



Special Educational Needs and Disability (SEND) Policy

This policy was approved on 6th February by the Full Governing Body to be reviewed annually.

Introduction

This policy is written in line with the requirements of:

- Children and Families Act 2014
- SEND Code of Practice 2015
- Equality Act 2010
- Schools Admissions Code, DfE Dec 2014

This policy should be read in conjunction with the following school policies

Behaviour Policy, Single 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.*

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 schools or mainstream post-16 institutions. (*SEN Code of Practice 2015, p15*)

Definition of disability

Children and young people who have SEND may also have a disability under the Equality Act 2010 – that is ‘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’. *SEN Code of Practice, (2015, p16)*

At Queen Elizabeth's Grammar School, we make provision for every kind of special educational need, including those without a Education, Health Care Plan (EHCP); dyslexia, dyspraxia, speech and language needs, autism, Asperger's Syndrome and learning difficulties. 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.

Admissions policy for SEND

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.

Identification and Assessment of Students with SEND

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.

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. At this point we will have identified that the student has a special educational need because the school is making 'special educational provision, namely provision that is different from or additional to that normally available to students of the same age.' SEND Code of Practice 2015, (p.94 6.15).

If the student is able to make expected progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the student as having a special educational need. If the student is able to maintain good progress

without the additional and different resources he or she will not be identified with special educational needs. Parents will be notified in advance of any changes to the SEND register.

We will ensure that all teachers and support staff who work with the student are aware of the support to be provided and the teaching approaches and strategies to be used.

Each review of the provision plan will show whether adequate progress is being made having been informed by school data, the views of the student, parents and subject teachers.

In addition to our own monitoring of students, consideration of information from other sources we will be taken into account. This may include medical or psychological assessments, reports from their previous school and information from the student's parents.

The SEN Code of Practice (2015, 6.17) describes inadequate progress thus:

- 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 rate of progress
- Widens the attainment gap

For students with or without an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the additional provision.

Access Arrangements and Reasonable adjustments for Exams

As a school we believe in best practice. The Joint Council for Qualifications (JCQ) guidelines for the implementation of reasonable adjustments is followed for all our internal and external examinations.

This means that whilst advice and recommendations may be given in external specialist reports, it may not be possible to follow these if the assessment data does not fall within the limits set by JCQ. However, we will enforce all reasonable adjustments in examinations, as recommended by a specialist report (e.g. Educational Psychologist), that are supported by the evidence that falls within the JCQ guidelines.

The SENCo retains oversight of the access arrangements process within the school. Working with the Specialist Assessor, and the school's Examinations officer, the SENCo ensures that all access arrangements are correctly in place.

Any decision to apply for access arrangements will always be made by the school, acting for and on behalf of the awarding bodies. The school will be guided by a thorough understanding of a student's learning needs and in a range of circumstances over time; including assessments by the SENCo and/or the Specialist Assessor conducted from Year 9, recommendations from external reports (where the private assessor has consulted with the school prior to the assessment taking place), and the school teacher's own knowledge of the student's needs and their normal way of working, both in school and at home. A portfolio of 'evidence of need' will be compiled by the SENCo to support any application for access arrangements; this will include teacher feedback and evidence of a student's work.

Evaluating the Effectiveness of Provision for Students with SEND including those with SEN/EHC Plans

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 above. 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.

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. 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.

Mental Health and Wellbeing

At Queen Elizabeth's Grammar School we aim to promote the mental and physical health and emotional wellbeing 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.

One in ten young people between the ages of 5 and 16 in the UK, will have an identifiable mental health issue at any one time. Our Inclusion Team are familiar with the risk factors and warning signs that may indicate that a student is at risk of developing a mental health problem. As part of our Child Protection procedures, both staff and students are encouraged to share any concerns that they may have about the mental health of a student, with a member of the Inclusion Team or with the relevant Head of Year or Key Stage manager.

The Inclusion Team monitor closely any students who are raised as a concern and will assess them as low or high risk students.

For those students who are felt to be at higher risk and therefore have need for additional help in this area, we also provide one or more of the following strategies, depending on which is felt to be the most appropriate:

- access to a counsellor
- time-out space when upset or agitated
- 1:1 intervention work on emotional regulation and resilience
- mentor time with a member of the Inclusion Team, Leadership Group or SENCo
- an Early Help notification for family or individual support
- referral to The Rosewood School
- external referral to Child and Adolescent Mental Health Service (CAMHS)
- referral to, and consultation with, the Local Inclusion Team Forum for specialist teacher advice on different areas of need
- referral to other support agencies such as the Rising Sun and The Young Lives Foundation

A decision on which support strategies will be provided, will be made by the Inclusion Team in consultation with parents and if necessary relevant healthcare professionals. This will take the form of an assessment of the student's needs, which will lead to the creation of a support plan and the implementation of the relevant action to provide that support. The support plan created will be reviewed regularly by the Inclusion Team and changes to the support offered will be made if necessary.

Students in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by students who do not need this support. The support provided will be discussed by the Inclusion Team, with parents and, if necessary, relevant healthcare professionals.

The name and contact details of the SEND Co-ordinator

The SENCo at Queen Elizabeth's Grammar School is 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

Tel: 01795 533132

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.

Involvement of 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.

Involving Specialists and Outside Agencies

When a student continues to make less than expected progress due to SEND, and more support is needed, despite the use of interventions, the school may recommend consultation, assessment and support from outside agencies (for example, Local, Inclusion, Forum Team (LIFT), Early Help, Speech and Language, or Occupational Therapy). The school will contact parents in order to suggest which route the investigation and support should follow.

Complaints Procedure

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 student with requirement for direct therapy or advice.
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team.

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 and <https://www.iask.org.uk/>

Transition Arrangements

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 extra Transition Support sessions to help the transition process and reduce anxiety. The SENCo will email the parents of those identified students directly, with details prior to the Induction Day.

We also contribute information to a students' onward destination to Further Education by providing information to the next setting.

More information about the 'Local Offer' can be found at

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

Parents without internet access should make an appointment with the SENCo and Inclusion Team for support to gain the information they require.

Signed

(Chair of Governors)

Date