



Queen Elizabeth High School

spes durat avorum

**SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY
2022 – 2023**

Beliefs and Values

At Queen Elizabeth High School, our overall aims are to ensure that every student lives and breathes the values and ethos of our school: *respect, engage, and aspire*. We are committed to helping our young people thrive and flourish, promoting high standards for all students, regardless of their particular needs or abilities.

1. *Respect* themselves, others, and the wider world.
2. *Engage* enthusiastically in their learning, school life and as global citizens.
3. *Aspire* to achieve well, succeed in life and create a better world for everyone.

QEHS is committed to a policy of inclusion where students with Special Educational Needs and Disabilities (SEND) are valued equally, with individual needs recognised and met through flexible and varied provisions across the curriculum and wider school provisions.

Aims and Objectives

QEHS aims to provide a supportive and inclusive environment in which all students have access to broad and balanced educational and social opportunities, with access to the National Curriculum as integral in promoting high standards for all (*reflecting the SEND Code of Practice (2014)*).

- Access to a broad and balanced curriculum, which is flexible and varied to meet individual needs, for all students.
- Demonstrating a positive attitude towards SEND - provision for students with SEND is the responsibility of the whole school and we expect every member of staff accepts and embraces this responsibility.
- Recognising and addressing individual needs - all teachers are responsible for the teaching, learning and progress of all students in their class, including those with SEND.
- Working to provide an environment where all young people are valued, their potential nurtured and their achievements celebrated – setting high personal and academic aspirations for all, including those with SEND.
- Developing effective working partnerships with students and parents/carers – we value the contribution students and parents make to their education and encourage participation in all decision-making processes, encouraging a person-centered approach.
- Developing effective working partnerships with external agencies and provisions where necessary, to best meet individual needs.

This policy complies with the statutory guidance contained in the *Special Education Needs and Disability Code of Practice [2014]*, the statute law of the *Families Act [2014]* and adheres to the philosophy underlying the *Equalities Act [2010]* and *Teaching Standards [2012]*. QEHS commits to observing its aims and objectives and does not discriminate on any grounds.

Definition of Special Educational Needs

The SEND Code of Practice [2014] states:

(Xiii) A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Special educational provision means...*educational provision which is additional to, or otherwise different from the educational provision made generally for pupil of their age in schools maintained by the LA, other than special schools, in the area.* A Local Offer is provided by the LA.

(Xiv) A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

The definition of disability in the Equality Act (2010) states: *'a physical or mental impairment which has a long-term (more than 12 months) and substantial adverse effect on their ability to carry out normal day-to-day activities'*. This includes children with sensory impairments as well as long-term health conditions such as asthma, diabetes, epilepsy and cancer.

It also states that schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

Children are not regarded as having a learning difficulty solely because... *the language or form of language of their home is different from the language in which they will be taught.*

SEND: Broad Areas of Need

Under the SEND Code of Practice [2014], the four broad areas of need which are supported at QEHS are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

(Further information on the Four Broad Areas of Need can be found in Appendix 1).

Coordination of Provisions for Students with SEND

- Trustee with responsibility for SEND
- Head Teacher
- Assistant Headteacher – Inclusion and SEND (SENDCo)
- Assistant SENDCo
- Class Teachers
- Teaching Assistants
- Academic Mentors
- Pastoral Mentors
- Behaviour Support Workers
- Exams Officer

The SENDCo is responsible for:

- Overseeing the day-to-day operations of the SEND Policy.
- Coordinating provisions for pupils with SEND.
- Line managing the Learning Support Department: assistant SENCOS, Teaching Assistants.
- Liaising with and advising colleagues on information relating to SEND.
- Providing regular CPD for staff on SEND.
- Liaising with students and parents/carers regarding SEND needs.
- Liaising with external agencies and professionals regarding the SEND needs of students.
- Overseeing information records for all SEND students, including the SEND register.
- Overseeing the Access Arrangements which SEND students are entitled to.

Admissions Arrangements

Please refer to the school website and QEHS Admissions Information Booklet.

Admissions arrangements for all students are in accordance with national legislation, including the Equality Act [2010]. This includes children with any level of SEND, including those with an Education, Health and Care Plan.

Facilities for Students with SEND

QEHS complies with all relevant accessibility requirements; please refer to the school accessibility plan for further details.

The school is committed to ensuring a culture of inclusion and diversity in which all individuals are able to disclose their disability and to participate fully in the life of the school. We will make reasonable adjustments to ensure that the school environment is accessible as possible to those with disabilities.

Curriculum Entitlement

All students will have access to a broad and balanced curriculum, to which they are entitled. Additional resources and support staff will be allocated through the SEND budget to allow SEND students to access the national curriculum, as far as possible, and fulfil their potential. A number of SEND students may experience difficulties in accessing certain aspects of the curriculum; adaptive academic provision will be made in agreement with the Head Teacher, curriculum team, SENDCo and parents/carers, based on individual needs.

Identification of Special Educational Needs (SEN)

A key principle under the SEND Code of Practice [2014] is that there should be no delay in identifying needs and making any necessary SEND provision: *“Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life”*.

Some students arrive at QEHS with identified SEND, in which case the SENCO will liaise with the previous middle school or setting to ensure there is a smooth transition and continuity of provision.

If, during a student’s time at QEHS, teachers have concerns about progress or attainment, parents/carers will be contacted to discuss these concerns so they can share their views. Alternatively, if parents/carers have concerns about their child’s progress and attainment, they can raise this with the school via the student’s tutor.

There is a period of monitoring and review, including an analysis of the student’s skills and attainment, progress compared with peers, and progress in relation to national data. Following this and in consultation with all relevant staff, the student and parents/carers, a student may then be assessed by specialist staff in school or through external professionals – should the student be identified as having SEND, appropriate provision will be made.

SEND Provision

Where a student is identified as having SEND at QEHS, we work in partnership with parents/carers, and external agencies and professionals where appropriate, to establish the support the student needs. Once needs have been discussed by relevant parties, they are recorded and decisions made about suitable provisions to meet desired outcomes, including expected progress and attainment.

The views and wishes of the student and their parents/carers are central to ensuring provisions are suitably and effectively implemented. For all students identified as needing SEND support, an Individual Pupil Passport is created; this is aimed at addressing barriers to learning and identifying effective strategies to be implemented by teaching and support staff to best meet their individual needs.

Parents/carers are invited to discuss their child's progress and the support and targets at parent's evenings as well as at key times over the academic year.

QEHS, in adhering to the SEND Code of Practice [2014], will follow a *graduated approach* where decisions and actions are revisited, refined and revised, with a growing understanding of the student's needs and of what supports them in making good progress and securing good outcomes.

There are four key elements to this approach: *Assess, Plan, Do, Review*.

- **Assess** – upon entry to the school, all students will undertake literacy screening assessments to determine current skill levels – the outcomes from this screening assessment will determine if any student requires further investigation, should they have not arrived with transition information relating to SEND. The SENDCo or Assistant SENDCo will carry out further school-based assessments or refer to appropriate external services, based on needs identified.

Alternatively, it will be expected that staff, parents/carers should refer concerns to the SEND team should they suspect a student may have a learning difficulty or disability.

Should screening and/or assessment indicate that a specific learning difficulty exists, the school will inform parents/carers of the support, services and provisions they can reasonably expect to be provided with, including Access Arrangements for examinations.

- **Plan** - Upon identification of a learning difficulty or disability, the SEND team will create a Pupil Passport detailing the student's specific profile of strengths and needs and outline how teachers can support that student within lessons. Students with a Pupil Passport may not necessarily receive additional specialist support but their needs will be covered by Quality First Teaching.

For those whose learning difficulty or disability requires specific additional support, their Pupil Passport will detail the support provisions in place and the specific skills which will be covered, as well as the outcomes sought.

Upon drawing up the Pupil Profile, students and parents/carers will be notified of its details and the provisions arranged. The SEND team will continue to work with the student and their parents/carers to gain a better understanding of their needs and involve them in all stages of and transitions across their education.

- **Do** – **All teachers are teachers of special educational needs and disabilities** and as such are accountable for the progress and development of all students with a learning difficulty in their subject, with adaptive high-quality teaching for individual pupils, as the first step in responding to those who have or may have SEND. Continuous monitoring of those pupils with SEND should be undertaken by teachers to help ensure that they are able to reach their full potential.

Where a learning difficulty requires additional support, in-class or withdrawn support may be provided, dependent on need, to overcome barriers to learning and address individual needs.

All pupils with SEND will have access to the full curriculum; however, some students may require an adaptive curriculum to best meet individual needs. Any changes to curriculum provision will be agreed by the Head Teacher, curriculum staff, SENDCo, student and parents/carers, and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all students' needs are catered for.

The SEND team will also work with and in support of external agencies and provisions when the student's needs cannot be met by the school alone, and will seek access to alternative provisions when the needs of the student cannot be met by the ordinarily available provisions provided by the school.

- **Review** - QEHS will ensure that parents/carers of students with SEND are kept fully informed of their child's academic progress and attainment via interim curriculum reports and parents' evenings, in line with the School's reporting policy.

The effectiveness, impact and quality of the support and/or interventions is reviewed, in line with an agreed date, by subject teachers and the SEND Team, taking into account the student and parental/carer views in order to fully inform analysis of the student's needs. The SEND team revise the support in light of the student's progress and development, deciding any changes to support provisions and outcomes. Students and parents/carers should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

This cycle of action is revisited at agreed times throughout the year; the student and parents are invited to meet with relevant school staff so they can be involved in the assessment of any intervention and contribute to agreed future provision.

Graduated Approach to SEND

Wave 1:

Quality First Teaching (QFT)

Students receive inclusive quality first teaching (QFT) which may include the provision of adaptive classwork and individual strategies to best meet learning needs. Some students at this level may be on a monitoring list (referred to as **R 'Raising Awareness' on the SEND register**), their progress being carefully tracked and reviewed. At this stage advice from specialist staff or other agencies may be sought.

Teaching and support staff receive regular professional development centred on QFT practices and SEND from the SENCO and Senior Leadership Team.

Wave 2:

Additional School Intervention – designated as K on the SEN Register

Continued or increased concern may lead to students receiving additional, time-limited and targeted interventions to accelerate their progress to age-related expectations. These interventions may involve group (for example the literacy groups in Year 9) or one-to-one teaching. The SENCO, curriculum team and subject teachers will work closely with any support

staff to plan and assess the impact of the support and interventions and link them to classroom teaching. At this stage advice from other agencies may be sought.

Wave 3:

High Need – SEN support and Educational Health Care Plans (EHCPs)

Where a student continues to make less than expected progress, despite interventions, they receive highly personalised interventions to accelerate their progress and enable them to achieve their potential. When appropriate, specialist outside agencies will support this. The SENCO and subject teachers work with specialists to select effective teaching approaches, appropriate equipment, strategies and interventions in order to support the student's progress.

If support is not impacting on the student's progress and there remains a significant concern, the school, after consultation with parents and other professionals, may make an application to the LA for 'Top-Up' funding to help secure the necessary interventions to allow the student to reach their potential.

If it is felt the level of need requires longer-term support and specialist intervention then school, with the support of parents/carers, can make a request for Consideration of Statutory Assessment (COSA) to the local authority. If successful, an Education, Health and Care Plan (EHCP) will be developed by the Local Authority. Parents themselves can also request an EHC Needs Assessment and can lead this themselves.

When a student's needs cannot be met with Wave 3 provision within the mainstream setting, alternative provisions are sought to enable the student to access a specialist setting where needs can be better met.

Staff Development

QEHS is committed to providing Continuing Professional Development (CPD) for staff and SEND is a regular focus for this. We monitor, review and develop all teachers' and support staff's understanding of different SEND and the strategies to effectively identify and support needs. As a school, we work closely with the local authority, as well as inter-school networks, to make sure that we are aware of changes to guidance and can share in good practice from across the region.

Related policies

This policy should be read in conjunction with other school policies, i.e.

- SEND Information Report
- Equality Guiding Principles
- Accessibility Plan
- Medical Needs Policy
- Admissions Information Book

Please see the school website for details of all other relevant QEHS policy documents. Additionally, visit the DfE website for the 'Factsheet for schools on the Special Educational

Needs and Disability (SEND) Reforms' and for the Revised Code of Practice 2014 (January) for further information.

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

For complaints relating to SEND, please refer to the schools complaints policy, which can be found alongside all necessary forms on the school website.

Last Reviewed	By Who	Next Review
September 2021	Richard Zabrocki	February 2022
January 2023	Jill Wood	June 2023

Communication and interaction

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

Sensory and/or physical needs

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children

and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.