

Queen Elizabeth's School SEND Information Report 2024

Please note that this report should be read in conjunction with the School's SEND Policy, Exam Access Arrangement Policy, Medical Policy and Accessibility Policy. Equal Opportunities Policy.

Key Contacts.

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What are the main additional needs at Queen Elizabeth's school?

Queen Elizabeth's school has a wide range of needs which fit within the four broad areas of need, as identified in the DfE Code of Practice (2014). Our highest area of need is Cognition and Learning, due to students identified as being dyslexic. Language and Communication is our second highest level of need with a high number of students being diagnosed with Autism as well as Speech and Language difficulties. As per national trend, we are noting an increase in Social, Emotional and Mental Health (SEMH) concerns, including those students with ADHD.

As identifying students with SEND is fluid and not static, as of September 2024, Queen Elizabeth School has forty-five students with an Educational Health Care Plan (EHCP) and two hundred and forty students identified as SEN support (K).

The percentage of students within Queen Elizabeth's school that have SEN compared to the national average, suggests that Queen Elizabeth's school is below the national average for EHC plans and above national average for SEN support (K).

How are SEND students and disabled students admitted to Queen Elizabeth's School?

Students with additional needs will apply to Queen Elizabeth's school in the usual admissions process, as outlined in our Admissions policy. Those with an EHCP will apply during their Annual Review process and transfer phase in year 8, with guidance from Dorset and BCP SEND teams. Consultation with Queen Elizabeth's school to take place based on paperwork provided to the school.

Queen Elizabeth's is open to discussion with parents, young people and professionals involved prior to making the decision on placement, this is to ensure that Queen Elizabeth's is the most suitable environment and offers the most appropriate provision for the young person to succeed and meet their potential.

Queen Elizabeth's offers a range of existing facilities to support disabled students,

including disabled toilets on each floor, lift access to all floors and a physio bed for Occupational Therapy. This is in addition to the first aid room and the inclusion room (HUB). Queen Elizabeth's school prides itself on being an inclusive setting where students feel safe and thrive to meet their potential. We welcome honest dialogue with parents and students with medical needs who wish to potentially attend Queen Elizabeth's school.

How are additional needs identified at Queen Elizabeth's School?

At Queen Elizabeth's school we monitor the progress of all our students to identify those at risk of underachieving. Historical data from the student's previous school, parental concerns and concerns raised by the pupil themselves, are supported by a range of methods to identify possible underlying needs.

Historical data shared with the school will always be explored during transition meetings prior to the student starting with us. Individual SEND folders will be requested and passed onto the Inclusion - SEN department.

The SENDCo encourages the parents to observe and discuss with the school their knowledge of their child's learning styles. Often for Communication and Language needs, parents may identify certain traits at home, as such we welcome contact from parents to discuss needs further.

Students are also able to make appointments with the SENDCo to discuss their concerns in regards to school. These discussions will focus on a range of issues, which require strong communication between the SEND department and the classroom teacher. Pastoral staff as well as teachers have a referral system to request support from the SENDCo when strategies that have been used in the classroom for a significant period are not impacting on the students progress or their independent learning.

As part of the investigative process to determine whether a student had additional needs, Queen Elizabeth's school will review a range of data to gain a holistic understanding of the student, this includes academic progress, attendance, behaviour incidents and social interactions. We provide internal testing via our qualified psychometric Exam Assessor, to build up a greater picture of the student's cognitive profile. Testing can include Dyslexia Screening, reading and spelling ages, writing speeds and processing speeds. As an educational setting, we are not able to diagnose neurological conditions, physical medical needs or mental health issues. In these cases, if there is enough evidence and it is deemed appropriate that the young person meets the referral criteria, the SENDCo will complete an external referral for further specialist investigations. The following agencies can be referred to: Community Paediatrician, CAMHS, the Hearing Support Service, the Vision Support Service and Speech and Language service.

We follow the statutory guidance and definition from the DfE Code of Practice on whether a student is identifying as SEND. The SEND team shares all key findings whether from internal or specialist external reports to student's classroom teachers by students' electronic records, the inclusion register and email communication.

What provision can Queen Elizabeth's School offer students with SEND?

Queen Elizabeth's school prides itself on making sure that all students have access to a broad and balanced curriculum. Provision and support for students is identified in three differing waves, wave one (universal) wave two (group) and wave three (small group). This provision is determined by the individual student's needs and progress. In most cases the students will receive universal and group wave support before being placed with any small group intervention, as per guidance from the Code of Practice and the graduated response approach.

Queen Elizabeth's School follows the latest research into effective SEND support from the EEF which states that quality subject specialist teaching is the most effective support strategy. With this research, the majority of our SEND students attend all of their timetabled lessons. Our training and expectations from classroom teachers ensures that all teachers are aware of student's individual needs. Using Rosenshine's Principles of Instruction, a thoroughly researched and proven pedagogical strategy works in harmony with supporting students with SEND. We have very limited support in class, preferring to support students in a lower ratio of staff to students, to support independence and preparation for adulthood. Therefore, students can expect to be supported by a wide range of assistive technologies in the classroom, to help access the curriculum and evidence their knowledge and understanding.

In addition to this support, we have a set of timed interventions that are run by specialist staff and HUB mentors. These programs include ELSA, Counselling, English and Mathematic support, Accelerated Reading, EAA mentoring, Social activities and homework club. Whether a student is identified as having SEN or an EHCP, the intervention offered to them will be personalised and based upon the graduated response of assess, plan, do and review cycle.

How are students with SEND assessed, with regards to their provision and how is further provision determined?

Through the collection of data, teacher monitoring and parental meetings, the SENDCo and Head of Faculty/ Department identify students who are not necessarily making progress. This information is gained through a predetermined time frame to ensure efficient time to embed new skills and knowledge. Formal assessments are used to identify potential requirements for further testing and support.

Students, parents/carers, the SEND team, pastoral staff and classroom teachers are all required to provide their input into a student's review to gain a full understanding of a student's provision and progress.

When there is potentially a lack of progress after the classroom teacher / Head of House has used various first quality teaching strategies and resources, students will be discussed with the SENDCo. Further assessments may be carried out and interventions given, to support the student in making progress. Wave two intervention is discussed with the student and parents and admission onto the SEND register is made. Specialist advice may also be sought to assess whether any further recommendations need to be implemented for the student.

Progression onto Wave three is considered when Educational Psychology has supported and explored the student's needs. Parental support, student engagement and significant provision needs to be delivered daily, for a student to be acknowledged at needing wave three

Students are also able to be removed from the SEN register when progress has been made and interventions are no longer needed. This information is communicated with the student and parents, their success celebrated.

The SEND register is reviewed throughout the year. The following codes are used on the SEND register:

- K for pupils receiving SEN and EAA support, accessing assistive technology and interventions such as mentoring, counselling, small group support and ELSA.
- K+ for pupils receiving SEN support where outside agencies are/have been working with the student, the student is actively engaging with interventions and programs to support their academic progress and independence
- E for students with an Education Health Care plan
- N is for monitoring the student, on or off the SEN register.

All teachers and support staff have access to the data on SIMS.

What training do staff undertake at Queen Elizabeth's School to support students with SEND?

Continual Professional Development and staff commitment to learning, is a strong characteristic at Queen Elizabeth's School. SEN Team staff are included and invited to all CPD that is delivered within school, on the INSET days that are advertised, as well as sessions led by external agencies such as Vision and Hearing impairment.

The SEN Team has weekly briefings with the SENDCo/ Deputy SENDCo and there is a whole school briefing led by the Head of school. In conjunction with these briefings, a whole school teaching and learning meeting is held every Wednesday with supporting year meetings on Tuesdays. Information is shared, good practice and processes discussed plus individual students who are experiencing challenges.

Underpinning this work, in the last year all staff and SEN team members have attended training events on:

- Rosenshine
- Walkthrus
- Curriculum mapping - ways in for SEN students
- Reading and retrieval
- Prevent
- SPACE training - LGBTQ+
- Behaviour and relationships
- Peer on Peer abuse
- Assistive technology - how to support the student to become independent
- Know your students and the use of 'Show me' boards
- Provision Map

Additionally, all SEN team members have attended training on:

- Supporting students through bereavement
- ELSA training and supervision
- Supporting students with hearing impairments
- Supporting students with Non Epileptic Attack Disorder
- Examination Access Arrangement and invigilation

The SEN Team are also encouraged by the SENDCo to explore areas of interest through academic reading, forums and professional association membership.

How are students with additional needs encouraged to take part in the wider school offer and learning opportunities?

Through our 'Commitment to hope' we actively encourage all of our students to enjoy and take part in extracurricular activities. Through the QE Family, students experience and provide a sense of belonging and the importance of community. SEND students are represented across the school, in the wide variety of clubs, groups and organisations such as:

- QE family - Post 16
- Student Voice (Yr9 - Yr13)
- All aspects of musical theatre - Oliver! 2024 (Footloose coming Jan. 25)
- LGBTQ+
- Art Exhibitions
- Music in the Community
- Football teams
- Rugby
- Hockey
- Cross Country
- Cricket
- Athletics
- Duke of Edinburgh
- Visit to Bournemouth University
- BIMM - Music school.

We aim to remove any barrier that would limit students from being able to attend and participate in events. We support by creating adjustments and providing extra provision for students to participate in events, with further risk assessments, extra staff and flexibility. We are an inclusive school and through our values of 'Community, Love, Respect and Kindness' we encourage engagement with any extra curricular activities by ALL students.

What Social, Emotional and Mental Health (SEMH) provision is there at Queen Elizabeth's School?

As SEMH has risen as a need across the school, Queen Elizabeth's School has introduced a plethora of support personnel and opportunities for students to receive guidance for their mental health. Within the school, our own in-house counsellor, is supported by three chaplains that are connected to the three year groups. We have three ELSA specialists and

other SEMH support staff that work across a range of provisions such as 'Breakfast Club' to pastoral mentoring and workshops that are overseen by Dorset EP provision. We operate a wave approach to wellbeing, which begins with an increased pastoral support leading up to 1:1 counselling. Mindfulness, Theory of Mind and CBT are tools we use to promote self regulation. We frequently seek advice and support from specialist professionals such as Educational Psychologists and CAMHS therapists, on interventions and individual students. Queen Elizabeth's school has taken part in a pilot program during 2022-2023 which focuses on Emotional Behaviour School Avoidance (EBSA) which is led by Dorset EP service. Since this program, the QE SENDCO alongside a Dorset Educational Psychologist have created an EBSA support program run in school for students who struggle with resilience to overcome attendance habits.

We also include our parents when it comes to supporting the students' wellbeing. We have held coffee mornings with the support of Dorset Mind, to discuss and sign post parents to appropriate support within the community for their child. Students and parents have received exam anxiety resources by intouch, prior to mock examinations to support students at home.

How are parents and students included in the decision making process?

A personal approach welcomes all students and parents into the process where decisions are made about SEN provision. We are proud of our open communication and easy access to parental and student meetings that inform an inclusive approach within our Academy Trust. We support and encourage a wide range of communication methods, be that emails, online meetings or face to face meetings held in school or another preferred venue.

How are transition periods managed at Queen Elizabeth's School?

Transitions are planned and supported at both entry and exit to the school. Through pastoral meetings and visits, by staff and students, we begin to build a trusting relationship with our incoming students plus feeder school / colleges. Parents and their children are openly encouraged to visit the school at the key transition dates prior to starting the academic year. Private appointments to view the school in action during the day are encouraged, enabling prospective students to meet key staff, ask questions that are relevant to them and to fully understand how QE school can support and challenge their children. Students can also request to receive a visual timetable prior to the start of the academic year, to enable an informed transition. Follow up meetings are offered to parents after the initial transition, to welcome and establish new working relationships.

How is the provision and support of students with SEND evaluated at Queen Elizabeth's School?

Student success at Queen Elizabeth's school is measured using a range of key performances which are frequently reviewed and acted upon. Together with academic progress and positive contributions/experiences of students within the school, we aim to ensure that students are included and happy with their school experience.

We aim to reduce any gaps between students with SEND and those who do not, this includes reviewing academic progress, attendance, behavioural data and attendance to extra

-curricular opportunities. Through the student voice and parental contributions, we identify the student experience and review the provision employed to support the student. We work hard to challenge our students, fostering ambition and high expectations of themselves and their future.

How can parents make a complaint about SEN provision within Queen Elizabeth's school?

Queen Elizabeth's School has a complaint procedure and this will be followed for any SEND complaint. Parents are encouraged to discuss any concerns initially with the Tutor and /or Head of House. This query can then be discussed and resolved with either the Deputy SENDCo or the SENDCo.

If the parent does not feel that the matter has been resolved satisfactorily, they will need to follow the Complaints Procedure for Queen Elizabeth's Upper School.

What do our parents say about SEND at Queen Elizabeth's Upper School?

I am very happy with the SEND department and the amazing support they provide from a social and emotional perspective.

Helena Doherty 09.07.2024

Thank you very much for your time after school. It is greatly appreciated. Thanks also for your understanding and unwavering support. You always seem to know what we need and want before we even say it and you make it look effortless, which I know it really isn't. I wish all schools had a Kim to keep everyone on top of things and make all teachers think about what students really need.

Graham Knott 16.06.2024

We attended Lewis' parents' evening tonight and we are completely blown away by his mock exam results and all the hugely positive comments from all his teachers.

He is doing so well and this is down to you and the SEN team. Without you all I truly believe he would have struggled so much.

I hope you don't mind but I have also spoken to Brian Boyes to praise you, the SEN team and the HUB team. You are all incredible and we will never ever be able to thank you all for the support and guidance you have given Lewis.

Mrs Salmon 17.05.2024

Thank you very much for organising this meeting. It was so nice to be invited to something like this. By the sounds of it I'm not alone in not having been given a lot of information in the past and like most others feel quite isolated. So I can see these meetings could be a good thing to provide this for information sharing.

Mrs Ambler 01.02.2024