



Special Educational Needs and Disabilities (SEND) Policy

Rationale

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65). It has been written as guidance for staff, parents/carers and children with reference to the following guidance and documents:

- *Children and Families Act 2014*
- *Equality Act 2010*
- *Equality Act 2010: Advice for Schools (DfE February 2013)*
- *Ofsted Section 5 Inspection Framework April 2014*
- *Ofsted SEN Review 2010 "A Statement is not enough"*
- *SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) December 2019)*
- *Supporting pupils at school with medical conditions (2014)*
- *The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)*
- *Working Together to Safeguard Children (2013)*

Whole school approach

Queen Elizabeth's Grammar, Alford believes that all pupils have a right to a broad, balanced, relevant, personalised and differentiated curriculum that challenges them to achieve academic and personal success. Some children and young people, however, need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. It is our intention that pupils have access to early, effective procedures to identify difficulties, and that these difficulties are supported successfully through a graduated response that includes teachers, support staff, parents and pupils throughout. We firmly believe that every teacher is a teacher of special needs and that teachers will deliver high quality teaching, which is differentiated, personalised and meets the needs of every pupil in a teaching group.

A definition of Special Educational Needs

A pupil has SEN if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A pupil has a learning difficulty or disability if he/she has:

A significantly greater difficulty in learning than the majority of others of the same age, or

A disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 education.

(SEND Code of Practice 2019)

Last reviewed May 2021

Next date due to be reviewed by the Governors – July 2021



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Disabled Children and Young People

Many young people with SEND have a disability under the Equality Act 2010, that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. 'Long term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairment such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

(SEND Code of Practice 2019)

Policy review and responsibility

The policy will be reviewed annually in line with DfE requirements or earlier if there are significant changes to regulations or staffing. The SENDCo is responsible for reviewing the policy, subject to further approval by the Headteacher and Governors.

Links to other school documentation

This policy links directly the SEND Information Report which was updated in **January 2020** which provides more detailed information for parents. <http://www.qegs.co.uk/html/SEND/localoffer.php>

The policy also links to other school policies such as anti-bullying, child protection and safeguarding.

Objectives of the policy

1. To provide a broad, balanced and relevant education for all pupils.
2. To place a strong focus on high aspirations and improving outcomes for all pupils through high quality teaching.
3. To provide a differentiated and personalised curriculum that will enable all pupils to achieve highly and make good progress.
4. To ensure that all staff recognise and meet their responsibilities for pupils with Special Educational Needs.
5. To ensure a high level of staff expertise to meet pupils' needs through targeted professional development.
6. To work with parents, carers and pupils to ensure pupils' educational needs are met and that they are fully involved in decision making.
7. To have in place effective procedures to identify pupils with Special Educational Needs at an early stage.
8. To map provision carefully for all identified pupils and to ensure that the allocation of resources, including staffing, leads to positive learning outcomes.
9. To develop effective, independent learners.
10. To promote the dignity and self-esteem of all pupils, whatever their individual needs.
11. To ensure that all pupils are included in all aspects of teaching and learning activities as far as this is effective and practical.

Last reviewed May 2021

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Queen Elizabeth's Grammar, Alford

A Selective Academy



12. To develop effective and manageable procedures for recording and monitoring pupils' progress.
13. To foster effective relationships with support services and external agencies.
14. To work in accordance with the Code of Practice 2014 and meet the legal requirements for pupils receiving special educational provision (SEP) or in receipt of a statement of SEN or an Educational, Health and Care Plan.

Roles and responsibilities

It is recognised that the development of an inclusive curriculum is a whole school responsibility. To facilitate the inclusion of all pupils and to monitor the effectiveness of the academy's inclusive policy, the SENDCo reports to the Headteacher on all matters relating to pupils with Special Educational Needs.

The following people hold key roles.

SENDCO – Mr A Mills

SEND Governor – Mr Rigarlsford

Inclusion and access to the curriculum

The school promotes the inclusion of all pupils in a number of ways. These include:

1. Adapting teaching to respond to the strengths and needs of all pupils ensuring high expectations and aspirations is encouraged.
2. The role of the Special Educational Needs and Disabilities Co-ordinator (SENDCo) who leads the day to day provision of students with special educational needs and all matters relating to the inclusion of pupils to the curriculum. The SENDCo reports regularly to the Headteacher and the Heads of School at their monthly meeting.
3. The sharing of information by the SENDCo on the four broad areas of specific educational need within the Code of Practice 2019:
 - Communication and interaction (e.g. autistic spectrum conditions)
 - Cognition and learning (e.g. dyslexia and difficulties with processing)
 - Social, emotional and mental health (in partnership with heads of school (HoS))
 - Sensory and/or physical needs (including health needs in partnership with HoS).
4. The support of class teachers in meeting the needs of students with an identified special educational need (with or without an Education, Health and Care Plan or Statement of SEN). Teachers also support pupils through the planning, implementing and reviewing of additional or different provision.
5. The work of the Subject Leaders, who regularly review those with special educational and health needs and who promote the inclusion of all pupils through effective and varied teaching and learning strategies. This occurs through differentiation in lessons, through

Last reviewed May 2021

Next date due to be reviewed by the Governors – July 2021



Queen Elizabeth's Grammar, Alford

A Selective Academy



schemes of work which recognise students' different levels of ability and through assessment strategies which enable pupils' needs to be identified and targeted in future teaching and learning strategies.

6. The work in support clubs, which take place at lunch times, and intervention work at KS3 for those at Foundation Band level.
7. The work of teaching assistants who are employed to assist pupils with Education, Health and Care Plans or Statements of SEN, who would otherwise not be able to access the curriculum fully.
8. The work of teaching assistants to support literacy, numeracy, organisation and pastoral difficulties.
9. A lead teacher for gifted and talented pupils and mentoring support for selected gifted and talented pupils.
10. Setting, which usually takes place in Mathematics from Year 7 and English in Years 9 – 11, to ensure students receive appropriate provision in these areas.
11. Encouraging able students to attend external extension courses.
12. The effective provision of careers guidance by the Careers Service (i.e. through the use of specialist resources).
13. The provision of reading materials, in the library, which are accessible and appealing to all abilities.

Access Arrangements for exams

The SENDCo works to see whether your child may be entitled to further support through additional access arrangements.

Examples of access arrangements provided in school are:

- 25% extra time
- Use of a word processor
- Supervised rest breaks
- Use of coloured paper/coloured overlay

In addition, the school will provide any other appropriate access arrangements for examinations based on individual need and comply strictly with JCQ regulations.

Partnership with parents and pupils

The central aim of the Special Educational Needs and Disabilities Policy is to ensure all students receive the most appropriate assistance to enable them to achieve their potential. The academy's partnership with parents is crucial to this aim and a whole school priority. In addition to formal occasions for visiting school (e.g. parents' evenings), parents are invited to contact the SENDCo with concerns, and make appointments to discuss pupils' progress and educational needs with the HoS, Headteacher and/or SENDCo. The SEND Information Report provides additional information about

Last reviewed May 2021

Next date due to be reviewed by the Governors – July 2021



Queen Elizabeth's Grammar, Alford

A Selective Academy



how pupils and parents can be involved. These include the list of external organisations which are accessible to both the school and parents.

The school SEND Information Report is available on the school website.

<http://www.qegs.co.uk/html/SEND/index.php?p=informationReport>

Identifying Special Educational Needs and Assessment Procedures

The School SEND Information Report clarifies how pupils are identified and then supported within the SEND Code of Practice four broad areas of SEN.

The school recognises that a number of factors may impact on the progress and development of a pupil's learning, although they may not necessarily be in themselves a special educational need.

For example:

- Attendance and punctuality
- Health and welfare
- EAL
- Being a Looked After Child.
- Being in receipt of a Pupil Premium payment
- Behaviour and general approach to learning
- The school has appropriate policies and specialist teachers to cater for these.

Pupils' special educational needs may have been identified and met prior to joining QEGS, Alford. Transition information is important in providing an early response to student needs. The Head of Lower School liaises with the SENDCo, Year 7 tutors, parents and primary schools to ensure smooth transition processes. Where appropriate, the SENDCo will communicate directly with primary schools and parents of students with SEND prior to the transition. An additional pupil and parent visit may well be beneficial. Key strategies may be put in place for some pupils ready for joining us in September.

If a pupil has an Education and Health Care Plan (EHCP) this will usually have been put in place before a pupil joins the school. This provides targeted support. A Statutory Education and Health Care Plan is reviewed annually to ensure students receive the appropriate intervention.

In Year 7, students' needs are initially identified by the school's analysis of KS2 results, CATs scores, standardised spelling and reading scores, and handwriting speed scores, as well as reports from primary schools, subject teachers and form tutors. Students with scores considered as 'below average' for the cohort will be monitored closely by the HoS and SENDCo. All scores will be used by subject teachers to inform planning, teaching and assessment.

Throughout Y7-11, pupils are monitored through the usual Home Learning and class work tasks, and through projected grades and examination results. Pupils are referred to the Head of School and SENDCo in cases where they do not seem to be making the expected level of progress or when parental concerns have been raised. Identification criteria for SEN will be used in discussion with the

Last reviewed May 2021

Next date due to be reviewed by the Governors – July 2021



Queen Elizabeth's Grammar, Alford

A Selective Academy



HoS, and the SENDCo may administer further psychometric tests to explore the possibility of specific weaknesses and to see if a pupil qualifies for examination access arrangements.

Following discussion between the SENDCo, HoS and parents, one of the following courses of action will be followed:

- further focused monitoring of the pupil by the Head of School over an agreed period (via the 'focus group')
- implementation of generic strategies for specific difficulties (for example, dyslexia-friendly strategies) within the normal classroom environment, with progress monitored by the SENDCo over an agreed period;
- special educational provision plan (SEPP), which is additional to or different from the provision for other pupils in the class. Results of tests will inform the planning of SEPP by the class teacher and SENDCo, in discussion with the pupil and parents. Strategies for parental support will also be discussed. Expected outcomes and planned provision will be recorded on a SEP Plan, with termly reviews scheduled
- where the SENDCo believes that a student may have good reason to qualify, external agencies may also be involved to support the pupil, parents and teachers. Parents may also be signposted to support agencies which they can contact themselves.

Supporting pupils with medical conditions

The school recognises that these pupils need to be fully supported so that they can have full access to the curriculum, school trips, examinations and physical education. There are trained first aiders and all staff are trained to support students with chronic illnesses, with regular contact with parents being maintained. Some pupils with medical conditions may be disabled and where this is the case, the school will comply with duties under the Equality Act 2010. There is also the additional Medical Arrangements Policy, which provides more information.

Mental Health and Wellbeing

The school recognises the significant impact that mental health issues can have on a pupil's academic progress and general wellbeing. There is a structured programme within Tutorial lessons that covers these areas, and all pupils are supported by form tutors, their head of school, the headteacher, the anti-bullying committee (run by sixth form students) and anti-bullying reps in every form group. Furthermore, students with SEND have mentors with whom they meet regularly.

Where appropriate, referrals are made to Healthy Minds and CAMHS and mentoring is provided by someone with whom the pupil feels comfortable. Other strategies which the school uses to support pupils experiencing mental health difficulties include: access to counselling, time-out space when upset or anxious or access arrangements for exams.

If a pupil's mental health difficulties are seriously affecting his/her academic progress, the pupil will be added to the SEN Register.



Queen Elizabeth's Grammar, Alford

A Selective Academy



Staff Training

The SENDCo has completed the required statutory national SENDCo training course and has recently received accreditation as a Specialist Assessor, enabling them to carry out psychometric tests with pupils.

The school supports the SENDCo by enabling their attendance at relevant SEND briefings on the Code of Practice, and any SENDCo network meetings as appropriate.

INSET time is used to update teachers on developments with pupils and to highlight particular actions, which need to be taken to support pupils further; for example, teachers are routinely updated with individual key strategies for pupils. Specific training is provided in order to improve the knowledge and skills of teachers, for example how to manage dyslexia in the classroom.

Accessibility

Every reasonable adjustment is taken to make provision for pupils with disabilities defined by the Equality Act 2010. Almost all classrooms are accessible by wheelchair or to pupils with restricted mobility. A lift gives access to upstairs classrooms (including the Science and Language block) and ramps are available to enter and exit the buildings. When a room is not accessible, alternative arrangements are made. There are disabled access toilets, wide corridors and access to equipment which supports learning.

The school Accessibility Plan is available on the school website
<http://www.qegs.co.uk/files/SEND/AccessibilityPlan.pdf>

Provision and Review Procedures

The SENDCo provides regularly updated information regarding all pupils who have been identified as requiring SEPP, providing advice on strategies for effective inclusion in the curriculum and aiding teachers in monitoring their progress.

In many cases, generic strategies are sufficient and effective in supporting the progress of pupils with identified difficulties in the normal classroom environment, and all teachers are trained in these areas. These include strategies for students with hearing impairment, and dyslexia-friendly strategies.

If pupils do not make the required progress under the monitoring of the SENDCo and/or in response to general support strategies, they will have individual strategies recorded on the SEP Plan, along with specific provision, planned by teachers and supported by the SENDCo, to support progress and move towards expected outcomes. The pupil and parents will be involved in the planning and termly review of this Plan. Provision may involve enhanced adult support or teacher-led interventions, depending on the nature of the provision and level of difficulty. Where specific provision and/or TA support is implemented, regular communication with parents will be encouraged to ensure that strategies are supported and reinforced, where appropriate, at home.

Last reviewed May 2021

Next date due to be reviewed by the Governors – July 2021



Queen Elizabeth's Grammar, Alford

A Selective Academy



The advice and support of outside agencies will be sought if the pupil does not make the expected progress towards the expected outcomes on the SEP Plan. This will either be through individual contact, for example with the educational psychologist, or through multi-agency partnership. This may, in extraordinary circumstances, lead to the school requesting a statutory assessment for an Education, Health and Care Plan. A parent may also make a request to the local authority for an assessment.

Partnerships with other schools

The academy operates a well-established transition and induction programme to facilitate the process of transfer. The SENDCo visits all those pupils with Statements of SEND or Education, Health and Care Plans who are transferring to the academy and meets with their parents. Visits may also be made to pupils with higher levels of SEPP.

Evaluation of learning support provision

The effectiveness of the academy's policy is evaluated annually by staff and governors through analysis of:

1. Pupils' progress in literacy, numeracy, behaviour and a variety of test and examination results, including GCSE, in comparison to other students nationally.
2. The success of Special Educational Provision as outlined on SEP Plans.
3. The views of parents and pupils.
4. The implementation by staff of relevant policies and procedures to ensure all pupils are challenged and fulfil their potential.

Complaints

Complaints about SEND provision in our school should be made first to the SENDCo/ Headteacher. We hope that we will be able to discuss parental concerns and resolve them amicably. A formal complaint should follow the procedure outlined in the Complaints Policy, copies of which are on the school website.

Enquiries

Parents with any enquiries or complaints regarding provision for children with Special Educational Needs should contact the SENDCo at the academy or write directly to the Headteacher.

