

# Policy for Inclusion and Special Educational Needs

## Queen Elizabeth's Grammar School



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Deputy Headteacher: Mr C J Wakefield  
SENCO: Mrs S H Percy

**Approved by:** *The Full Governing Body*

**Last reviewed on:** *11th December 2025*

**Next review due by:** *To be reviewed annually*

### Introduction

This policy should be read in conjunction with the following school policies  
Behaviour Policy, Equalities Policy, Child Protection Policy, Homework Guidance,  
Complaints Policy, Accessibility Policy and Examinations Policy

This policy was developed with engagement and participation that involved  
parents, representatives from the governing body and parents of children with  
special educational needs and will be reviewed annually.

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## 1. Aims

Queen Elizabeth's Grammar school's Policy for Inclusion and Special Educational Needs aims to:

- Ensure our school fully implements national legislation and guidance and expectations per Kent (Local Authority) guidance.

Sets out how our school will:

- Support students with SEND ensuring our best endeavours to provide the appropriate provision to enable positive outcomes.
- Provide an inclusive environment that enables students to access all aspects of school life alongside their peers.
- Provide students with the skills and attributes that enable them to become confident individuals who can successfully live fulfilling lives.
- Support students with SEND to realise their aspirations and achieve their best.
- Communicate with students with SEND and their parents or carers ensuring co-production and seek student and parent or carer voices to fully involve them in decision making and discussions to support their child's provision.
- Communicate and explain the roles and responsibilities of key school and external professionals who are supporting the provision for students with SEND.
- Ensure the SEND Policy is understood and implemented consistently by all staff and is monitored by Governors/Trustees.

At Queen Elizabeth's Grammar school all students irrespective of need access a broad and balanced curriculum which is delivered through high quality inclusive teaching to enable every student to make progress and reach their full potential socially, emotionally and academically. When required to do so, the school will make reasonable adjustments to support students with SEND. The school sets high expectations and aspirations for each individual student, working together with them, and their parents/carers to ensure that students with SEND become confident and independent children and young people who are able to successfully transition to the next phase of their education or adult life.

## 2. Legislation and Guidance

This policy is written in line regulations associated with:

- Children and Families Act 2014 – Part 3: [Children And Families Act 2014 Part 3](#)
- Special Educational needs and Disability (SEND) Code of Practice 2015:
- The Special Educational Needs and Disability Regulations 2014: [The Special Educational Needs and Disability Regulations 2014](#)
- Equality Act 2010: [Equality Act 2010](#)
- School Admission Code 2021 [School Admission Code 2021](#)
- The School Information Regulations: Updated 24/10/24
- Academies: <https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online>
- Governance in Academy Trusts 2024: [Governance in Academy Trusts](#)

### Kent Local Authority:

#### **The Local Authority's local offer**

The Local Authority's Offer can be found in the SEND Information Report

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

#### **Countywide Approach to Inclusive Education (CATIE)**

[A Countywide Approach to Inclusive Education \(kelsi.org.uk\)](http://A Countywide Approach to Inclusive Education (kelsi.org.uk))

What does inclusion mean in Kent?

'As the champion of families, children, and young people our collective priorities are to be certain that all children and young people are engaged with and included in the provision of high-quality inclusive education. Ensuring that, whatever their circumstance or ability, our children have a sense of belonging, feel respected, are valued for who they are and develop the knowledge and skills required for adult life. In doing so, we strive to achieve a continuous improvement in standards, a significant narrowing of achievement gaps for vulnerable groups of learners and a wholly inclusive education system which ensures:

- **Equitable access for all.** Sufficient, appropriate, quality education provision is available for all children and young people in Kent.
- **No child is left behind.** All children and young people are supported to be engaged fully in their education.
- **Effective collaboration.** There is collaboration and multi-agency working providing a self-informing, sustainable system which supports the education of all.' (KCC: CATIE p 2-3)

## **Special Educational Needs Mainstream Core Standards (ordinarily available provision) : [Special Educational Needs Mainstream Core Standards](#)**

The Mainstream Core Standards:

- Sets out the provision that the Local Area has agreed should be ordinarily available for Children and Young People with SEND
- Provides guidance and advice to support schools to meet the needs of and include Children Young People with SEND
- Provides clear guidance to schools on the statutory duties regarding the inclusion of Children and Young People with SEND
- Provides information to all stakeholders on the work of schools in relation to the inclusion of Children and Young People with SEND.

The schools are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support at Queen Elizabeth's Grammar School works towards achieving the Kent Children and Young People Outcomes Framework.



Our SEND policy should be read in conjunction with our school's policies published on our website :

- Accessibility Plan: [website link](#)
- Attendance policy: [website link](#)
- Complaints Policy: [website link](#)
- Equalities Policy: [website link](#)
- Examinations Policy: [website link](#)
- Safeguarding and Child Protection policy: [website link](#)
- School Behaviour Policy: [website link](#)
- SEND Information Report: [website link](#)

### **3. Definitions**

#### **Definition of SEN**

'A child or young person has SEN 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 schools to mainstream post-16 institutions'

(DFE/DOH 2015: 15-16)

### **Definition of Disability:**

'Many children and young people who have SEN may have a disability under the Equalities Act 2010 - that is '..a physical or mental impairment which is a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.' This definition provides a 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'. This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is sufficient overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires a special educational provision they will also be covered by the SEN definition' (DfE/DOH 2015: 16)

### **Special Educational Needs Register:**

At Queen Elizabeth Grammar School the SENCO will regularly review the SEND register as part of the Graduated Approach. The SENCO will work in co-production with parents/carers and if required key external professionals to ensure high quality SEN provision is in place, informing parents/carers of any changes that have been agreed. School staff will also be informed, and records updated accordingly on the appropriate school system. A diagnosis does not necessarily mean that a student will be placed on the SEN register if the universal and targeted provision the student is accessing is enabling them to make good progress.

### **Special Educational Needs (SEN) support**

'SEND support means support that is additional to, or different from, the support generally made for other children of the same age in a school. It is provided for students who are identified as having a learning difficulty or a disability that requires extra or different help to that normally provided as part of the school's usual curriculum offer. A student on SEND support will not have an education, health and care plan.'

<https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>

## **Education, health and care plans (EHCP)**

A local authority may issue an EHCP for a student who needs more support than is available through SEND support. This will follow a statutory assessment process whereby the local authority considers the student's special educational needs and any relevant health and social care needs; sets out long term outcomes; and specifies provision which will deliver additional support to meet those needs.

<https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>

Every student in the school has their progress tracked at least three times per year. In addition to this, students with special educational needs may have more frequent assessments of reading age, spelling age etc. The assessments we use at Queen Elizabeth's Grammar School are listed in section 8.2. Using the appropriate tests will enable the school to see if students are increasing their level of skills in key areas.

If these assessments, informed by the views of the student, parents and subject teachers, do not show adequate progress is being made, the provision plan will be reviewed and adjusted.

## **4. Inclusion and Equal Opportunity**

At Queen Elizabeth's Grammar School, we make provision for every kind of special educational need, including those without an Education, Health Care Plan (EHCP); dyslexia, dyspraxia, speech and language needs, autism, learning difficulties and attention difficulties. There are other kinds of special educational needs which do not occur as frequently and which the school is less familiar with, however the school can access additional training and advice on any type of SEND should the need arise.

The school also currently meets the needs of students with an Education, Health and Care Plan with a physical disability. Decisions on the admission of students with an Education, Health and Care Plan are made by the Local Authority.

The admission arrangements for students without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

SEND Information report - [website link](#)

## **5. Roles and Responsibilities – in conjunction with SEN Information Report**

Queen Elizabeth's work strategically in line with the Special Educational Needs Code of Practice 2015

All teachers and teaching assistants have had awareness training to help identify and support

students with SEND.

Where a training need is identified beyond this, we will find a provider who is able to deliver it. Training providers we can approach are: Meadowfield School, the Willows School, an Educational Psychologist, Speech and Language Therapists, Occupational Therapists, Physiotherapist, Dyslexia Specialists etc. The cost of training is covered by the notional SEN funding.

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan. For highly specialist communication equipment, the school will seek the advice of the KCC Communication and Assistive Technology team.

The school will ensure that students, parents and carers have:

- Access to impartial information, advice and support throughout their time in the school to help them make informed decisions and choices about their future.
- Are effectively supported to understand their rights and decision-making processes and choices regarding their plans and support.
- An understanding of their individual plans, outcomes, provision and support and the reasons why some changes may not be possible

(Area SEND inspections: framework and handbook updated April 2024)

## **5.1 The Name and Contact details of the SEND Co-ordinator**

All maintained schools and academies are required by law to have a named SENCO who is a qualified teacher and has been awarded the National Award for Special Educational Needs Coordination (prior to September 2024) or The National Professional Qualification for SEND (from September 2024).

SENCOs must complete the qualification within three years of taking up the post.

The SENCO at Queen Elizabeth's Grammar School is Mrs Sarah Percy. Mrs Percy is a qualified teacher who has taught at the school for over 24 years as well as being a key member of the pastoral care team and supporting SEND students for most of that time. She was accredited by the National Award for SEN Co-ordination in 2019. Mrs Percy is line managed by the Deputy Headteacher who has oversight of pastoral care at Queen Elizabeth's and is contactable at: [shp@queenelizabeths.kent.sch.uk](mailto:shp@queenelizabeths.kent.sch.uk) Tel: 01795 533132

The SENCO has an important role to play with the Headteacher and Governing Body with regards to the strategic oversight and implementation of Queen Elizabeth's Grammar School SEND policy and development.

They will:

- Oversee the day-to-day responsibility and implementation of the SEND policy.

- Ensure all statutory requirements are adhered to throughout the year
- Co-ordinate provision for children with SEND using the graduated approach – Assess, Plan, Do, Review to review and monitor provision for all students with SEND.
- Communicate and provide all staff with the key SEND and medical information, advice, guidance, and strategies to support students with SEND ensuring high quality provision across the school.
- Collaborate with teachers, support staff, parents and carers regarding all aspects of their child(ren)'s provision including interventions and outcomes.
- Offer professional guidance to staff to secure high quality inclusive provision in the classroom and throughout the school day.
- Collaborate with curriculum leaders to remove barriers to learning.
- Develop and lead whole school continued professional development to ensure high quality provision for all students with SEND.
- Liaise with the relevant Designated Teacher where a looked after child or young person has SEND
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Be the key point of contact for external agencies, especially the local authority and its support services
- Ensure the school keeps up-to-date records of all students with SEND.
- Ensure any students who have a part time timetable is agreed with parent/carers, is registered on the KELSI website and a clear re-integration strategy is planned in conjunction with the parent/carer and student.
- Hold status in order to have capacity and authority to make change.
- Ensure genuine coproduction and collaboration with the wider community.
- Advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- To keep up to date with key national and local SEND development.
- Attend key meetings organised by the local authority such as The Countywide SENCO Forum to ensure they have up-to-date strategic and operational information.
- Is fully involved in all aspects of transition planning whether phased or in year regarding students with SEND, following expectations set out in the District Plans and Kent Transition Charter. Ensuring parents/carers are fully informed throughout the transition period.
- Work closely with other colleagues and SENCOs in their Community of Schools.
- Developed from DfE/DOH SEND Code of Practice 2015:108-109

## 5.2 Headteacher

The Headteacher will:

- Work closely with the SENCO and SEND link Governor to determine the strategic development of the SEN policy and provision across the school.

- Work with the SENCO and governors to ensure the school adheres to all legislative and statutory guidance keeping up to date with all key national and local policies and expected SEN practice.
- Ensure the SENCO has sufficient time and resources to effectively carry out their role.
- Work closely with the SENCO to carry out their duties employing the Graduated Approach, using their 'best endeavours' and when required making reasonable adjustments to ensure the school is providing high quality SEND provision.
- Have overall responsibility for the provision for students with SEND, their progress, and outcomes.
- Have the responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual students or SEND provision for groups of students.
- Add further information if required

### 5.3 SEND Governor

Our Governing Body has a legal responsibility to students with SEN as defined in the Children and Families Act 2014 and SEND Code of Practice 2015.

The SEN governor 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 following monitoring visits.
- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

### Academy Trust

Children with special educational needs and disabilities (SEND)

Boards have legal duties in relation to students with SEND that are set out in the [Children and Families Act 2014](#) and the [SEND code of practice](#).

Trusts **must** also meet these requirements by virtue of their funding agreement.

There should be an individual on the board who has specific oversight of the school's arrangements for SEND.

DfE Academy trust governance guide: updated 2 October 2024 [Academy Trust Governance Guide](#)

The named Governor is responsible for the strategic oversight of the arrangements and provision for students with SEND.

The SEND Governor will:

- Carry out monitoring visits on behalf of the Governing Body to ensure high quality and effective provision is in place and in line with the SEND Code of Practice statutory and Local Authority guidance and expectations.
- Report to and raise awareness of SEN issues raised during monitoring visits and meetings at Governing Body/ Trustee Board meetings.
- Work closely with the SENCO and Headteacher to ensure the strategic review and development of the SEND Policy, SEN Information Report and provision in the school

## **Our SEND Governor is Tracey Rose**

### **5.4 Teachers**

#### **All teachers are teachers of students with special educational needs.**

Our SENCO provides a vital strategic role and provides significant advice and support to teachers, but the responsibility for the learning and progress of all children lies with the teacher.

'High quality teaching, differentiated for individual students, is the starting point in responding to students who have or may have SEND. Additional intervention and SEND 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.'(DfE/DoH SEND Code of Practice 2015: 25)

Every teacher is responsible for:

- The progress and development of every student in their class
- Instilling high aspirations for every student.
- Delivering a broad balanced curriculum embedding high-quality inclusive teaching strategies and resources
- Working closely with teaching assistants or specialist staff to plan, monitor, track and assess the impact of support and interventions, and how they can be transitioned and embedded in the classroom.
- Working with the SENCO to review each student's progress and development, and decide on any changes to provision.
- Ensuring they follow this SEND policy.

SEND Information Report – [website link](#)

### **5.5 Parents and carers**

Parents and carers should inform the school if they have any concerns about their child's progress socially, physically, emotionally, or academically or if there are any changes to provision that have been advised by key external professionals working with their child following an appointment.

Parents/carers are actively involved in all aspects of the decision-making process through meetings or agreed forms of communication and are afforded every opportunity to contribute discussions regarding their child's SEND provision.

## 5.6 The student

Seeking the voice of the student is an important aspect of ensuring the SEND provision is highly effective for every student with SEND. Students are given every opportunity to express their view and provide information to support review meetings as part of our Graduated Approach in year meetings and for students with an EHCP the statutory Annual Review. However, the voice of the student can be sought at any time throughout the school year.

Students at Queen Elizabeth's Grammar School are able to express their views through:

- Students questionnaires – identifying how they like to learn
- Mentoring with their Form Tutor
- Formal and informal meetings with their Head of Year
- EHCP students - attending their Annual Review and Provision Plan meetings
- EHCP students - Appendix 1A

## 6. SEN Information Report

Our SEND Policy works in conjunction with our SEN Information Report ([website link](#)) which sets out how this policy is implemented in the school.

The SEN Information Report is updated annually or if necessary, when changes to the information may be required during the academic year.

## 7. Admissions and Accessibility

Queen Elizabeth's Grammar School is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions and admissions processes.

Queen Elizabeth's are firmly committed to inclusivity and to giving every child the best possible start in life. Irrespective of their special educational needs or disability, we consider all children that have passed the Kent test for admission to the school, who have the ability and aptitude to access an academic mainstream curriculum. Students whose SEND are suited to the mainstream curriculum are welcome, provided that we have the appropriate resources and facilities to provide them with the support that they require.

Where a child's SEND is identified, or develops, after the child has started at the school, we will endeavour to continue to support the child as long as: we have the appropriate resources and facilities to provide them with the support they require, and, we believe it is in the best interest of the child and of the school community to remain at the school.

The admission arrangements for a student without an EHCP do not discriminate against or disadvantage disabled children or those with special educational needs.

Admissions policy - [website link](#)

Accessibility policy- [website link](#)

## **8. Our school approach to SEN provision**

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. At Queen Elizabeth's Grammar School we 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)

At Queen Elizabeth's Grammar School, the quality of teaching is judged to be good.

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 our 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, 2 well resourced sensory and study support rooms, continuously trained staff in SEND and have ensured that the curriculum is appropriate for all students. Please see the Accessibility Plan.

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 up to £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.

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.

The school will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Teachers will make regular assessments of progress for all students and identify those whose progress:

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

DfE/DOH SEND Code of Practice: 2015, 6.17

This may include progress in areas other than attainment, for example, social, emotional and mental health needs.

When deciding whether special educational provision is required, the school will start with the desired outcomes, including the expected progress and attainment using the school's graduated approach, and the views and the wishes of the student and their parents. The school will use this to determine the support that is needed and whether the school can provide it by adapting the universal offer, or whether something different or additional is needed.

## **8.1 The kinds of special educational need for which provision is made**

At Queen Elizabeth's Grammar School provision is made to support students with additional needs irrespective of whether a student has an education health and care plan in conjunction with The Continuum of Provision and Need and using the Graduated Approach.

At Queen Elizabeth's Grammar School we will ensure our 'best endeavours' to meet the needs of students with an Educational Health and Care Plan (EHCP) with the following kinds of special educational need: Cognition and Learning Difficulties, Communication and Interaction, Sensory and/or Physical Needs and Social, Emotional and Mental Health needs. Decisions on the admission of students with an EHCP are made by the Local Authority.

## **8.2 The identification and assessment of students with special educational needs**

In line with this SEND Code of Practice (DfE/DoH 2015) students at Queen Elizabeth's Grammar School are identified as either having no SEN, having SEN with support, or having a SEN with an Educational Health and Care Plan.

At Queen Elizabeth's Grammar School progress is closely monitored a minimum of three times a year and continues to do so throughout their school career.

Teachers carry out regular assessments to track progress and identify students who despite using high quality inclusive teaching strategies are:

- Working significantly slower than their peers who have the same starting point.
- Are unable to maintain or improve their progress rate
- Are unable to close the attainment gap in line with their peers or the gap is widening.

This may also include progress and development in areas other than academic attainment such as social, emotional, and physical.

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.

At Queen Elizabeth's Grammar School, we are experienced in using the following assessment tools: Comprehensive Test of Phonological processing 2 (CTOPP 2), Test of Memory & Learning 2 (TOMAL 2), Detailed Assessment of Speed of Handwriting (DASH), Weschler Individual Attainment Test (WIAT-II UK) and the Spelling, Processing and Reading Comprehension Speed (SpaRCS). We also have access to external advisors who are able to use other assessment tools and processes.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the student to make better progress. These will be shared with parents, put into a provision plan if appropriate, reviewed regularly, and refined or revised as necessary.

Teachers at Queen Elizabeth's Grammar School are responsible for classroom provision delivering a well sequenced and resourced curriculum and use high quality inclusive teaching strategies which are scaffolded, with adaptations made to meet a student's needs.

When teachers identify an area where a student is making slow progress or where they have concerns, they will follow the schools early identification of needs protocols as set out in section 7. Teachers will inform parents/carers at an early stage to make them aware and discuss the further supporting strategies that the teacher will use to help the student.

However, if progress does not improve the teacher will inform the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. In this instance, the SENCO will, in consultation with the student's parents/carers, discuss further support.

The purpose of a more detailed assessment will identify what additional resources and/or different approaches are required to enable the student to make better progress. These will be shared with parents/carers, written into SEN provision plans, which are regularly reviewed, refined, and revised. At this point the SENCO will have identified that the student has an additional need because the school is making provision for the student which is additional and different to what is normally available. Teachers will be informed throughout the process and training will be delivered to ensure the provision is of a high quality.

It is important to note as stated in the SEND Code of Practice (DfE/DoH,2015 6.23) that slower than expected progress and lower attainment does not automatically mean a student would be recorded as having SEN.

If the student is able to make good progress using this additional and different resource but would not be able to maintain this good progress without it, the school will continue to identify the students having special educational needs. If the student is able to make good progress without the additional or different resources, they will not be identified as having special educational needs. When any change of identification of SEN is amended, parents/carers will be notified.

The school will ensure that all teachers and support staff who work with a student with SEN or have an additional need are made fully aware of the provision that each individual student requires. This information is disseminated in the following ways: through the schools SEND Database, SEND Passports, Access Arrangements spreadsheet, ARBOR and staff emails, staff briefings and SENCO updates

### **8.3 Consulting with 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. As part of our normal teaching arrangements, all students will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the student has a special educational need. All such provision will be recorded, tracked and evaluated through the reporting system which will be shared with parents three times per year.

If, following this provision, improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards, the student will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of students with an Education, Health and Care Plan will be invited to contribute to, and attend, an annual review. Wherever appropriate it will also

include other agencies involved with the student. Information will be made available for parents.

When a student has been identified as having special educational needs because special educational provision is being made for him or her, the student will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

## **9. Assessing, Monitoring, Reviewing and Evaluating Progress towards Outcomes**

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

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
- The student's previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The student's individual development compared to their peers and national data.
- Collaboration with parents/carers to seek their views and experience and agreed next steps.
- The student's own views
- Advice from external support services, if relevant
- Ensure students are prepared for their next steps and onward pathways.

All teachers and support staff who work closely with the student will be made aware of their needs, provision plan outcomes, key strategies, provision and approaches to support them throughout the school day. Any changes to provision will be communicated in a timely manner through the school's SEN protocols and processes as set out in the SEN Information Report.

This Policy and SEN Information Report will be reviewed by the SENCO every year. It will also be updated to reflect any changes to the information or statutory policy.

The Policy will be approved by the Governing Body and is available to read and refer to on the schools website.

## **10. 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, Headteacher to resolve the issue before making the complaint formal to the Chair of the Governing Body.

If the complaint is not resolved after it has been considered by the governing body,

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 an 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.

Parents/carers of students with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that the school has discriminated against their child. 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

All complaints relating to a named member of staff must be sent to the Headteacher.

If a complaint is not resolved after it has been considered by the Governing Body and you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the students themselves.

To see a full explanation of suitable avenues for complaint, pages 246 and 247 of the

SEND Code of Practice [SEND Code of Practice](#)

Complaints Policy - [website link](#)

Kent Parent Partnership Service (IASK - Information, Advice and Support) 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/>

## 11. Glossary and SEND Acronyms

- **Access arrangements** - special arrangements to allow students with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a student's EHCP
- **Area of need** – the 4 areas of need describe different types of needs a student with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **EHCP needs assessment** – the needs assessment is the first step on the way to securing an EHCP. The local authority will do an assessment to decide whether a child needs an EHCP.
- **EHCP** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHCP needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the student's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the student
- **Intervention** – a short-term, targeted approach to teaching a student with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for students with SEND in the local area
- **Outcome** – target for improvement for students with SEND. These targets do not necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support students with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports students with SEND
- **SEND support** – special educational provision which meets the needs of students with SEND
- **Transition** – when a student moves between years, phases, schools or institutions or life stages