action to support that student within class.
- continue to work with outside agencies currently working with the family where appropriate.
- ensure that on-going observation and assessment provides feedback about the student's achievements to inform future planning of the student's learning.
- ensure opportunities are provided for the student to demonstrate their skills and understanding.
- develop a partnership with parents and students to actively involve all parties in the planning and setting of targets for learning as recorded in the Student Profile (where one is necessary);
- regularly review the effectiveness of any interventions and make any necessary revision.
- Underpinning all of our provision is the GRADUATED APPROACH cycle:

A GRADUATED RESPONSE TO SEN

- The SEND Code of Practice graduated response to initially considers bringing specialist student is experiencing.
- Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants and specialist staff.
- High quality teaching, differentiated for individual students is the first step in responding to students who have, or may have SEN. The school regularly and carefully reviews the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the types of SEN most frequently encountered in our school.
- Quality assurance is regular carried out by the SEN / Teaching & Learning team to assess the provision within the classroom for our SEN students.
- The decision whether to make SEN provision results from the SENCO working with the Achievement Leader, Student Support colleagues, the parents/carers, and the student, together with agencies such as the Educational Psychology Service to consider all of the information gathered from within the school about the student's progress, alongside national data and expectations of progress. This information includes standardised scores, formative assessment, and early assessment materials.



SUPPORT

(2015) requires that schools adopt a meeting special educational needs that classroom and school resources before expertise to bear on the difficulties that a

MANAGING STUDENTS' NEEDS ON THE SEN DATABASE

ASSESS

Teaching staff may conclude that the strategies they are using with a student are not resulting in the student learning as effectively as possible. Alternatively, the student or parents may communicate a difficulty experienced in accessing the curriculum across some or all subjects. In these circumstances the teacher, student or parent will consult the SENCO directly or via their Achievement Leader, to consider appropriate action. The starting point will be a review of the strategies being used and how they might be developed. Evaluation of these strategies may lead to the conclusion that the student may require help beyond that which is normally available within that particular class or subject. Consideration will then be given to helping the student through a range of interventions. It may also be the case that a medical or other professional assessment is required.

It is the SENCO who should ensure that assessments are carried out to show if adequate progress is being made. Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- closes the attainment gap between the student and the student's peers.
- prevents the attainment gap growing wider.
- is similar to peers starting from the same attainment baseline, but less than the majority of the peer group.
- matches or betters the student's previous rate of progress.
- ensures access to the full curriculum.
- demonstrates an improvement in self-help, social or personal skills.
- demonstrates improvements in student's behaviour.
- is likely to lead to appropriate accreditation.
- is likely to lead to participation in further education, training or employment.

PLAN – STUDENT PROFILES

Provision/action that is additional to or different from that available to all students will be recorded in an individual profile. This will often be written by the SENCO or colleagues in the Learning Support Department, but always in consultation with students, parents, carers and teachers. It may also involve consultation and advice from external agencies. This profile will include the following information.

Challenges

Adaptive teaching strategies

If appropriate specific intervention that is taking place

The Student Profile will be reviewed by the SENCO or member of the Learning Support Department and the outcomes will be recorded. Students will participate fully in the review process. Parents / carers will also be invited to participate in the review process and also to discuss success and/or exit criteria.

EDUCATION, HEALTH AND CARE (EHC) PLANS

For a few students, the help given by schools may not be sufficient to enable the student to make adequate progress. It will then be necessary for the school, in consultation with parents and the external agencies involved, to consider an Education Health Care Plan, in which case the school will.

- meet its duty to respond to the local authority within the required timeframe if it is named on a student's EHC plan.
- ensure that all those teaching or working with a child named in an EHC plan, are aware of the student's needs and that arrangements are in place to meet those needs.
- request a re-assessment of an EHC plan following an initial assessment if a student's needs significantly change.

Reviewing an EHC plan

King Edward VI School, will:

- Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Seek advice and information about the student prior to the annual review meeting from all parties invited.
- Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.
- Cooperate with the local authority during annual reviews.
- Prepare and send a report of the meeting, to everyone invited, within 2 working weeks of the meeting.
- Ensure that a review of a student's EHC plan is undertaken before transfer to another phase of education.

SEN AND DISABILITY TRIBUNALS

King Edward VI School, Lichfield will endeavour to meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEN Code of Practice.

CRITERIA FOR EXITING THE SEN REGISTER

Following review at the end of an Assess, Plan, Do, Review cycle it may be agreed that a student no longer requires intervention or to continue to be included on the SEN register, the register will be amended to show that there was a need but that there is no longer a need. The student will continue to be monitored in line with the school's assessment and monitoring processes and concerns raised may trigger the cycle to recommence.

SUPPORTING STUDENTS AND FAMILIES

THE LOCAL OFFER

King Edward VI School, Lichfield will cooperate generally with the local authority and local partners in the development and review of the Local Offer. Please access the Staffordshire Local Offer via this link; www.staffordshireconnects.info or email LocalOffer@staffordshire.gov.uk

SEN INFORMATION REPORT

The school's SEN Information Report is available via the following [School SEN details- Staffordshire County Council](#)

ADMISSION ARRANGEMENTS

The school's admission arrangements may be found on the school website [Admission Arrangements - King Edward VI \(keslichfield.org.uk\)](#), or on application to the Head Teacher's PA, Mrs V Jetson office@keslichfield.org.uk 01543 255714

TRANSITION

During transition from Year 6 to Year 7, lead professionals from King Edward VI School will contact primary schools to gather student-specific information. At the end of the summer term all Year 6 students are invited to attend their chosen secondary school for 2 full days of induction. In addition to this, students with SEND are invited to attend some extra half-day sessions, run by the Learning Support Department, to further prepare for the transition. Parents are invited to attend one of these sessions to meet with the Learning Support Department and discuss their child's needs. Should more detailed discussions be required parents are invited to attend meetings at a time to suit them. Some primary schools will invite the SENCO to attend Y5 and/or Y6 reviews and every effort will be made by the school to attend these meetings.

When a student with identified an SEN or disability transfers outside of the Year 6 into Year 7 transition period the family will be invited into school and asked to provide any formal diagnoses and outline their child's needs. Further assessments may be carried out at this stage.

During transition at any stage into the school the student will be assessed on their reading, spelling and maths skills. This information is used by teachers to ensure that teaching materials can be differentiated to match the students' Zone of Proximal Development.

Should a student choose to attend a different school or institution at any stage, including transitioning Post 16 and Post 18, King Edward VI, Lichfield will ensure that the appropriate information is passed on and that support is offered to both the parents and the new school or institution to ensure that they are confident in meeting the student's needs.

From Year 7 onwards King Edward VI School will ensure that it meets its duty to secure independent, impartial careers guidance for students, including:

- Preparation for adulthood in the planning meetings with students and parents from Year 9.
- Helping students and their families prepare for the change in legal status once a young person is over compulsory school age.
- Ensuring that careers advice and information provides high aspirations and a wide range of options for students with SEN.
- Helping students and parents understand and explore how the support they will receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.

EXAMINATION ACCESS ARRANGEMENTS

Access Arrangements are pre-examination adjustments for candidates based on a **history of evidence of need** and a student's **normal way of working**. Access Arrangements allow students with SEND or temporary injuries to access assessments/examinations without changing the demands of the assessment/examination. In this way awarding bodies comply with their duty to make 'reasonable adjustments' in line with the Equality

Act 2010. King Edward VI School aims to ensure that all students have equal access to examinations and are neither advantaged nor disadvantaged over their peers by any learning, medical or physiological difficulty they may experience. The regulations are set and monitored by the Joint Council for Qualifications (JCQ) and adhered to by King Edward VI School.

Gathering the **evidence of the need** will vary dependent on the arrangement but the following is required in all cases.

- **Evidence of the need** from 3 or more appropriately qualified professionals,
- Evidence that this is the candidate's **normal way of working**,
- A **history of the need** and provision.

JCQ inspectors make annual visits and will request random samples of this evidence.

All students are assessed in Y7 and Y9 in reading, spelling and mathematics using assessments that provide standardised scores. These scores are used to inform decisions regarding interventions, support, and the possible need for **further assessment**. If, at any other time a student does not appear to be progressing at the appropriate rate despite high quality teaching then a teacher or parent may request further investigation and assessment via the SENCO. For those students whom it transpires require intervention, support and/or Access Arrangements the Assess, Plan, Do, Review cycle will begin and the creation of a picture of need commences.

Further assessment for Access Arrangements is undertaken using JCQ approved programs to assess the area of need that requires support. A report will be compiled once the testing has taken place which is shared with parents and teachers and will inform the Student Profile where appropriate. Once a need is identified the Access Arrangement will be applied to all assessments and examinations to reflect that this is the student's **usual way of working**; evidence of which is required by JCQ. The student will be supported and guided in how best to use this arrangement to meet their needs.

JCQ requires that all students who have Access Arrangements are re-tested at the start of each key stage, and **it should not be assumed that a student will automatically re-qualify**. The needs of the student may have changed, or their progress may show the impact of the teaching, support or interventions they have received.

If an Access Arrangement is regularly not used it can be withdrawn. Use of Access Arrangements is monitored during examination periods and this information is used in continuing the creation of the **picture of need**. In some cases, a student may decline the Access Arrangements they have qualified for and this will be discussed with parents before the decision is made to remove it.

For some students there may be an area of need that cannot be tested using standardised scores or testing in school. In such cases, evidence should be sought from external specialists. To fulfil the criteria set by JCQ a centre note confirming the difficulty supported by normal way of working, evidence of need and supporting external evidence. The external evidence must provide by a letter/report from CAMHS, a HCPC registered psychologist, a medical consultant, a psychiatrist, a Speech and Language Therapist (SaLT); or a letter/report from the Local Authority Specialist Service, Local Authority Sensory Impairment Service or Occupational Health Service.

Where a student is unexpectedly affected by a temporary disability such as a broken arm, parents should contact the student's Achievement Leader as soon as possible as emergency Access Arrangements may need to be established for the period of the injury.

MANAGING MEDICAL CONDITIONS OF STUDENTS

Please view the policy via this [Policies and Documents - King Edward VI \(keslichfield.org.uk\)](https://www.keslichfield.org.uk/policies-and-documents)

SUPPORTING STUDENTS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision in which case the SEND Code of Practice (2015) is followed.

MONITORING & EVALUATION OF SEND

The quality of provision of SEND is regularly and carefully monitored and evaluated in line with the school's procedures. Procedures include Learning Walks carried out by the SENCO with Governor with responsibility for Inclusion and SEND or an SLT colleague, Student and Parent Voice requests as well as feedback received at Parents' Evenings and Student Profile review meetings.

TRAINING & RESOURCES

King Edward VI School will allocate the appropriate amount of core per-student funding and notional SEN budget outlined in the local offer for the SEN provision of its students.

Personal budgets are allocated from the local authority's high needs funding block and the school will continue to make SEN provision from its own budgets, even if a student has an EHC plan.

To maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students. The calendar for professional development is arranged annually, linked to the school's Improvement Plan and will reflect training needs of staff to equip them to deliver an inclusive curriculum tailored to the needs of our students. The SENCO regularly attends the SEND & Inclusion Hub in order to keep up to date with local and national updates in SEND.

King Edward VI School, Learning Support Department has a highly experienced team of Learning Support Assistants (LSAs) who support students in lessons, 1:1 or small groups. The Department also has a team of specialist, qualified teachers who provide small group intervention and target specific areas of need. The school has developed strong links with several outside agencies with whom they work collaboratively in supporting the students and their parents. The list of agencies includes Autism Outreach, Hearing Impairment Team, Speech and Language Therapy, Education Psychology, Midlands Psychology, CAMHS, SENSS.

ROLES & RESPONSIBILITIES

<i>Name</i>	<i>ROLE</i>
Mrs F Spratt	Link Governor for inclusion and SEND
Mrs C Forster	Headteacher
Miss K Hinz	Assistant Headteacher for Inclusion / Designated Safeguarding Lead
Mrs K Pemberton	SENCO / Head of Learning Support

The governing body has a responsibility to:

- Identify, assess and make SEN provision for all children and young people with SEN, whether or not they have an EHC plan.
- Use their best endeavours to secure the special educational provision called for by a young person's SEN.
- Designate an appropriate member of staff (the SEN co-ordinator or SENCO) as having responsibility for co-ordinating provision for students with SEN
- Appoint a designated teacher for 'looked after' children where appropriate.
- Make reasonable adjustments for student with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Take necessary steps to ensure that student with disabilities are not discriminated against, harassed or victimised.
- Publish annual information on the school's SEN Policy, setting out the measures and facilities to assist access for student with disabilities.
- Publish annual information about the arrangements for the admission of student with disabilities, the steps taken to prevent children with being treated less favourably than others, and the school's accessibility plan.
- Publish equality & accessibility plans setting out how they plan to increase access for a student with disabilities to the curriculum, the physical environment and to information (reviewable every 3 years). keslichfield.org.uk/assets/Documents/Policies/Equality-Policy-2022-including-equality-objectives-and-accessibility-plan.pdf
- Develop complaints procedures which, along with details about appealing to the SEND Tribunal, will be made known to parents and student through a single point of access.

The SEN governor has responsibility to:

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

The Headteacher has a responsibility to:

- Ensure that those teaching or working with the student are aware of their needs and have arrangements in place to meet them.
- Ensure that teachers monitor and review the student's progress during the academic year.
- Cooperate with local authorities during annual EHC plan reviews.
- Ensure that the SENCO has sufficient time and resources to carry out their functions.
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.
- Regularly and carefully review the quality of teaching for student at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable students and possess knowledge of the SEN most frequently encountered.
- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or disability.

Class teachers have responsibility for:

- The progress and development of every student in their class
- Working closely with any Learning Support Assistants to plan and assess the impact of support and interventions and how they link to classroom teaching.
- Working with the SENCO to review each student's progress and development and decide on any changes to provision.
- Ensure they follow this SEN policy.

The Role of the Special Needs Coordinator (SENCO)

The named SEN coordinator for the school is Mrs K. Pemberton. There is a named link Governor for SEND who has termly meetings with appropriate staff to monitor inclusion and accessibility, although the Governing Body as a whole is responsible for making provision for students with special educational needs.

The SEN coordinator (SENCO), together with the Assistant Headteacher, Headteacher and the Governing Body play a key role in helping to promote inclusive practice, determine the development of the Special Educational Needs policy and coordinate appropriate provision to raise the achievements of students with special educational needs. The key responsibilities of the SENCO include:

- Working with the Assistant Headteacher and SEN governor to determine the strategic development of the SEN policy and provision in school and ensuring that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Overseeing the day-to-day implementation of the SEN policy and the co-ordination of specific provision made to support individual students with SEN receive appropriate support and high-quality teaching.
- Advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Providing professional guidance to colleagues and work with staff, parents and other agencies to ensure that students with SEN receive appropriate support and high-quality teaching.
- Advising on the graduated response approach to providing SEN support
- Overseeing the maintenance of all records of students with special educational needs
- Liaising with parents of students with special educational needs
- Contributing to the in-service training of staff
- Liaising with external agencies including the Local Authority's support and Educational Psychology services, health and social services and voluntary bodies
- Liaising with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned.
- Delivering CPD when required.
- Monitoring the progress of SEND students across the school.
- Attending annual reviews and tribunals if needed

STORING & MANAGING INFORMATION

The school complies with statutory requirements regarding storing and managing information and Data Protection.

The school will not disclose any EHC plan without the consent of the student's parents with the exception of disclosure:

- To the SEN and Disability Tribunal when parents appeals and to the Secretary of State if a complaint is made under the Education Act 1996.
- On the order of any court for the purpose of any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.

- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and local authorities.
- To any person in connection with the student's application for disabled students' allowance in advance of taking up a place in higher education.
- To the principal (or equivalent position) of the institution at which the student is intending to start higher education.

REVIEWING THE POLICY

The policy will be subject to an annual review or sooner should there be changes in legislation or practice.

ACCESSIBILITY

Details of the Accessibility Plan are available on the school website for information on how the school complies with the statutory requirements keslichfield.org.uk/assets/Documents/Policies/Equality-Policy-2022-including-equality-objectives-and-accessibility-plan.pdf

DEALING WITH COMPLAINTS

Concerns or complaints regarding SEND should be communicated to the SENCO, Mrs K Pemberton, or Miss Hinz, Assistant Headteacher for Inclusion, in the first instance and resolved informally where possible. If this attempt at resolution is unsuccessful or a person is dissatisfied or wishes to take the matter further, then the formal Complaints Procedure should be followed (available on request from the school).

BULLYING

All forms of bullying are unacceptable and will not be tolerated. Students are actively taught about tolerance, celebrating difference and diversity through the Tutor programme, assemblies and the wealth of activities offered during the school day. Every person has the right to be safe and happy in school. Please refer to the Anti-bullying and Behaviour for Learning policies available on the school website for further information. Parents and students can also report any bullying via the designated email: anti-bullying@keslichfield.org.uk which is accessed daily by our SG team.

CONTACT DETAILS OF SUPPORT SERVICES FOR PARENTS OF STUDENTS WITH SEND

[Staffordshire Connects | SENDIASS - Staffordshire Family Partnership](#)

For **FURTHER INFORMATION** on SEND at King Edward VI School, Lichfield please see;

- The school's SEN Information Report on the school website or on application to the school.

[LINK](#)

- The local authority's local offer is published here:

[Special Educational Needs and Disabilities \(SEND\) Local Offer | Staffordshire Connects](#)