

SEN/D Policy and Information Report 2019/20

Queen Elizabeth Grammar School Penrith



Approved by Governors' E&S Committee:

Chair of Governors: T Boving Foster

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Date: 20.06.2019

Headteacher: P Buckland

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Date: 20.06.2019

Contents

1. Vision, aims and objectives	2
2. Legislation and guidance	3
3. Definitions	3
4. Roles and responsibilities	3
5. SEN/D information report	4
6. Monitoring arrangements	11
7. Links with other policies and documents	11

1. Vision and Aims

Queen Elizabeth Grammar School is a co-educational selective school. There are approximately 879 students on role with approximately 221 of these attending our Sixth Form. Students may have additional needs throughout, or at any time, during their school career. Communication between Heads of Year, Senior Leadership Team and Teaching Assistants serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

At Queen Elizabeth Grammar School, we respect the fact that students:

- Have different educational and behavioural needs and aspirations.
- Require different strategies for learning.
- Learn at different rates.
- Require a range of different teaching strategies and experiences.

Teachers respond to students needs by:

- Providing support in all curriculum areas.
- Planning for students' full participation in learning, and in physical and practical activities.
- Planning for students to manage their behaviour, enabling them to participate effectively and safely in learning.

This policy/SEND information report ensures that teaching arrangements are fully inclusive. The majority of students will have their needs met through normal classroom arrangements and appropriate differentiation.

SEN/D Needs

Children and young people's SEND are generally thought of in the following four broad areas of need and support:

1. Communication and interaction.
2. Cognition and learning.
3. Social, emotional and mental health.
4. Sensory and/or physical needs.

Presently, at Queen Elizabeth Grammar School, we have students with a range of the above areas of need.

Our Aims and Objectives

- To ensure a consistent, whole school, approach to students with SEND.
- To identify students with additional educational needs as early as possible and ensure the necessary support is provided through early intervention, whenever possible.
- To create an environment that meets the special needs of each student (see Accessibility Plan 2017).
- To ensure all students have equal access to a broad, balanced and differentiated curriculum.

- To encourage students to develop confidence and self-esteem and to recognise the value of their own contributions to their learning.
- To encourage students to be fully involved in their learning, and in monitoring their progress.
- To make clear the expectations of all partners in the process and provision of special needs.
- To ensure parents are kept fully informed and are involved in meeting the needs of their child.
- To continually evaluate, plan and review children's progress.
- Ensure all staff - teaching and support staff - receives appropriate information and guidance to meet the needs of the children.
- We strive to empower our pupils by offering them strategies for coping, and by encouraging them to develop strength of character, self-respect and respect for others. (See Bullying Policy).
- We aim to create a caring community where no pupil need fear intimidation, by promoting an open listening ethos and encouraging pupils to support each other by reporting all instances of bullying (see Bullying Policy, Equal Opportunities, Disability and Promoting Race Quality).
- We aim to sort out problems quickly and effectively.

2. Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN/D coordinators (SENDCOs) and the SEN/D information report

3. Definitions

A pupil has SEN/D if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Mrs Julie Bellas. You can contact Mrs Bellas by telephoning school on 01768 864621.

She will:

- Work with the head teacher and SEN/D governor to determine the strategic development of the SEN/D policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN/D policy and the co-ordination of specific provision made to support individual pupils with SEN/D, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN/D receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEN/D support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.

- Work with the head teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEN/D up to date.

4.2 The SEN/D Governor and the Governing Body.

The SEN/D Governor is Mr Rob Shephard and he will:

- Help to raise awareness of SEN/D issues at governing board meetings.
- Monitor the quality and effectiveness of SEN/D and disability provision within the school and update the governing board on this.
- Work with the head teacher and SENDCO to determine the strategic development of the SEN policy and provision in the school.
- The Governing Body delegates to the head teacher responsibility to do his best to secure the necessary provision for any student identified as having additional educational needs. The governors ensure all teachers are fully aware of their responsibilities towards students with special educational needs by delegating responsibility to the SENDCO who issues appropriate information to all staff in September each year, and updates the information as necessary throughout the year. The Governing Body has put in place admissions criteria which do not discriminate against students with special educational needs and which offer fair access to the selection test (see Admissions Policy 2018-2019).

4.3 The Headteacher

The head teacher is Mr Paul Buckland and he will:

- Work with the SENDCO and SEN/D governor to determine the strategic development of the SEN/D policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEN/D policy.

5. SEN/D Information Report

5.1 What kinds of SEN/D do you provide for at QEGS?

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum condition, speech and language difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD) and Attention Deficit Disorder (ADD), attachment disorder, anxiety issues.
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, muscular tic disorder (Tourette's Syndrome), hypermobility, brittle bone disease.

5.2 How are students with SEN/D identified? Who should I contact if I think my child has a special educational need/disability?

Students with SEN/D are identified in a variety of ways:

- Information received on transfer from other schools (see also Transition).
- Evidence from parents/carers (see also Transition).

- Through the school’s screening and assessment procedures. The school conducts a Cognitive Ability Tests (CAT) to gather data which indicates whether a student is below the expected level for their age.
- Concerns raised by existing students or parents/carers who can contact the SENDCO, Head of Learning Support, at any stage to discuss their concerns.
- Records or contact from other agencies (for example, medical or social care agencies, specialist teaching services, speech and language therapists, etc.).
- By subject teachers/leaders, form tutors and Heads of Year through the school’s academic tracking progress, for example, if a student’s progress is substantially below the expected level for their year.
- Observations from teachers and teaching assistants about a student’s emotional welfare.

We will assess each pupil’s current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils 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.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN/D.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. Please contact the SENDCO, Mrs Julie Bellas, if you think your child may have a special educational need or disability.

5.3 What about student voice? How do you ensure that intervention is child centred? How are parents involved in consultations around their child?

Students are invited to write targets for their Personal Learning Plans and are involved in the Review process.

We will have an initial meeting with the pupil and their parents/carers when identifying whether the student needs intervention. These conversations will make sure that:

- Everyone develops a good understanding of the pupil’s strengths and difficulty.
- We take into account the parents’ concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear what the next steps are.

5.4 How do you assess pupil’s progress towards outcomes?

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs.

This will draw on:

- The teacher's assessment and experience of the pupil.
- Their previous progress and attainment and behaviour.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The pupil's own views.
- Advice from external support services, if relevant.

Plan:

In many cases, identification comes through a combination of the above.

When a potential SEN/D has been identified, the school will use one or more of the following to assess the student.

- Feedback from the student, parents/carers and school staff (which may include the subject teacher/leader, form tutor, SENDCO, teaching assistants).
- Observations in lessons.
- Information from professionals who have been working with the student in their previous school.
- Assessment tools which may include (as appropriate):
Handwriting, spelling, reading/comprehension tests or other similar screening tools.
- Completing an Early Help Assessment to seek advice from external professionals.

Do:

The following people may be involved in the identification and/or assessment of a student's special educational needs and may discuss concerns with the students and parents/carers:

Teachers deal most directly with a student's progress and all teachers are considered to be teachers of SEN/D. This means that all teachers will:

- Be familiar with the SEND Code of Practice Graduated Approach, the school's current SEND policy/information report, categories of SEND and possible symptoms.
- Ensure high quality differentiated teaching is the first step in responding to students who may have additional educational needs.
- Identify and discuss with subject leaders, Head(s) of Year and SENDCO any students who are not making the expected rate of progress according to the school's monitoring process or who are giving cause for concern on account of social and emotional difficulties.
- Provide appropriate support as directed by the SENDCO (often through a Personal Learning Plan.)
- Direct, guide and liaise with teaching assistants who work with them in lessons to support students.
- Contribute feedback to reviews of progress.

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

Review

- The SENDCO will work with all staff to ensure that students who may need additional or different support are identified as early as possible.
- The progress made by all students at this school is regularly monitored and reviewed.
- Students who are not making adequate progress or who have specific learning difficulties may be identified as having special educational needs.

- Class teachers/heads of year/form tutors consult with the SENDCO when the evidence gathered through the usual assessment and monitoring arrangements gives concern about a student's progress.
- This will be monitored and reviewed regularly through a Personal Learning Plan (PLP).
- The SENDCO will consult parents, students, carers, teachers and support staff about the PLP, to ensure all interested parties are aware of the learning targets and their contribution to the implementation of the plan.
- Each PLP will be reviewed after an appropriate period of time to enable a judgement to be made about its effectiveness, but in any case once a term. All review outcomes will be recorded. Parents and students will be invited to take part in the review and target-setting process. Students are invited to make a contribution to their review meetings and to reflect on their own progress and the support they have received. The voice of the student is of paramount importance.
- If we have evidence that a student is making insufficient progress despite support, the SENDCO may seek further advice from external specialists through the Early Help Assessment process. The SENDCO, will keep parents and students fully involved and informed about any proposed interventions.
- A student with an Education Health Care Plan (EHCP) will, in addition to the on-going review of his or her progress and specific support through his or her PLP, be reviewed annually. A report containing recommendations will be provided for the LA which will consider whether to maintain, amend or cease the EHCP, using the procedures described in Section 9.166 of the new Code of Practice for SEND (reviewing an EHCP).
- The SENDCO, will liaise with the receiving school when a student with special needs is due to transfer, and will forward to the receiving school as early as possible all relevant information, to enable an effective transfer. The SENDCO, also ensures that students going on to further education have the information they need to access appropriate support.
- Outcomes are measured in a number of ways. Pupils' progress towards individual targets provides a good indicator of the effectiveness of intervention. Success in enhancing academic progress is also measured through tests and exams.
- The effectiveness of some work of the SEN/D department is measured in terms of social inclusion and pupils' ability to participate in, and enjoy, extra-curricular school activities.

5.5 How does QEGS support students with SEN/D to move on to different phases of education? What were the destinations of past students with SEN/D?

The SENDCO has contact with Inspira and Adult Social Services and offers families the opportunity to meet and access advice and information for future studies and preparing for adulthood. We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. The SENDCO arranges transition visits.

Past destinations of students with SEN/D have included:

Lancaster University
 Carlisle College
 Kendal College
 Liverpool John Moores University
 Newcastle University
 Warwick University
 Nottingham University
 Edgehill University

5.6 What is your approach to teaching pupils with SEN/D?

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils with SEN/D. This will be differentiated for individual pupils.

We also provide the following interventions:

- 1:1 or small group lessons with a multi-sensory focus on spelling strategies and improving writing skills.
- 1:1 programmes on anxiety management.
- 1:1 programmes on anger management.
- 1:1 programmes on developing resilience and raising self-esteem.
- Small group fine motor skills and handwriting programme.
- Daily lunchtime nurture club (Chill Zone) promoting social skills, inclusion and relaxation.
- Small group booster sessions on revision skills and strategies.
- Small group sessions on the Social Use of Language.

5.7 What facilities do you have to assist access to the school by disabled students; and do you have an accessibility plan?

We make the following adaptations the curriculum and learning environment to ensure all pupils' needs are met:

- Adapting timetables so that students have access to ground floor classrooms. Automatic doors and ramp to the school entrance, Science labs on ground floor and wide corridors to enable access. Lavatories in Science block, main building and P.E. block.
- We have a reviewed Accessibility Plan (2017) which may be found on the school website under the heading of Policy Documents.
- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 What training has staff had and what do you plan for the future?

- All teaching and support staff have received Level 1 Safeguarding training.
- All teachers and teaching assistants have attended an Autism Awareness course presented by two specialist teachers from the Local Authority.
- The SENDCO has attended Safeguarding Courses, Level 2 and 3.
- The SENDCO has completed the Level 7 Postgraduate Award of Proficiency in Assessment for Access Arrangements (January 2017) which means she is now qualified to be the Centre's specialist assessor for Access Arrangements in line with new guidelines issued by the Joint Council of Qualifications in 2015.
- The SENDCO is now a qualified Mental Health First Aider following completion of a 2 day course run by Eden Mind.
- Mrs Lockley (Senior Teaching Assistant) attended a two day course on Speech, Language and Communication Needs in the Secondary Environment. Mrs Lockley is qualified to undertake the Social Use of Language Programme (SULP).
- The SENDCO has attended SIMS training with a focus on SEN/D.
- The SENDCO has presented training to student teachers and new members of staff around meeting the needs of individual students.
- Two teaching assistants have been involved in the Behaviour Policy working group.
- Staff have had training on Attachment Disorder.
- Staff had have training about Suicide Awareness and Self Harm.
- The SENDCo and teaching assistants have attended training on Polyvagal Theory at Ullswater Community College.
- In October, the SENDCo is planning to undertake a course in Drawing and Talking Therapy.
- Staff have had training relating to LGBT+.

5.9 What expertise and training do staff who work with SEN/D have?

Our SENDCO is an experienced and qualified teacher with an Honours degree in English Literature and has a nationally approved specialist qualification (National Award for Special Needs Co-ordination). The SENDCO has also completed training in Autism Spectrum Condition, Dyslexia, Attachment Disorder, Every Child a Writer, Safeguarding Level 3 training, behaviour modification and de-escalation strategies, filmed and edited the National Oracy project, has experience of working with teenagers with profound SEN and has worked in a Strategic Facility for children with a wide range of SEND. The SENDCO is the Centre's Specialist Assessor for Access Arrangements.

We have a team of 3 part time teaching assistants. Please see above for training.

5.10 How does QEGS secure equipment and facilities for those students with SEN/D.?

We endeavour to look at each child with additional needs as an individual therefore consult with the student about what works best for them. This may be in the form of specialist stools/cushions following a site visit from an occupational therapist, easy access to lockers, a place to eat lunch, modified timetable, recommended IT aids. This list is not exhaustive.

5.11 How effective is the provision made for students with SEN/D?

We believe that the support students receive at QEGS is effective. By adopting an holistic approach to each individual, establishing strong communication links with parents/carers and by placing the student at the centre of his/her own learning journey, we work hard to ensure that each student leaves QEGS with appropriate qualifications which can take them onto their next phase of learning or employment.

We evaluate the effectiveness of provision for students with SEN/D by:

- Reviewing the pupils' individual progress towards their goals each term.
- Reviewing the impact of interventions after 6-8 weeks with PLP reviews.
- Monitoring by the SENDCO e.g. regular tutorials with Y10 and Y11 students on SEN/D register.
- Holding annual reviews for pupils with Education Health Care Plans.

Examples of students' progress.

Last year, Year 13 students went on to study Medicine and Surgery, Nursing, Medicine, Zoology, History, Sports and Exercise Therapy.

5.12 How does QEGS enable pupils with SEN/D to engage in activities available to those in the school who do not have SEN/D?

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our residential trip(s) and where possible a teaching assistant will attend.
- All pupils are encouraged to take part in school productions, sporting teams and sports days, choir, orchestra and Cambiata.
- Sports day/school plays/special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.13 How do you promote positive mental health at QEGS?

We have a programme of assemblies which includes visiting theatre groups which tackle the issues of personal safety, bullying, communication and relationships. Eden Mind counsellors are involved annually for our citizenship days and deliver programmes on positive mental health and offer advice on how to access support. Our Assistant Head of Student Welfare (Mrs Rebecca Chapman) works closely with the Heads of Year, SENDCO and our Attendance and Support Officer to ensure that vulnerable students have a key worker. We pride ourselves on the notion that we are the "QEGS family" and students have access to a daily lunchtime nurture club (Chill Zone) with the SENDCO who also undertakes anxiety management and positive self- esteem programmes with individual students. Several sixth formers have been trained as mental health first aiders through the Eden Mind "Share a Smile" scheme.

In addition to this, we work with external voluntary agencies such as Your Voice (an advocacy service) which visits school once a fortnight.

An Open Door Policy with the SENDCo where students can access support quickly.

We have a zero tolerance approach to bullying.

5.14 Information specific to Looked After Children (LAC) with SEN/D?

For children who are Looked After with SEN/D, all involved individuals will be invited to all key meetings regarding the child. In addition, the SENDCO and Assistant Head Teacher (Mrs Rebecca Chapman) will ensure that copies of action plans following any such meetings are distributed securely to all adults involved in the care of the child. The SENDCO and Assistant Head Teacher work together closely to ensure that the implications of a child being both looked after and having SEN are fully understood by the relevant school staff.

5.15 What other agencies does QEGS work with to ensure that students and families' needs are met?

We follow the Local Authority Early Help Assessment route in order to access single or multi agency support. Agencies we have used include Springboard Development Centre, Child and Adolescent Mental Health Services, Barnardo's, Eden Young Carers, Your Voice, Educational Psychologists, Specialist teachers, occupational therapists, School Nursing Team, Home and Hospital Tuition Service.

5.16 How do you ensure partnership with parents?

If I have a complaint about SEN/D provision, who do I contact?

Class teachers/form tutors work closely with parents throughout their child's education. Parents should in the first instance contact the class/form teacher in case of any concern or difficulty.

The school provides information about the Cumbria Information, Advice and Support Service (formerly Parent Partnership) service to all students with special educational needs on request, or when it is felt it may be helpful.

At all stages of the SEND process the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents and encourage them to make an active contribution to their child's education. Where it is felt appropriate, our Attendance and Family Support Officer will work alongside the SENDCO to support families at home. (See Attendance Policy).

Complaints about SEN/D provision in our school should be made to the SENDCO in the first instance. They will then be referred to the school's complaints policy.

5.17 Contact details of support services for parents of pupils with SEN/D and Medical Support

Eden Carers: 01768 890280

East Cumbria Family Support: 01768 862917

Cumbria Information, Advisory and Support (formerly known as Parent Partnership): 01946 506416

Cumbria Deaf Vision: 01228 210205

Dyspraxia Foundation Cumbria: 01228 539194

Inspira: 01931 711300

Cumbria Parent Carer Forum: 07702580347

Parent Support Service: Contact: Anne Mack - 07769935446

www.parentinfo.org

Medical Support

Attendance is monitored by our Attendance and Support Officer. When it becomes apparent that a student is unlikely to be able to attend school normally or is to be absent for an extended period of time (based on a medical diagnosis), members of the pastoral team will liaise with the student and parent/carers to assess and coordinate what alternative arrangements could be put in place for the student to continue to have access to the school curriculum. This process may include referrals to external agencies and specialists for their advice. The SENDCO will endeavour to form relationships with parents/carers of children to support them through periods of serious illness. A range of staff complete regular First Aid at Work or Emergency First Aid training in accordance with the requirement for their role within the school.

5.18 Contact details for raising concerns

Students and/or parents should contact Mrs Bellas (SENDCO) in Room 4 (main building) or by telephoning 0178 864621(school reception) or by email: jbellas@qegs.cumbria.sch.co.uk

5.19 The local authority local offer

Our local authority's local offer is published here: www.localoffer.cumbria.gov.uk

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCO, Mrs Julie Bellas **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Governing Body.

This document was created in consultation with stakeholders, including the SEN/D Governor, head teacher and senior leadership team. This policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (July 2014).

Our SEN/D information and Policy report may be accessed in a number of ways:

- The school website, follow the link: Statutory Information - Policy Documents
- A hard copy on request at the school reception.

Please let us know if you require the policy to be made available to you in a different format e.g. a language other than English, enlarged font.

7. Links with other policies and documents

- Accessibility plan
- Behaviour
- Supporting pupils with medical conditions
- Admissions Policy
- Equal Opportunities, Disabilities and Promoting Race Equality Policy
- Bullying Policy
- Attendance Policy
- Data Protection Policy
- Child Protection & Safeguarding Policy and Procedures

School policies can be found on the school website.