



Queen Elizabeth's School SEND Information Report 2022.

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. Communication and Language 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 2022, Queen Elizabeth School has nineteen students with an Educational Health Care Plan (EHCP) and two hundred and forty-one 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 in line with the national average.

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 offer 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 treatment 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. Since the covid pandemic, parents have supported their children at home and have observations that they wish to share. These concerns are always welcomed and shared either by email or parental meetings at school.

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 (1:1). 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 1:1 intervention, as per guidance from the Code of Practice and the Graduated Response.

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 ensure 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 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, Meta-Cognition, Touch Typing, 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 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 when a code has been removed as it is no longer necessary

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 have weekly briefings with the SENDCo/ Deputy SENDCo and attend a briefing led by the Head. In conjunction with these briefings, the pastoral team meets daily and middle leaders once a week. 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

Additionally, all SEN team members have attended training on:

- Supporting students through bereavement
- ELSA training and supervision
- 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 - We Will Rock You
- 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 extracurricular 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 five chaplains that are connected to the five Houses. We have one ELSA specialist and three 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 been invited to join a pilot program for 2022-2023 which focuses on Emotional Behaviour School Avoidance (EBSA) which is led by Dorset EP service.

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 student's at home.

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 students.

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. Over the last three years, students with SEND in year 11 have improved their progress 8 score and all of our SEND students have accessed a post 16 course and placement of their choice. We work hard to challenge our students, fostering ambition and high expectations of themselves and their future.