



This SEND Report was approved by the Full Governing Body on 28th September 2023

## 1. Aims:

Our SEND policy and Information Report aims to:

- Show how Queen Elizabeth's Grammar school will support and make provision for students with SEND
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

Queen Elizabeth's strives to be a fully inclusive school. We are committed to the principle of equal opportunity for all students, irrespective of disability, gender or race and therefore seek to meet any additional or special educational needs that students may have. All students are welcomed, including those with special educational needs, as defined in the Special Educational Needs and Disabilities (SEND) Code of Practice 2015, and in accordance with admission arrangements as outlined in the schools admission policy.

## 2. Legislation and guidance:

This 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 students 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 SEND information report

## 3. Definition of Special Educational Needs and Disabilities (SEND)

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age; or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream education.

### Definition of disability

'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low

threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' SEND Code of Practice (2015, page 16)

## **SEN support**

The SEND Code of practice states that 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 education.

## **Education, Health & Care Plan**

An **Education, Health and Care (EHC) plan** is for children **and** young people aged up to 25 who need more support than is available through special **educational** needs support. **EHC plans** identify **educational, health and** social needs **and** set out the additional support to meet those needs.

## **4. Key Responsibilities and staff**

All teaching staff and learning support staff are aware of the SEND support required for the students they teach. Training is provided, as appropriate, for the SENCO and other subject teachers, particularly on approaches to dealing with particular Special Educational Needs.

### **Roles and responsibilities:**

#### **The SENCO**

The SENCO is Mrs S H Percy. Mrs Percy was accredited by the National Award for SEND Co-ordination in 2019, and is also a qualified teacher. Mrs Percy has been a member of staff at Queen Elizabeth's for over 23 years, and has been a key member of the pastoral team as well as supporting SEND students for most of that time. She can be contacted via the School Office by telephone (01795 533132) or by emailing [shp@queenelizabeths.kent.sch.uk](mailto:shp@queenelizabeths.kent.sch.uk)

The SENCO will:

- Work with the Headteacher, the Head of Pastoral Care, and the SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of the SEND policy and the coordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet students' 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 students and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher, Head of Pastoral Care and Governing Body 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 students with SEND up to date

## **The SEND Governor**

The SEND Governor is Mrs T Rose

She will:

- Help to raise awareness of SEND issues at Governing Body meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the Governing Body on this
- Work with the Headteacher, Head of Pastoral Care and the SENCO to determine the strategic development of the SEND policy and provision in the school

## **The Headteacher & Head of Pastoral Care**

The Headteacher and Head of Pastoral Care 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 SEND and/or a disability

## **Class teachers**

Each class teacher is responsible for:

- The progress and development of every student 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 students progress and development and decide on any changes to provision
- Ensuring they follow the SEND policy

## **Key Members of Staff**

**Headteacher** Mr D M Anderson

**Deputy Headteacher with responsibility for Pastoral Care** Mrs A J

Mcllroy

**SENCO, Head of Key Stage 3** Mrs S H Percy

**Assistant Headteacher for Data** Mr M J Leake

**Assistant Headteacher & Head of Key Stage 5** Mr P H Larter

**Assistant Headteacher for Teaching & Learning** M A Thornhill

**Head of Sixth Form** Mr T Finn-Kelcey

**Head of Key Stage 4 and Head of Year 10** Mr A H Mcllroy

**Head of Year 7** Miss A Davidson

**Head of Year 8** Ms P Waldron

**Head of Year 9** Mrs H Phillips

**Head of Year 11** Mr P French

**Examinations Officer** Mrs M E Hewitt

**Specialist Assessor** Mrs J V Seeds

**School Counsellors** Mrs J Gledstone and Mrs S Pryor

**Intervention and Wellbeing** Mrs N Stanford

## **Faculty Leaders and Lead Practitioners**

These are responsible for the delivery of an appropriate curriculum in their subjects. They ensure that the programmes of study and schemes of work meet the needs of all students. They liaise with the SENCO, relevant Tutors and Heads of Year, over students for whom special provision is needed.

## **5. SEND Provision**

The type of SEND we currently cater for:

- 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 and processing difficulties

## **6. Identifying students with SEND and assessing their needs**

Students with pre-existing SEND or who are considered vulnerable by our feeder Primary schools are discussed at transition meetings with the SENCO and Head of Year, Special consideration is given to their placement within year 7 groups, teachers are made aware of their needs and their progress is reviewed and monitored.

During year 7 the school monitors the progress of all students a minimum of three times a year and continues to do so throughout their school career. Where sufficient progress is not made, even if a special educational need has not been identified, the school puts in place extra support to enable the student to catch up. Examples of extra support are specific classroom strategies tailored to the individual needs of the student, Homework Support Club, additional mentoring, subject support sessions etc. Some students may continue to make inadequate progress, despite the support which is targeted at their areas of weakness. Teachers can refer these students to the SENCO, who, in consultation with parents, and, in line with the **'assess, plan, do and review'** model recommended by the SEND Code of Practice (2015) will use a range of assessment tools to create a profile of strengths and weaknesses and recommendations to support need.

## **7. Assessing and reviewing students' progress towards outcomes**

The class or subject teacher will work with the SENCO to carry out a clear analysis of the student's needs.

This will draw on:

- The teacher's assessment and experience of the student

- 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 students own views
- Advice from external support services, if relevant

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

## **8. Consulting and involving students and parents**

All parents of students at Queen Elizabeth's Grammar School are invited to discuss the progress of their children once a year and receive a written report three times per year. In addition, we are happy to arrange meetings outside these times. If an issue is highlighted, then we will have an early discussion with the student and their parents when 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 the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

## **9. Supporting students moving between phases and preparing for adulthood**

At Queen Elizabeth's Grammar School we work closely with the educational settings previously attended by students before they transfer to us, in order to seek the information that will make the transfer as seamless as possible. From this meeting it may be deemed beneficial for the child identified as SEND, to have an extra Induction Day support session to help the transition process and reduce anxiety. Parents should notify the school prior to Induction Day if they feel their child would benefit from this extra provision and support.

We also contribute information to a students' onward destination to Further Education by providing information to the next setting. We will agree with parents and students which information will be shared as part of this.

## **10. The School's Approach to Teaching Students with SEND**

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review 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 SEND most frequently encountered SEN Code of Practice (2015, 6.37)

In meeting the Mainstream Core Standards, the school employs additional teaching approaches, as advised by internal and external assessments e.g. subject support sessions and individual mentoring. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'.

At Queen Elizabeth's Grammar School, we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for students with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in an Education, Health and Care Plans.

As part of the requirement to keep the curriculum and learning environment under review, the Governors have made the following improvements; increased access to more areas of the school site through its building's programme, continuously trained staff in SEND and have ensured that the curriculum is appropriate for all students.

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for students requiring SEN support. The amount of support required for each student to make good progress will be different in each case and a full list of the interventions we can offer is on our provision map. In very few cases a very high level of resource is required.

The funding arrangements require schools to provide the first £6,000 per year of resource for students with high needs, and above that amount the Local Authority should provide top up to the school through the High Needs Funding formula.

## **11. Adaptations to the curriculum and learning environment**

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

- Differentiating our curriculum, where possible, to ensure all students are able to access it, for example, by teaching style, content of the lesson etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops or chromebooks, e-readers, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## **12. Additional Intervention & Support for learning**

At Queen Elizabeth's there is a whole school approach to additional needs and staff have regular training on aspects of learning and social interaction which can affect students. This promotes a sense of corporate responsibility towards the development of the necessary attitudes, patterns of organisation and curriculum differentiation required to address each student's learning needs,

We have 5 highly committed and experienced teaching assistants, School Counsellors and a Well-being and intervention teacher who are trained to deliver interventions such as those listed below. Teaching Assistants will, where possible, support students on both a 1:1 or small group basis.

Current interventions that the SEND department have undergone training for since 2018:

- Friendship Skills
- Mindfulness
- Counselling
- Drawing and Talking therapy
- Stammer Support
- Social Communication
- Emotional Regulation
- Attachment Disorder
- Bereavement Support

- Careers Support - KS4-KS5 & KS5 -Further Education
- Pathological Demand Avoidance (PDA) Support
- Speech and Language Support
- Anxiety
- Working memory support
- Depression
- Eating Disorders
- Gender Dysphoria
- Executive Function Skills
- Autism, Stress & Anxiety
- Autism and Communication
- Autism and Sensory Experience
- Autism: Supporting Families
- Understanding Autism

### **13. Expertise and SEND training 2018-2023**

All staff at Queen Elizabeth's follow a programme of continuing professional development; the 2022-2023 offer includes bespoke training from Meadowfields. Specialist support, if required, is accessed through the Early Help notification process or the Local Inclusion Forum Team (LIFT).

Below are examples of training that have been undertaken by staff since 2018:

- ADHD (2018) - whole staff
- ASD (2018) - whole staff
- Hearing Impaired (2019) - whole staff
- SEN Update (2019) - whole staff
- Dyslexia (2019) - whole staff
- SEN Basics (2020) - whole staff
- Access Arrangements (2020) - whole staff
- Mainstream Core Standards (2021) - whole staff
- Tourette Training (2022) - whole staff
- Autism Refresher (2023) - whole staff
- Access Arrangements Refresher (2023) - whole staff

Queen Elizabeth's SEND provision and the schools SEND approach and ethos is part of the induction process for new staff members joining the school, as well as part of the in-house training programme for PGCE students on teaching practice at the school.

### **14. Equipment and facilities**

The school has two lifts to allow ground floor access for wheelchairs for the main building, and a lift in the Humanities and 6th Form Centre to allow access to the second floor. There are disabled toilets in the PE block and Humanities and Sixth Form Centre. There is step-free access to the outer buildings. At present, students requiring full wheelchairs access would not be able to access a small number of teaching rooms unless modifications were completed, even if extremely able.

SEND equipment and facilities are updated and added yearly, depending on the specific needs of students. Recommendations will be sought from organisations with specialist expertise where necessary. In the summer of 2018, we were able to establish a student support room and a dedicated counselling support room. In 2021 we expanded the SEND facilities further by providing a calm/sensory room. While some children have recognised special needs, others may

– at times – be experiencing specific difficulties, such as bereavement or high levels of anxiety. Whatever the reason, the aim of these rooms is to provide both a relaxing and calming environment and an interactive stimulating space, with resources that will support student's emotional well-being when the learning environment becomes overwhelming.

## **15. Evaluating the effectiveness of SEND provision**

There is a schedule of observations for both teachers and teaching assistants which runs throughout the academic year. These inform the appraisal process and are linked to staff CPD.

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions after a mid and end point in the process
- Using student questionnaires
- Monitoring by the SENCO
- Holding annual reviews for students with statements of SEN or EHC plans

## **16. How Children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN**

All clubs, trips and activities offered to students at Queen Elizabeth's Grammar School are available to students with special educational needs, either with or without an Education, Health and Care Plan. Where necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the student in the activity.

- All students are encouraged to go on our residential trip(s) including the Year 8 Bude trip
- All students are encouraged to take part in sports day/school plays/house activities, organised workshops, etc.
- No student is ever excluded from taking part in these activities because of their SEN or disability.

## **17. Support for improving emotional and social development**

At Queen Elizabeth's Grammar School we aim to promote the mental and physical health and emotional well being of all our students. We understand that an important feature of the school is to enable all students to develop emotional resilience and social skills, both through direct teaching - for instance during PSHE lessons and Form time sessions and also through our support structures such as teacher and 6th Form mentoring, the buddy system, and indirectly through the conversations adults have with students throughout the day.

A strong pastoral structure is at the heart of the school with a House system and 5 form tutor groups per year (6 in year 7). High value is placed on student voice and the Student Council plays a key role in the positive development and active change within the school. An effective anti-bullying policy is also in place.

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

- Students with SEND are encouraged to be a Form Rep and/or Sports Rep
- Students with SEND are encouraged to be part of the school council
- Students with SEND are also encouraged to be part of our peer mentoring scheme (Buddy System) to promote teamwork/building friendships etc.
- Students with SEND are encouraged to be a 6th Form, Form representative to support the younger members of the school community with their well being.
- Students with SEND are encourage to be part of the 6th Form Senior Student Team



Queen Elizabeth's has a zero-tolerance approach to bullying.

## **18. Working with other agencies**

The school has strong links with external agencies ensuring effective collaboration between Health, Education and Social Services.

We work with the following agencies to provide support for students with SEND:

- Local Inclusion Forum Team (LIFT)
- Integrated Children Services
- Occupational Therapy Service
- Children and Adolescent Mental Health Service (CAMHS)
- North East London NHS Foundation Trust (NELFT)
- The Children and Young People's Mental Health Service (CYPMHS)
- Kent Health Needs Education Service - Rosewood School
- Kent Educational Psychology Service (KEPS)

## **19. Handling of complaints about SEND provision**

The normal arrangements for the treatment of complaints at Queen Elizabeth's Grammar School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the Form Tutor, subject teacher, SENCO and Inclusion Team or Head of Pastoral Care or Headteacher to resolve the issue before making the complaint formal.

If the complaint is not resolved after it has been through the school's complaints process, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have a Education, Health, Care Plan where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

The school engages with the following bodies to support them to meet the needs of SEND students:

- Free membership of LIFT for access to specialist teaching and learning service.
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for students with requirement for direct therapy or advice.
- Ability to make ad hoc requests for advice from the Communication and Assistive Technology Team.

## **20. Information, Advice and Support Kent (IASK)**

Kent Parent Partnership Service (KPPS) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on

HELPLINE: 03000 41 3000, Email: [iask@kent.gov.uk](mailto:iask@kent.gov.uk) and <https://www.iask.org.uk/>

## **21. The local authority local offer - SEND Information Hub**

Local authorities publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children in their area who have SEN or are disabled, including those who do not have Education and Health Care (EHC) plans. It has 2 key purposes:

- To provide clear, up-to-date information about the available provision and how to access it
- To make provision more responsive to local needs and aspirations by directly including children and their parents, and service providers in its development and review.

This information is regularly reviewed and links with our local authority's local offer is published here: <https://www.kent.gov.uk/education-and-children/special-educational-needs>

## **22. Monitoring arrangements**

The SEND policy and this information report will be reviewed by Mrs S H Percy, Head of Key Stage 3 and SENCO every year. It will also be updated if any changes to the information are made during the year.

## **23. Links with other policies and documents**

This policy links to our policies on:

- Equalities Policy
- Accessibility Policy
- Special Educational Needs & Disability Policy.
- School Behaviour Policy
- Child Protection Policy
- Complaints Policy
- Anti-bullying Policy
- Admissions Policy
- PSHE, Relationships and Sex Education Policy
- Teaching and Learning Policy