



QUEEN ELIZABETH'S SCHOOL (WIMBORNE MINSTER)

Special Education Needs and Disability (SEND) - Policy & Procedures

Review:

Title of Policy	Special Educational Needs and Disability (SEND) Policy
Policy Type	Statutory
Review Cycle	Annual
Policy reviewed by	Kim Ashby - Head of Inclusion - SENDCO
Committee responsible	WAT - Academy Chair - Jane Mursell and David Sims
Date of review by committee	Reviewed June 2022
Next Review	May 2023

1. Introduction and Purpose

QE has high aspirations for all pupils identified as having SEND. We strive to ensure that all pupils achieve the best possible outcomes, that they become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training. The QE focus is on moving pupils towards clearly identified outcomes by using a range of support interventions, expertise and provision where the highest quality of teaching and learning is provided to all students, meeting individual needs and interests. There is a strong emphasis placed on supporting students in becoming independent learners.

2. Scope

This policy is applicable to all of Queen Elizabeth's School.

3. Legal Requirements.

This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 to 25(July 2014), and has been written with reference to:

- Equality Act 2010: Advice for schools – (DfE May 2014)
- Children and Families Act 2014
- Guidance from Dorset Local Authority, 2017

4. Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice: 0-25 years (Jan 2015) explains that a student has special educational needs (SEND) if:

- they have a learning difficulty or disability which makes it much harder for them to learn than other pupils of the same age; and
- they require special educational provision to be made for them

There are four main areas of SEND:

- communication and interaction needs
- cognition and learning difficulties
- social, emotional and mental health difficulties
- Sensory and/or physical needs

A disability is described in law (Equality Act 2010) as “ a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities”.

The school's website holds information about SEND and specific information about how pupils with SEND are supported in the curriculum and around the school. This includes a local offer document detailing the support that pupils with SEND can expect to access in school. We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents / carers, governors and staff.

Further detail about SEND and disability can be found on the Local Offer pages of the various local authorities working in partnership with the school:

Dorset's Local Offer:

<https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer.aspx>

Bournemouth, Christchurch and Poole SEND local offer:

<https://www.fid.bcpccouncil.gov.uk/kb5/poole/fis/localoffer.page>

5. Roles and Responsibilities

The Governing body will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that QE's arrangements to support disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published. QE uses the local authority arrangement for School Admissions.

In addition to this QE makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, QE liaises with the local authority, health services and parents / carers to ensure that appropriate arrangements are made to meet individual medical conditions and to complete where needed, a Health Care Plan.

The school's governing body ensures that the school meets the duties set out in the Special Educational Needs and Disability Code of Practice: 0-25 years. The SEND link Governor with oversight of the arrangements for SEND and disability at our school is:

Mrs Jane Mursell jmursell@queenelizabeths.com and Mr Dave Sims dsims@queenelizabeths.com

The Headteacher, Mrs Katie Boyes, has overall responsibility for SEND and disability at our school.

Our SEN department is run by the Head of Inclusion and Special Needs and disabilities Co-Ordinator (SENDCO) is Mrs Kim Ashby.

Parents can contact Mrs Ashby by: kashby@queenelizabeths.com

Mrs Ashby is supported by a Deputy SENDCO is Mrs Samantha Parker. Parents can contact Mrs Parker by : Sparker@queenelizabeths.com.

6. Vision and Aims

Queen Elizabeth's School wants all our students to feel welcome, valued and included in the school community. We have high aspirations for our students with SEND and disabilities and strive to provide them with high quality learning opportunities to ensure that they achieve their best.

To achieve the above, we will:

- aim to develop all pupils to their full potential and to value them all equally
- ensure a consistent, whole school approach to identification and provision for pupils with SEND who need extra help and support
- differentiate learning opportunities for all pupils by supporting access to and progression within the curriculum.
- develop individuals' self-esteem by reducing barriers to progress and enabling each pupil to take part and contribute fully to school life, both in school and extra-curricular.
- work in productive partnership with pupils, parents and outside agencies ensuring a multi-agency and person centred approach to meet the learning and health needs of all vulnerable learners.
- request, monitor and respond to pupils and parents/carers views' to evidence high levels of confidence and partnership.
- ensure a high level of staff expertise to meet pupil need through well- targeted quality training and continuing professional development.

The school is newly built with full accessibility and has a range of specialist SEND facilities in place to support students.

7. Objectives

Queen Elizabeth's School will work to ensure that the right provision is made for each student with special educational needs and disabilities. We are committed to discovering and providing the best learning conditions for each student.

In implementing this policy, our goals are to:

- work with students, parents and teachers to identify students who have SEND and disabilities at the earliest possible stage
- ensure that students with SEND have their needs met and that they make progress
- work in line with the Special Educational Needs and Disability Code of Practice: 0-25 years (Jan 2015)
- provide support and advice to all staff who work with students with SEND and disabilities
- operate a whole school approach to meeting SEND, in which all members of the school community have an understanding of their role
- ensure that students with SEND join in with all the activities of the school alongside their peers
- adopt a person centred approach to supporting pupils with SEND ensuring that students and their parents are fully involved in decisions which affect them
- ensure that there is effective partnership working with outside agencies when appropriate

8. Admission Arrangements

Queen Elizabeth's School uses the Local Authority arrangement for school admissions. This arrangement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school.

9. Identifying Special Educational Needs

Students will be offered additional special educational provision when it is clear that their needs require intervention that is additional or different from quality first teaching and the well-differentiated curriculum.

Our teachers are responsible and accountable for the development and progress of the students in their classes, and we have systems in place to ensure that special educational needs are identified, monitored and support is put into place as early as possible. We start by providing teaching that is of a high quality, regularly assessing our students' progress and targeting areas of difficulty, adjusting work for students who require it.

Queen Elizabeth's School staff also use a wide range of tools and information to assess the level of SEND, and the support a student may require. These include:

- transfer information – data and previous school records supplied by middle school SENDCOs
- whole school tracking of attainment outcomes such as expected levels of progress
- tracking of achievement, behaviour and attendance data
- observations of a student, eg. from a parent/carer, teacher, tutor or support staff which may indicate additional needs
- medical notes from GP, hospital, CAMHS
- Educational Psychologist reports and specialist assessments
- Concerns raised by a parent/carer or student

If it is decided that a student has SEND and requires special educational provision that is additional and different from that which is available to other students at the school, they will be added to the SEND register under the category of SEND Support. Parents will be informed when this happens. The provision at SEND Support will be individual to each student, according to their SEND, but it could include: a special learning programme, additional support from a teacher or a teaching assistant, working in a small group to develop literacy and/or numeracy skills.

Sometimes other factors can affect a student's progress but are not considered to be a special educational needs, for example: attendance and punctuality, ill health, English as an additional language, looked after children, service children, behaviour (where there is no underlying SEND) and bereavement. These needs will be addressed using other processes or strategies.

10. Delivering and Managing Support

Queen Elizabeth's School uses a graduated response to support students with SEND. We aim to work closely with parents/carers and students to agree, action and monitor an individual's progress over time so that special educational needs for all pupils are addressed appropriately, effectively and with clear, desired outcomes.

The four parts of this approach are as follows:

1. **Assess** – as already outlined above, we assess the student's needs, listening to the views of the student and their parents as well as other professionals
2. **Plan** – *the SENDCO and subject teachers will plan the support needed.*
3. **Do** – our SENDCO will help subject teachers to support the student. They will consider the student's strengths and weaknesses and how best to help them. The teacher will also work closely with any teaching assistants or specialist staff involved.
4. **Review** – the SENDCO, where possible including the student and their parents/carers, will decide how effective the support has been. We will then aim to adapt the support in view of the student's progress.

If needed, during this process, we may ask for advice from specialist support services. Parental permission should always be sought prior to this.

Queen Elizabeth's School will support most students with SEND at SEND Support. If a student has been identified as having SEND, a support plan will be put into place including an information profile for teachers and teaching assistants and a provision map to identify the additional support that is being put into place.

The process in place to support students identified as having SEND include:

- Information tracker – this includes the desired outcomes, provision and strategies to remove barriers is written for all pupils on the SEND register and is kept confidentially by all teaching staff.
- Students receiving support within mainstream classes are monitored by class teachers and progress checks and reports are sent out to parents/carers as per the whole school system.
- SENDCO monitors the progress of individual pupils as well as the group of a whole with SEND using SISRA
- Parents and carers are invited to attend progress evenings where the SENDCO is readily available to meet and review support and progress.
- Briefings with the Inclusion team take place each week where student focus is the priority and feedback is given for any concern or success
- SENDCO meets regularly with those delivering targeted intervention to review and evaluate progress and impact.
- Meetings with the SEND governor and SENDCO take place termly to monitor the effectiveness of SEND provision in the school
- The SENDCO is part of SLT.

- Faculty reviews and student voice are also a feature of the review process.

The school receives Higher Needs funding to support our overall provision for students with special educational needs and disabilities. This is identified in the school budget and is spent on a wide range of resources including small group literacy and numeracy support, increased transition support from middle to upper school, supported homework sessions, purchasing equipment, access to ICT and targeted teaching assistant work.

Some students with more severe, complex and long term SEND may require an Education, Health & Care Plan (EHCP). If we feel this is the case, we will discuss this with parents/carers. Parents/carers can also contact the SENDCO if they feel their child may need an EHCP.

EHCP's are issued by the Local Authority following an education, health and care needs assessment. The school will work with parents and other services to request an assessment where it is felt this will be beneficial. Further details about the assessment process and EHCP's can be found on the relevant local authority's Local Offer (see previous links).

Additionally, student with EHCP have an annual review meeting held at the school, each year. The student, their parents/carers and any relevant professionals are invited to this. Annual reviews at Queen Elizabeth's School are person-centred and focus on the student's progress. They also consider whether the outcomes in the EHCP are still appropriate, review the special educational provision in place, review any health or social care provision currently in place and consider whether the EHCP is still needed.

For students in Year 9 and above there is a specific focus on preparing for adulthood. This includes thinking about:

- further or higher education – college, an apprenticeship or university
- employment
- independent living
- participating in society
- being as healthy as possible in adult life.

A report of the meeting is sent to the Local Authority.

Further detail about Annual Reviews can be found on the relevant local offer website (see previous links)

11. Coming off the SEND Record

A student will be removed from the SEND Record if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. It is possible that some students may require support for particular aspects of their learning which may be due to their underlying learning issues. All students will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some students it is possible that they will dip in and out of additional support throughout their school experience; parents/carers will be consulted at each stage if support is provided or when it will cease.

A student with an Education and Health Care Plan (EHCP) will follow the statutory guidance for ceasing an EHCP as set out in the Code of Practice. The ceasing of an EHCP is determined by the local authority where a student no longer requires the special education provision as specified in the EHCP.

If a student is removed from the SEND record, their progress will continue to be monitored through the school's tracking systems.

12. Transition Arrangements – Middle to Upper School

The school is committed to ensuring that parents / carers have confidence in the arrangements for pupils on entry to our school, in the year to year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents / carers and agree the information that should be passed to the next phase of education. Transition support may include extra visits, getting to know a key person or meeting the SENDCO. Parents/carers are invited to have a consultation with the SENDCO prior to transfer to discuss concerns, share effective strategies and to develop communication links

13. Sixth Form Students

The school actively encourages all students, including those with special educational needs and disabilities, to consider continuing their studies in the Sixth Form.

The Sixth Form has an application process that aims to support aspiring students including the Passport to Post 16 and interviews. The specific challenges faced by students with special educational needs and disabilities will be taken into account during this process.

The school offers ongoing support to Sixth Form students with SEND and disabilities, maintaining a system of close monitoring of academic achievements. If required, support from teaching assistants in lessons is available. All Sixth Form students have designated study support periods to assist them in completing required work. There is a programme of transition support to help students to adjust to the demands of Level 3 study.

Students who have previously accessed special arrangements for examinations will be re-tested to ensure continued eligibility, in line with JCQ regulations. Where there is concern from teaching staff, parents or students regarding access arrangements that have not previously been in place, testing can be arranged.

14. Training and Resources

Queen Elizabeth's School aims to keep all staff up to date with relevant training in relation to the needs of students with SEND and disabilities. Funding is set aside to support continued professional development.

Training needs are identified through a process of analysis of need, with the SENDCO and senior leadership team ensuring that training needs match school priorities. The SENDCO will also provide information on specific special educational needs for all staff. Additional training may also be arranged to support students with specific medical needs and will be arranged with relevant medical professionals. A programme of professional development is in place for teaching assistants.

15. Storing and Managing Information

All data stored electronically is subject to Data Protection law.

All paper records will be held in line with the school's policy/protocol on security of information.

16. Links to Other Information

This policy closely links with other policies, plans and information produced by Queen Elizabeth's School and these are outlined below.

Accessibility Plan

In line with the Equality Act 2010, the school is implementing an Accessibility Plan which sets out how we will:

- (a) increase access to the curriculum for our disabled students
- (b) improve the physical environment of the school to increase access for our disabled students and
- (c) make written information more accessible to our disabled students by providing information in a range of different ways

Our Accessibility Plan can be found in the Policies section of the school's website.

Supporting students with medical conditions

The school will work within the statutory guidance, *Supporting pupils at school with medical conditions* (2015).

We recognise that provisions relating to disability must be treated favourably and that QE is expected to make reasonable adjustments in order to accommodate pupils who are disabled or have medical conditions to enable access for curricular and extra-curricular activities.

Our "Supporting students with medical conditions" policy can be found in the Policies section of the school's website.

SEND Information Report and Local Offer

This policy, along with our annual SEND Information Report (a summary of how this policy has been implemented over the previous year), forms our local offer of support for students with SEND at Queen Elizabeth's School. This information is available on our school website.

Information about the school can also be found on our record on the Family Information Directory, part of Dorset County Council's website:

<https://familyinformationdirectory.dorsetforyou.gov.uk/kb5/dorset/fsd/home.page>

Examination Access Arrangements

The purpose of the policy is to ensure that Queen Elizabeth's School complies with its "...obligation to identify the need for, request and implement access arrangements..." (JCQ General Regulations for Approved Centres, 5.5) The policy also ensures that arrangements are carried out in accordance with the current edition of the JCQ publications 'Adjustments for candidates with disabilities and learning difficulties Access Arrangements and Reasonable Adjustments.'

17. Monitoring and Evaluation

The school's SEND Information Report will provide an annual account of the implementation of this policy, detailing how we have identified and supported students with SEND and disabilities. This policy will be kept under regular review, but it will be fully updated every three years/

Students with SEND and their parents/carers will be involved in this process by providing feedback on their educational experiences at the school. Others involved in this process will include the SENDCO and teaching staff.

We will evaluate the success of our policy through:

- our Self Evaluation Form (SEF)
- feedback from our students, parents and professionals working with the school
- analysis of lesson planning to take account of differentiation through learning walks
- progress data, including use of the school's tracking system (SISRA) and comparative national data to monitor the level and rate of progress for students with SEND and disabilities
- success towards outcomes included in EHCP's
- external evaluations or inspections

18. Complaints

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent/carer feels that they have concerns regarding how their child's needs are being met, they should contact Mrs Ashby (SENDCO): kashby@queenelizabeths.com

If a parent feels that their concern or complaint has not been dealt with satisfactorily, an appointment can be made to speak with the Deputy Headteacher or the Headteacher.

Further details can be found within our Complaints Policy which is available on the school's website.