

**Queen Elizabeth High School - SEND Information Report 2016-17
(1)**

1 How will school/college support my child?

The SENDCO will coordinate the provision for students. On a day to day basis, depending on need, an LSA will be available for some students both in class and for 1:1 support out of lessons. Teachers will be responsible for differentiation in their classrooms and will direct LSAs in their role to support individual students. There are also Learning Mentors who are responsible for addressing any pastoral barriers to learning. Di Harris, Senior Deputy Headteacher oversees inclusion. This includes the SEND department and the Pastoral Team.

2 How will I know how my child is doing?

Monitoring takes place three times a year. One of these is a full report. After each report the SENDCO and her team and Pastoral Leader (PL) are available should there be any concerns. In addition the SENDCO will be available at Parents' Evenings and appointments can be made with her for reviews to discuss specific concerns in more detail. E-mail/phone contact with the SENDCO, a Mentor or the students' tutors is welcome. The school planner can also be used to communicate with school. In addition, where allocated, the student's named LSA will contact home on a regular basis and arrange to meet with parents.

3 How will the curriculum be matched to my child's needs?

Subject teachers are responsible for providing a differentiated curriculum (and are supported by the SEND Team). They use LSAs to support this if they are in their classroom. LSAs are encouraged to support all students in lessons not merely just those with SEND. This means students with additional needs will not feel so visible in class as we are well aware of how sensitive young people are to difference. When options are made for KS4, the SENDCo is fully involved in supporting the 1:1 interviews that take place with all students. Strengths are identified and students supported in making appropriate choices to ensure their success and happiness. The Base may be used for 1:1 or small group work as appropriate. The SENDCo has a very open and flexible approach to intervention knowing that students' needs are forever changing and as a department the SEND department is happy to be as flexible as we can be in order to meet students' day to day needs.

4 What support will there be for my child's overall wellbeing?/ what multi agency support is available for SEND students?

The Pastoral Team and the SEND department work very closely together. Many SEND students have the support of a 'named LSA' in their classrooms and in unstructured times (breaks and lunchtimes). If support is needed the Base is always staffed and students are welcomed there. The 'named LSA' will have regular contact with the student and home and will be a daily support and 'go-to' person for the student and parents regarding any SEND issues. Two Learning Mentors work to support the well-being of young people with a major focus on removing barriers to learning. Mentors work to address eg support with relationship concerns, bullying issues, organisational concerns and learning difficulties and refer to the SENDCO where appropriate etc. The pastoral team also have an attendance officer (Sarah Harper) who works to ensure students rarely miss a day and attendance stays well above the national average. The teams work closely with other external agencies and their close multi agency working enables needs to be addressed by the appropriate professional efficiently. Communication between professionals is organised by Di Harris, Senior Deputy Headteacher and Kitty Graham SENDCO. Links are well established with health professionals via the SHA and with CYPS. Regular Multi Agency meetings take place and where needed Early Help Assessments (EHAs) are completed with parental involvement. We also use the Multi Agency HUB to ensure swift access to appropriate services/agencies. (see interventions for details) Direct Contact can be made via the HUB co-ordinator christinewilson@northumberland.gov.uk or via the local authority SEND department contact Alison Bravey on 01670 623555 or sen@northumberland.gov.uk

5 What specialist services are available at or accessed by the school/college?

See the attached diagram. The school access a vast range of specialist services and also provides support in school via the Pastoral Team and the SEND department. This includes the frequent use of the Locality Inclusion Support Team (LIST) which incorporates access to educational psychiatrists, special behaviour support workers, specialist teachers for autism, behaviour, literacy, speech, language and communication and personal advisor for transition to post 16/careers. The Educational Welfare Officer is also used to support the attendance of SEND students, we also use the services of CYPS (Children and Young Peoples' Service) to address eg mental health issues and Autism. We access support services by the West Northumberland Multi agency HUB which meets weekly virtually and agency senior leaders meet 3 weekly. The HUB discusses the cases and a decision is made regarding referrals to an appropriate agency and assesses if an EHA (Early Help Assessment) is appropriate. In addition we can apply directly for services for students with speech, language, communication difficulties, specific behavioural difficulties and for help from an inclusion support worker.

6 What training have the staff supporting children and young people with SEND received?

SEND changes to Code of Practice and implications of this
EHA training
EHC Plan training so we are fully aware of new legislation and can implement it.
Autism training
Drugs education
Bereavement
Self-harm
Serious Case Review training
Restraint training
Child Protection training
Anti-Bullying training
e-safety training
Child Sexual Exploitation training
Radicalisation Training (WRAP Workshop To Raise the Awareness of PREVENT)

Planned

Safeguarding updates
E-Safety updates
ELSA training
Nurture group training
Dyslexia training
Further autism training
Alcohol Awareness training
Social Skills Training
Literacy Support Training
Personal Care training

7 How will you help me to support my child's learning?

There will be various subject parents' evenings and information evenings to explain the curriculum. The SENDCO will be present at subject parents' evenings to discuss progress. The SENDCO and LSAs will support you at transition points including option choice interviews to ensure appropriate choices are made. After data collection rounds the SENDCO and her team will be available to discuss any concerns you have. The SENDCO will meet with Curriculum Leaders after each data round to discuss progress, evaluate interventions and plan future interventions in light of this. On an annual basis any targets set will be reviewed and learning and progress discussed. Independent learning, doing homework and identifying any support needed to complete it will be a focus at all reviews. Students are welcome to come to the Base until 4.30pm for homework support and guidance.

8 How will I be involved in discussions about planning for my child's education?

You will be involved in meetings at transition points eg Year 8-9 and at Year 11 post 16 education. You will also be involved in option choice in Year 9 when subjects are chosen for KS4 study and Year 11 meetings regarding post 16 options. You will be involved in reviews of statement/EHC plans, and in reviews of EHAs. You will be part of any meetings that take place regarding progress/concerns. Parents' subject evenings and information evenings also engage you in planning for your child's education. Email contact is also welcomed by key staff at Queen Elizabeth High School. If your child has significant SEND and therefore has a 'named LSA', this person is always a good start as first point of contact if you have any concerns.

9 How will my child be included in activities outside the classroom including school trips?

All subjects are accessible to all students (with one exception Food Technology/Catering is not accessible by wheelchair users). There is lift access to all other areas of the building. The buildings are also adapted for use by visually impaired students. Extra-curricular activities are open to all students and students are encouraged to attend. If additional support is needed then this can be discussed with the SENDCO eg. additional supervision to attend an after school activity or trip or visit – an LSA may be allocated to support such extra-curricular provision.

10 How accessible is the school/college environment?

See also the Accessibility Plan (part of the Equalities Policy). This covers accessibility in relation to the curriculum, the environment and provision of information.

School is not fully wheelchair accessible. C, E, F and G floors are not accessible but all subjects, other than Food Technology, can be relocated (and have been) based on individual needs. This includes access to the outdoor sports astro turf. There have been significant improvements in the environment for visually impaired students and blind students are able to cope effectively in the buildings eg dimpled crossing warnings. There are disabled changing and toilet facilities and this includes a wet room area and a hoist facility.

11 Who can I contact for further information?

First point of contact is:

- Child's Tutor or 'Named LSA' – day to day issues
- Federation SENDCO Mrs Kitty Graham cgraham@qehs.net Tel: 01434 610329
- Pastoral Leader/Mentor for specific Pastoral issues

If you require further support or feel your issue has not been dealt with effectively then contact Di Harris, Senior Deputy Headteacher dharris@qehs.net. If you would like to contact the Local Authority e-mail sen@norhtumberland.gov.uk

Everyone involved will work hard to ensure your child's needs are met and he/she is happy and successful at Queen Elizabeth High School.

12 Admissions Arrangements for Students with SEN or disabilities.

The local authority is the admissions authority. They contact us regarding applications to QEHS and we carefully consider whether we can meet the learner's needs. Wherever possible we will accept the application.

13 The types of SEN for which provision is made include:

- ASD
- SLCN – Speech, Language and communication needs
- Learning difficulties including
 - SPLD – Specific learning difficulties
 - PD – Physical disability
 - HI – Hearing Impairment
 - VI – Visual Impairment
 - SEMH - Social, Emotional, mental health needs. National change in September 2014 from BESD category (behaviour, emotional, social difficulties)

These can be organised into 4 broad areas of need:

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

Information regarding the schools policy for the identification and assessment of students with SEN is contained in the QEHS SEND policy.

14 Consulting young people with SEND and involving them in their education:

Students with more complex SEN have a named LSA who regularly reviews their progress and encourages them to discuss their concerns and any successful strategies. The named LSA liaises with the student's subject staff regarding any issues raised by the student and indeed their parents. Students with additional needs are involved in discussion both with LSAs deployed to their lessons and with subject staff. Pastoral leaders and mentors also have a role in seeking out their views about provision. All students are involved in whole school surveys which gives us valuable information that feed into our development planning process.

15 Concerns/complaints

Any concerns about SEND provision should be raised with the federation SENDCO, Kitty Graham (if the named LSA has not been able to resolve an issue initially). Should you still be concerned then you can contact Diane Harris, Senior Deputy Headteacher who is responsible for inclusion issues in the school. If the issue is still not resolved then you can follow the usual complaints procedure (the form is available on our website)

16 Support for SEND students at transition points:

At transfer from middle school to high school intensive support is provided for SEND students. Students follow the transition programme which involves 2 full days at QEHS in the spring term and a whole full day in the summer term. In addition 1:1 or small group visits take place where a need is identified. The SENDCOs of the schools liaise and identify students where additional transition support is needed. The SENDCO also attends all transition reviews. It is also highly valuable that our SENDCO is the federation SENDCO working with our largest feeder middle school, HMS. All SEND students have a 1:1 key stage 4 option interview and either the SENDCO or their named LSA attend this interview to enable appropriate choices are made and a student's strengths are built upon. A further 1:1 interview takes place at transition Post 16 and again the SEN department support this process. In addition a personal advisor is also available for SEND students at this key transition point. The PA provides additional 1:1 support regarding guidance and advice regarding Post 16 education, or training opportunities. If required independent travel support is available and we have LSAs trained in this aspect of independent living.

17 The Local Authority (LA) Core offer

The LA core offer is available on the SEND section of the Northumberland County Council website.

<http://www.northumberland.gov.uk/SEND-Local-offer.aspx>

18 Medical needs

Any medical needs are covered in our separate Medical Needs Policy.