

SEN Information report
May 2026

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1. Introduction to King Ed's

King Edward VI College is a large sixth form located in the West Midlands, with over 2,500 students, we offer a range of A level and some Level 3 courses – further details can be found on the college website at <https://www.kedst.ac.uk/applicants/courses>.

We welcome students from a wide variety of backgrounds and locations, creating an environment where friendships and learning blossom. In the classroom, our students engage with teachers who are experts in their fields, passionate about their subjects and dedicated to cultivating curious minds. King Ed's is a place where ambitious minds thrive, where diversity is celebrated and where individuality is valued. Our students develop academically, creatively and personally, respecting and appreciating each other's achievements, while taking pride in their own. The college actively promotes and celebrates the cultural diversity of the college community and recognises that participation in a diverse learning community provides opportunities for the personal development of all individuals. At King Ed's, staff work hard to get to know students as individuals and provide the support and encouragement needed to excel during the vital and formative two years of students' lives. We have a comprehensive set of systems in place which are designed to guide and support students, happily and successfully, on every stage of their journey with us. Support is provided through Lead Tutors, Personal Tutors, subject teachers, Inclusion Coordinators and, counsellors.

In 2025, our overall pass rate for A levels was 99.1% and 99.4% for students with SEND. King Ed's has an excellent track record of enabling students to progress to competitive universities and high-flying careers. Our Aspire programme supports extremely able and ambitious students in reaching their goals, through a range of activities and opportunities designed to challenge, inspire and guide.

We recognise and celebrate the differences in how students learn. We embrace diversity, promote inclusion and encourage high aspirations for all our students. Through specialised Inclusion Coordinator provision and effective staff communication, we proactively support those students with a learning difference to ensure that all students have access to an ambitious curriculum. By ensuring that students with learning differences are catered for, their strengths built upon, and their independent learning skills developed, we believe we offer the best opportunity for all students to flourish and reach their full potential.

2. SEN Code of Practice and Local Offer

The SEN Code of Practice <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> provides statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities. As a college, not only do we ensure that the statutory guidance is adhered to, but we also strive to provide a positive experience for all learners because the belief that all students should have access to an ambitious yet obtainable education, is one of our core values. The Code of Practice requires every educational setting to publish a SEN Information Report publicly to outline information for identifying, assessing and making provision for students with SEN or disabilities. Every local authority has a duty to publish information about education, health and social care services for children and young people with SEND and their families in their area. This is called the "local offer" and it must include post-16 education and learning options.

Dudley's local offer can be found at <https://www.dudley.gov.uk/residents/dudley-local-offer>.

As a college, we attract students from a wide geographical area. The local offers for the primary local authorities from which our students travel, can be found below:

<https://www.worcestershire.gov.uk/sendlocaloffer>

<https://win.wolverhampton.gov.uk/kb5/wolverhampton/directory/localoffer.page?localofferchannel=0>

<https://fis.sandwell.gov.uk/kb5/sandwell/directory/localoffer.page>

<https://fis.sandwell.gov.uk/kb5/sandwell/directory/localoffer.page>

3. The Learning Support Team

Our Learning Support team has expanded significantly in recent years and is now made up of our SENCo, Assistant SENCo, 5 Inclusion Coordinators, 3 temporary 1:1 Academic Support staff, an Exam Access Arrangement Coordinator, an Assistant Exam Access Arrangements Coordinator and a Learning Support Administrator. They form part of the wider Student Support network which consists of the safeguarding team, Lead Tutors, Personal Tutors, and counsellors.

Any queries regarding Learning Support at King Edward's can be directed to our SENCo, Lowri Saenger or Assistant SENCo, Axelle Parker, at learningsupport@kedst.ac.uk.

At King Edward's, we pride ourselves on providing high quality support for our students. Upon starting with the college, every student will be assigned to a Faculty based on their programme of study which means that their Lead Tutor, Personal Tutor and Inclusion Coordinator will remain with them for the duration of their studies – ensuring a personal approach and strengthening opportunities to build strong relationships. Our Inclusion Coordinators utilise their knowledge, skills, expertise and experience to ensure the best possible support for our students. They undertake regular training in different areas of SEND. The SEND Code of Practice is divided into 4 key areas of need:

- *Cognition and Learning*
- *Communication and Interaction*
- *Social, Emotional and Mental Health*
- *Physical and Sensory*

Our Inclusion Coordinators share a wealth of expertise across these areas.

The also work closely with staff providing student support including assisting students with:

- *physical disabilities*
- *sensory impairments*
- *medical conditions*
- *mental health issues*
- *specific learning difficulties*

Our Inclusion Coordinators proactively support students with a learning difference as well as students who require additional study skills support. We aim to ensure that all students have access to an ambitious curriculum. We offer 1:1 support sessions; ensure that the appropriate reasonable adjustments are put in place in the classroom; carry out in-class observations and occasionally run small group study skill workshops.

We ensure that all appropriate examination access arrangements are in place and that teaching staff have a clear understanding of these access arrangements as well as a knowledge of what learning strategies are most effective for different students. We have one assessor on-site who is qualified to assess students for examination access arrangements.

During the first few weeks of the autumn term, Inclusion Coordinators meet with every Year 12 student who has declared a learning difference on their application as well as with all Year 13 students who they worked with in Year 12. We take this opportunity to find out more about the students' learning differences, the support they might need and the way in which they learn best. Inclusion Coordinators offer 1:1 support sessions to help students develop their independent learning skills.

As part of the Assess, Plan, Do, Review cycle, at each Subject Assessment (SA) point, Inclusion Coordinators meet with their students to review progress and plan the next steps for that student. This information is passed on to teachers. Inclusion Coordinators ensure that targets set on Educational Health Care Plans (EHCP) are delivered and they form part of the annual review process.

ASSESS, PLAN, DO, REVIEW

4. Identification of SEND

We encourage all students to disclose any additional needs as soon as possible to enable the college to ensure that the correct provision is in place for them right from the start of their journey with us. There are a number of opportunities for students to chat with staff about what support is available at King Ed's and to disclose any additional needs. Such opportunities are:

- *Open events*
- *Application - Information disclosed on the application form regarding additional needs is directed to the Learning Support team who will either make contact with the student via email or phone or pass the information on to the most appropriate team. The Learning Support team will communicate with parents, school and relevant external agencies as well as beginning the process of building up a file of evidence.*
- *Taster days*
- *Induction day*
- *Personal tutor / teacher / student referral to Learning Support throughout the year*

5. Referrals

Staff can refer a student to Learning Support for additional support at any point during the year. This is usually done if a student discloses a learning need or the use of an exam access arrangements that they hadn't previously disclosed or if a member of staff feels there may be an underlying reason why that student is struggling in a certain area of their learning. Parents and students can also make a referral.

Once a referral has been made, an Inclusion Coordinator will have an initial meeting with the student and offer 1:1 support sessions. Teaching staff will also be asked to provide their observations in order to gain a broad, clear picture of need for this student. Together, this information will be collated and used to guide the 1:1 support sessions; any reasonable adjustments which may need to be put in place; guide adaptive teaching strategies and help us determine if a student may benefit from a particular exam access arrangement. If the picture of need collated supports the need for exam access arrangement assessments, our in-house assessor will complete a series of appropriate assessments which may result in the provision of extra time. Regardless of whether or not the access arrangements are put in place, the Inclusion Coordinator will continue to support the student 1:1 in order to help them gain life-long skills.

ASSESS, PLAN, DO, REVIEW

6. Support

There is a wealth of support available at King Ed's. In 2024 – 2025, a total of 520 students were overseen/supported by the Learning Support team, 338 of whom had at least one exam access arrangement in place. Some of the ways that students are supported by the Learning Support team are listed below:

- Initial meeting with their Inclusion Coordinator
- Regular 1:1 mentoring sessions their Inclusion Coordinator focusing on general study skills (based on the student's needs)
- Regular 1:1 mentoring sessions with their Inclusion Coordinator focusing on strategies to support their specific learning difference eg. dyslexia friendly revision tools etc
- Identification of students' barriers to learning to ensure appropriate adjustments are put in place and teaching staff adapt their practice accordingly
- Regular reviews and planning of student's ISP targets
- Pertinent resources emailed to students
- In-class observations to support students/teaching staff and ensure students' teaching environments work for their needs
- Some students may be assessed by our in-house assessor for exam access arrangements.
- Students also have open access to our Medical Welfare Officer, Safeguarding Leads and can be referred to our team of Counsellors.
- Access to inclusive resources through our students' Sharepoint
- Accessibility software: such as Claro and Dragon NaturallySpeaking - a speech recognition software
- Access to the Retreat, a low sensory space to provide a quiet place for them to study, eat or socialise

- *EAL support to help students with English as an additional language in areas such as vocabulary, grammar, presentation skills, fluency, UCAS personal statements, extended writing...*
- *Open access to the sensory room*
- *Access to modified resources*
- *Support from the local authority sensory impairment service*
- *PEEP – Personal Emergency Evacuation Plan*
- *IHCP – Individual Health care Plan*

7. EHCPs

We welcome applications from students with an Educational Health Care Plan (EHCP). Prior to application, we receive a number of requests from Local Authorities for King Edward’s to be the named setting on a prospective student’s EHCP. In order to complete this consultation process, as well as reviewing the current EHCP, our SENCo will also communicate with the student and their family and their current school as well as any external agencies involved, in order to make an informed decision about whether we are able to offer a place of study. The request will be responded to within the designated timeframe.

We encourage any applicant with an EHCP to disclose it on their application form as this enables us to gain a clear understanding of the individual student’s strengths and areas of need which in turn enables us to ensure that appropriate provision is in place for the start of term. Our SENCo will endeavour to meet each student with an EHCP on site prior to taster days. All students with an EHCP will be allocated a named Inclusion Coordinator who will ensure a smooth transition to college.

Key information regarding a student’s areas of need is shared with relevant teaching and pastoral staff. Annual reviews are conducted within the 12-month time frame of the last annual review by our SENCo. Both teaching and pastoral staff contribute towards the college’s written report for the annual review.

Academic Year	Number of students with an EHCP
<i>2023 – 2024</i>	<i>9</i>
<i>2024 - 2025</i>	<i>12</i>
<i>2025 – 2026</i>	<i>9</i>

In preparation for the 2026 – 2027 academic year, we have currently received 17 Consultation requests from 4 different Local Authorities.

8. Student Lounge

The Safeguarding Officer, Lead Tutors and the Medical Welfare Officer are all based within the Student Lounge area. There is a sensory room which can be freely accessed by students alongside individual meeting rooms and a medical treatment room. There are other study areas available on campus.

Initial enquiries from students can be made via Reception, where our staff will help direct students to the appropriate location depending on their need.

9. External Support

The college works with external agencies such as the Hearing Impairment and Visual Impairment team as well as the Mental Health Support Team (Reflexions) where required for individual students.

10. Medical Needs

Students with medical needs will be allocated a named Inclusion Coordinator to ensure that their needs are met including appropriate examination access arrangements. They will also have access to support from our Medical Welfare Officer, who is responsible for drawing up an Individual Health care Plan (IHCP) or a Personal Emergency Evacuation Plan (PEEP) for students if appropriate. The SENCo and Medical Welfare Officer work closely together to ensure a full package of support is provided.

11. Exams

The SENCo works closely with the Exams Officer to co-ordinate the provision of examination access arrangements for relevant students. There is different criteria for awarding exam access arrangements to students. It can be awarded based on medical grounds (evidenced by a medical specialist) or based on identified learning needs (evidenced by assessment by a qualified assessor). Our college assessors hold the CTP3A qualification to assess for exam access arrangements. They are not qualified to provide a full diagnostic assessment. Both medical evidence and assessment evidence need to be supported by a current picture of need within college.

Students who had access arrangements at school may have their exam access arrangement rolled over from school if: it can be evidenced that there is still a genuine need for the access arrangement; it is their normal way of working; and parent / student or previous school is able to provide supporting evidence where appropriate.

Other students may be referred to the SENCo who will start the process as detailed previously in the "Referral" section.

In 2025, if criteria specified by JCQ (Joint Council for Qualifications) was met, then the following examination access arrangements needed to be applied for by March 31st (deadline dates for 2026 to be announced):

- *Reader*
- *Scribe*
- *Additional time of 25%*
- *Additional time of more than 25% and up to 50%*
- *Additional time of more than 50% (must be applied for directly to the relevant awarding body, with a detailed 'picture of need' to substantiate the application)*
- *Practical Assistant*
- *Oral language modifier*
- *Use of mobile phone in exam due to medical need*
- *Use of music or white noise*
- *Remote invigilation*
- *Timetable variations*
- *Modified papers*

Following criteria set out by JCQ, the following exam access arrangements can be put in place by the college without making an on-line application, but will still need to have supporting evidence:

- *Use of a word processor (in line with separate college policy)*
- *Supervised rest breaks*
- *Prompter*
- *Smaller room owing to anxiety/ medical conditions*
- *Coloured overlay*
- *Reading pen*

In the 2024 – 2025 academic year, there were 338 students who had at least one exam access arrangement in place.

ASSESS, PLAN, DO, REVIEW

12. Monitoring progress

The college has systems in place to ensure effective monitoring of progression, including:

- *Regular reviews with their Inclusion Coordinators to assess progress and plan next steps.*
- *A personalised profile of current barriers to learning which is regularly updated and used to put in place reasonable adjustments and support adaptive teaching strategies.*
- *For those with exam access arrangements, a record of why these arrangements have been put in place and how to support their needs at college.*

13. Transition

Students with special educational needs are supported through the transition process to Higher Education, Further Education or employment. We have an on-site careers team who work closely with students to provide support and advice. Inclusion Coordinators support students with additional needs, such as communication difficulties, to access the careers team. They may attend meetings so that points discussed at the meeting can be discussed again in detail. Over the last few years, there has been an increasing amount of events specifically tailored to support students with additional needs understand the support that can be provided in Further Education settings.

In 2025- 2026, advice will be sent directly to all Year 13 students outlining the process of applying for DSA (Disabled Students Allowance). Students will be clearly informed that our assessors are not qualified to provide full diagnostic assessments which is a requirement for DSA.

14. Learning Support Overview

In 2024 – 2025 there were 520 students who received support or were monitored by an Inclusion Coordinator, of which, 338 had examination access arrangements.

For further information please contact our SENCo, Lowri Saenger or Assistant SENCo, Axelle Parker, at learningsupport@kedst.ac.uk. If you need to make a complaint then please contact our SENCo in the first instance or email the college on concerns@kedst.ac.uk if the issue has not been resolved to your satisfaction.