

**Queen Elizabeth High School - SEND Information Report 2017-18**  
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**1 How will school/college support my child?**

The SENDCO (Kitty Graham) 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. The SENDCO analyses the data for SEN students and intervenes where necessary. She will discuss concerns and what's working well with students, parents and teaching staff. 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 Public Health School Nurses 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](mailto:christinewilson@northumberland.gov.uk) or via the local authority SEND department contact Alison Bravey on 01670 623555 or [sen@northumberland.gov.uk](mailto: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 local authority SEND services which includes access to educational psychologists, 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/ongoing updates**

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 consult 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. The LRC is also open until 4:30pm.

**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/catering, 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
- SENDCO Mrs Kitty Graham [cgraham@qehs.net](mailto: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](mailto:dharris@qehs.net). If you would like to contact the Local Authority e-mail [sen@norhtumberland.gov.uk](mailto: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 Medical needs**

Information on medical needs is covered in our separate Medical Needs Policy.

See also "Access to Medical Interventions" section in the interventions section of this SEND report that follows.

**18 What are special exam arrangements or access arrangements?**

There are a small number of student who require special arrangements for exams due to their additional needs. To be eligible for these special arrangements the pupils must meet criteria set out by the JCQ - The Joint Council for Qualifications.

For a pupil to meet the JCQ criteria not only must standardised assessments show their needs but there must be evidence that they have required that particular arrangement regularly in lessons in order for them to make expected progress. If a pupil makes expected progress in class without special arrangements then they do not meet the criteria.

The process is co-ordinated between the exams officer and the SEND team.

Pupils and parents/carers are notified of their exam access arrangements and support, as it is approved.

## **19 What is an Educational Health and Care Plans (EHCP) and who can request one?**

The SEND Code of Practice 2014 states that:

“The majority of children and young people with SEN will have their needs met within local mainstream early years providers, schools or colleges.

A local authority must conduct an assessment of education, health and care needs and prepare an Education, Health and Care (EHC) plan when it considers that it may be necessary for special educational provision to be made for the child or young person through an EHC plan. This is likely to be where the special education provision required to meet the child or young person’s needs cannot reasonably be provided from within the resources normally available to mainstream early years providers, schools and post 16 institutions. This statutory assessment should not be the first step in the process; rather it should follow on from planning already undertaken with parent and young people in conjunction with an early years provider, school, post-16 institution or other provider.

EHC plans must be focused on the outcomes the child or young person seeks to achieve across education, health and care. EHC plans must set out how services will work together to meet the child or young person’s needs and in support of those outcomes. EHC plans will be based on a co-ordinated assessment and planning process which puts the child and young person and their parents at the centre of decision making.

Statutory assessment will not always lead to an EHC plan. The information gathered during an assessment may indicate ways in which the school, college or other provider can meet the child or young person’s needs from within available resources.”

Parents or the school can apply for an EHCP. If an application for an EHC plan is made, this process will take 20 weeks to complete before a final EHC plan is agreed. More information about EHC plans can be accessed via the Northumberland County Council website.

## **20 What is Top Up Funding?**

If your child is identified as having additional needs and complex special educational needs or disabilities which cannot be met within the normal provision for pupils, including significant support from school as well as guidance from outside agencies such as the Local Inclusion Support Team, and it is agreed by all those involved that additional support is required, an application can be made to the Local Authority for funding.

This extra funding given to school (High Needs or “To[-up]” Funding) may be used to provide extra support in lessons, or purchase specialist equipment.

To meet the criteria for Top-up Funding the pupil should have had significant support with clear. Specific targets and expected outcomes, which has been reviewed and monitored over a period of time.

An initial meeting will take place with parents, teachers and other professional before an application is made.

## **21 The Local Authority (LA) Core offer**

The Children's and Families Bill 2014 and the SEN Code of Practice 2014 require Local authorities to produce a 'Local Offer'. The Local Authority Local Offer has two key purposes:

- To provide clear, comprehensive and accessible information about the support and opportunities that are available
- To make providing more responsive to local need and aspirations by directly involving young people with SEND, parents and carers and service providers in its development and review.

The Northumberland Local Offer can be found here. <http://www.northumberland.gov.uk/SEND-Local-offer.aspx>

## **22 Information about services/resources for parents**

[http://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/Child-Families/SEND/x178688\\_NCC\\_NoCrops.pdf](http://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/Child-Families/SEND/x178688_NCC_NoCrops.pdf)