

## Interventions – Queen Elizabeth High School SEND information Report 2016-17 (2)

Queen Elizabeth High School is an inclusive school and may offer the following range of provision to support young people with SEND.

### **Social Skills programmes/support including strategies to enhance self-esteem**

1:1 work with mentors, circle time, nurture groups, social skills groups, 1:1 mentoring

1:1 work with Special Educational Needs and Disability Co-ordinator (SENDSCO)/Learning Support Assistants (LSAs), encouragement to be involved on our broad extra-curricular activities programme.

### **Access to a supportive environment – IT facilities/equipment/resources**

The Base is part of our inclusion suite and has IT facilities and audio facilities available for students. Small group work and 1:1 work are undertaken in The Base. Some students may be part of smaller groups for literacy support. Resources are differentiated both by classroom teachers and via use of LSAs as directed by the teacher.

### **Strategies/programmes to support speech and language**

Specialist support is accessed from outside support agencies/professionals if necessary (the local authority have a specialist speech, language and communication team). They will train staff in appropriate strategies by providing individualised intervention programmes.

### **Mentoring Activities**

The school employs three Pastoral Mentors. Two work with year 9, 10 and 11 and one works solely with sixth form students (Yr 12 and 13). They work to remove barriers to learning and ultimately to raise achievement. We also train Sixth Form peer mentors who are available to support younger students. In addition we have sixth form subject champions who work in class with younger students.

### **Access to strategies/programmes to support occupational therapy/physiotherapy needs**

If required, we can access such support from outside health agencies should the need arise. Also they can upskill our staff as appropriate to the needs of an individual child. Multi agency working is embedded at QEHS. We also make use of the local multi agency HUB and LA specialist SEN services e.g. for autism, which enables swift and easy access to appropriate services.

### **Strategies to reduce/promote emotional wellbeing (including communication with parents)**

The Pastoral Leaders/Mentors and the SEND team are involved in working 1:1 and in small group work focusing on emotional well-being of students. They work closely with other services e.g. CYPS, social inclusion workers to gain further knowledge and understanding of emotional issues. A major focus of the mentor's work is around emotional wellbeing and they deal with e.g. bullying issues, relationship issues, bereavement etc. in addition students with

significant SEND issues have a named LSA who will be the first point of contact for parents and who will contact parents regularly to review their progress.

### **Strategies to support/develop literacy including reading**

We have smaller English groups in Year 9 in KS4 to support those groups who have literacy difficulties. Many of these students are involved in the accelerated reader scheme. We have LSAs responsible for supporting students specifically with literacy and the LSAs do a lot of work in groups, with targeted students. Our marking system AIMSS has a focus on the correction of spelling. 1:1 work with students to develop literacy skills also takes place in The Base. We can also access advice regarding strategies to support improvements in literacy from the LA specialist team.

### **Strategies to modify behaviour**

We have a senior LSA who is specifically responsible for dealing with behaviour issues. She works in the SEND Base facility. The Mentor team with Pastoral Leaders also do a lot of work on the modification of behaviour. There is a very clear structure to our behaviour management process – STAGED process (in student planners and the Behaviour Policy on the website). Students are always spoken to and their behaviour is discussed and different ways of responding/behaving are explored. They are referred for further intervention if required and may be case loaded to the Senior LSA (Behaviour) or Mentors for more intensive work. Students may be placed on report and behaviour is monitored. Rewards are used to promote good behaviour. We use positive behaviour feedback records to reward students as well as more individualised rewards related to individual students' needs. Obviously there can be sanctions e.g. detentions and we do use seclusions in our inclusion suite for certain types of behaviour or for persistent poor behaviour. In extreme cases we may use exclusions. We focus on an appropriate curriculum for all students building on their strengths and ensure high quality 1:1 advice is provided to ensure choice is appropriately guided.

### **Strategies to support/develop numeracy**

We ensure students who need extra support with numeracy are in small groups. Some students are withdrawn and gain 1:1 support for numeracy. LSAs with a specific interest in maths are used in lessons to support those who have numeracy difficulties.

### **Provision to facilitate/support access to the curriculum**

See Accessibility Plan (part of Equalities Policy). There is a broad curriculum on offer to ensure an individual's strengths can be built upon. There is disabled/wheelchair access to all subject areas (only exception is Food Technology). We re-room to enable access to all other subjects. For partially sighted/blind students the building is adapted as are curriculum resources. Work is differentiated in the classroom to ensure the inclusion of all learners.

### **Strategies/support to develop independent learning**

The Learning Resource Centre (LRC) is available to all students at breaks/lunchtimes and after school, with PCs available. There are also points for students to use their own laptops. The Base is also available for students who prefer a smaller quiet environment to work independently. Some support is available for those who need it to develop independent learning skills e.g. sometimes time is built into the curriculum for such skill development, which hopefully is transferred to working independently at home. The LRC and Base facilities are available until 4.30pm. For some autistic students time is built into the curriculum to work independently as they can find homework in the home environment a difficult concept.

### **Support/supervision at unstructured times of the day including personal care**

Students can go to The Base in the Inclusion Suite at breaks and lunchtimes if they feel the main areas are too big or busy for them. The LRC is also available at unstructured times. Students can call into the Pastoral Office at unstructured times and talk to Mentors about any concerns. They will support them in any way they can and can refer to other agencies. Some students will be case loaded to mentors for regular ongoing support

### **Planning and assessment**

A wide range of qualifications/areas of study are available so students can build upon their strengths and achieve success. A variety of assessments are incorporated into the subjects studied including exams, controlled assessments, coursework. If students need special exam arrangements/consideration based on specific needs these will be applied for e.g. a separate room, reader, scribe, extra time etc. (details for each subject are included in the key stage 4 options booklet and sixth form options booklet available online).

### **Liaison/communication with professionals/parents, attendance at meetings and preparation of reports**

The school has a multi-agency approach to supporting young people. We refer directly to LA specialist services where appropriate. We have a half-termly multi-agency meeting where students needs can be discussed so that appropriate support can be given quickly and effectively. In addition we can refer to the West Northumberland locality Multi agency HUB for discussion about more complex cases and a decision regarding referral to an appropriate external agency (this meets initially weekly and 3 weekly for a meeting of all agency senior leaders – Senior Deputy Head, Diane Harris attends). Parents can call us/email us whenever necessary and we have regular subject parents' evenings and information evenings for parents. We also provide data updates three times annually, with a full written report annually. We attend meetings regarding individual students e.g. statement/EHCP reviews, Early Help Assessment (EHA) meetings, children's services strategy meetings and core group meetings. Reports are produced for students whenever required e.g. reviews, action plan reviews for EHAs.

### **Access to medical interventions**

We work closely with Public Health school nurses who in turn liaise with Primary Mental Health Workers (PMHW). Assessments are made and there is close working with the health professionals as appropriate. We also work very closely with colleagues for CYPS (Children and Young People's Service) who advise regarding strategies to support young people with mental health issues as well as on specific conditions such as Autism. The medical professionals also liaise closely with the EOTAS (Education Other than at School) service if students cannot attend school for any health reason.

**NB**

For young people with complex SEND, the intensity/frequency of such provision may result in the school applying for additional funding to support a child, known as Exceptional Needs Top up Funding.