

Queen Elizabeth High School
Special Educational Needs and Disabilities
(SEND) Information for parents 2020-21

SEND Team:

SENCO: Richard Zabrocki, Assistant Headteacher (rzabrocki@qehs.net)

Assistant SENCOs: Di Cunningham (dcunningham@qehs.net), Ann-Marie Pick (apick@qehs.net)

How will the school identify pupils with Special Educational Needs and Disabilities (SEND)?

The school initially works very closely with SENCO in middle schools, when students are in Year 8, to identify needs and plan for provision at QEHS. The school's pastoral and SEND teams will also work closely with parents to ensure that transition is as comfortable as possible for our students. Advice from any other professionals working with the student will also aid our planning.

In-year transfers will also comply with this procedure, making sure that all SEND information is passed on and responded to when planning a student's curriculum and support.

While at QEHS, all students are assessed regularly across the subjects and subject teachers, curriculum leads will identify students who are not making expected progress. They will then work with the SEND team to assess whether there are any, so far undiagnosed, needs. The SEND team will work with an Educational Psychologist and other professionals in this process.

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) and 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.

How will school/college support my child?

The Assistant SENCOs 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. Richard Zabrocki, SENCO and Assistant Headteacher, oversees inclusion, straddling both the pastoral and SEND teams.

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 SEND team and Pastoral Leader (PL) are available should there be any concerns. The SENCO analyses the data for SEN students, working with the Assistant SENCOs to plan intervention where necessary. They will discuss concerns and what's working well with students, parents and teaching staff. In addition the SENCO or Assistant SENCO will be available at Parents' Evenings and appointments can be made with for reviews to discuss specific concerns in more detail. E-mail/phone contact with the SEND team, 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.

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 labelled in class as we are well aware of how sensitive young people are to difference. When options are made for KS4, the SENCO 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 SENCO 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. SEND students' needs will be discussed regularly at senior leadership level.

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

Students' wellbeing and happiness is a huge priority at QEHS. The Pastoral Team and the SEND department work very closely together to support students. 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. The Pastoral Mentors work to support the well-being of young people with a major focus on removing barriers to learning such as relationship concerns, bullying issues, organisational concerns and learning difficulties. The pastoral team will refer to the SEND team where appropriate.

The pastoral team also have an attendance officer 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 the SENCO and Assistant SENCOs. 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.

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

You can view Northumberland County Council's local offer at <http://www.northumberland.gov.uk/SEND-Local-offer.aspx>The school can access a vast range of specialist services including educational psychologists, specialist teachers for autism, behaviour, literacy, speech, language and communication as well as a personal advisor for transition to post 16/careers. The Local Authority Educational Welfare Officer is also used to support the attendance of SEND students.

We access support services by the West Northumberland Multi agency HUB which meets weekly and agency senior leaders meet every three weeks. The HUB discusses the cases and a decision is made regarding referrals to an appropriate agency and assesses if an EHA is appropriate. If we have concerns over a student's mental health we can refer students to the local 'Emotional Hub' triage service which meets weekly.

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

Quality First Teaching and the Graduated Approach
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

How will the school help me to support my child's learning?

There will be various subject parents' evenings and information evenings to explain the curriculum. The SENCO or an Assistant SENCO will be present at subject parents' evenings to discuss progress. The SEND Team will support you at transition points including option choice interviews to ensure appropriate advice is given. After data collection rounds the SENCO and his team will be available to discuss any concerns you have. The SENCO 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.

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

Parents/Carers will be involved, via meetings, at key transition points during your child's education; namely Year 8 transition into Year 9, GCSE option choices and post-16 education. Parents/carers will be involved in reviews of Education Health Care plans (EHCP) and in reviews of Early Help Assessments (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 SEN and/or disability, and therefore has a 'named LSA', this person is always a good start as first point of contact if you have any concerns.

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

All subjects are accessible to all students. 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 SEND Team (for example, additional supervision to attend an after school activity or trip or visit where an LSA may be allocated to support). Please see the school's Accessibility Action Plan for more details. Clubs and subject drop-ins are advertised to students at the start of each year; we would encourage parents/carers to promote participation. Please contact the pastoral team if you would like more information about clubs/extra-curricular activities.

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.

The school is not fully wheelchair accessible. C, E, F and G floors are not accessible but all subjects 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 e.g. dimpled crossing warnings. There are disabled changing and toilet facilities and this includes a wet room area and a hoist facility.

Who can I contact for further information?

We are keen to work with parents/carers if there are any concerns or questions, and will seek a solution that is best for the student. For any day-to-day issues, the first point of contact should be your child's Tutor or their 'Named LSA'. For more specific pastoral issues contact the relevant head of year or a pastoral mentor. Specific SEND concerns should be directed to one of the Assistant SENCOs.

If you require further support or feel your issue has not been dealt with effectively then please contact Richard Zabrocki, Assistant Headteacher and SENDCo.

All contact details are at the top of the document.

If you would like to contact the Local Authority e-mail sen@norhtumberland.gov.uk

Admissions Arrangements for Students with SEN or disabilities.

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

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- ASD
- SLCN – Speech, Language and communication needs
- Learning difficulties; including SPLD (Specific learning difficulties), PD (Physical disability), HI (Hearing Impairment), VI (Visual Impairment) and SEMH (Social, Emotional and Mental Health 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.

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

AT QEHS, students are regularly consulted on their views and this helps individual teachers, departments as well as the school's leadership in making decisions. 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.

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 SENCOs of the schools liaise and identify students where additional transition support is needed. The SENCO also attends all transition reviews. In Year 9, all SEND students have a 1:1 Key Stage 4 option interview and either the SENCO or assistant SENCO is available to 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 after GCSEs and again the SEN department can support this process. In addition, a personal advisor is also available for SEND students at this key transition point, giving guidance and advice regarding Post 16 education, or training/career opportunities.

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.

What are special exam arrangements or access arrangements?

There are a small number of student who require special access arrangements for exams due to their additional needs. To be eligible for these special arrangements the pupils must meet criteria set out by the Joint Council for Qualifications (JCQ). <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>

For a pupil to meet the JCQ criteria, standardised assessments must show their needs but there must also be evidence that they have required that particular arrangement/concession 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.

The Northumberland Graduated Approach for Special Educational Needs

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.”

Please follow the link below for information showing how Northumberland County Council wish schools to meet the needs of students with SEND. This includes information about SEN profiles, SEN support plans and Consideration of Statutory Assessment (COSA)

<http://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/Child-Families/SEND/Final-GA-Parents-June-2018-2.pdf>

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>

Concerns/complaints

If the named LSA has not been able to resolve an issue initially, any concerns about SEND provision should initially be raised with one of the Assistant SENCOs. Should you still be concerned then please contact Richard Zabrocki, Assistant Headteacher and SENCO, who is responsible for inclusion issues in the school. All contact details are outlined at the top of this document.

If the issue is still not resolved then you can follow the school's complaints procedure (the form is available on our website).