

Technical learning with local professional partners



Special Educational Needs and/or Disability Policy (SEND)

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Introduction

QESTudio SEND POLICY

QESTudio believes in the potential of young people in this rural area to become creative professionals capable of making a contribution to the well-being of communities in the South Lakes. It is committed to developing in its students creativity, technical knowledge, enterprise ability, proficiency in key skills and transferable employability skills together with an understanding of the importance of QESTudio values.

QESTudio believes every young person has something to contribute to their community and that every young person has the right to be known, valued and educated in the way that makes the most of their talents.

At QESTudio, we are committed to offering pupils a broad and balanced curriculum to ensure the best possible progress for all of our pupils. We use the principles as detailed in The Special Educational Needs Code of Practice (2014) and the Equality Act (2010), as appropriate for our school.

Our commitment is based on the following principles:

- All children are special, different and have individual needs
- All children have an equal right of entitlement to an appropriate and worthwhile education
- All children are equally valued within our school and have a right to voice their views
- All children have a common entitlement to a broad and balanced curriculum, delivered in a relevant and differentiated manner, enabling progression and continuity to be experienced
- Children with special educational needs and/or disability may occur in any class. Every teacher in school teaches children with special educational needs and/or disability
- Parents are valued as genuine partners
- All staff have regard to the needs of the individuals within the school

SEND Policy Objectives

- To apply a whole school policy to meeting each child's individual needs
- To identify, at the earliest opportunity, any child with SEND and ensure that their needs are met
- To ensure that children with SEND are included in all the activities of the school if at all possible
- To ensure that all learners make the best possible progress
- To ensure that all parents are informed of their child's special needs and/or disability and provision and that there is effective communication between parents and school
- To ensure that learners express their views and are involved in the decisions which affect their education
- To promote effective partnerships and involve outside agencies when appropriate.

Definition of SEND

The term *Special Educational Needs* is used if:

"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 him or her" (Special Educational Needs and disability code of practice: 0 – 25 years, 2014).

Children have a *learning difficulty* if they:

Have a significantly greater difficulty in learning than the majority of children of the same age,

or

Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools.

(Special Educational Needs and disability code of practice: 0 – 25 years, 2014)

A *disabled* person is defined by the Equality Act 2010 as:

Someone who has 'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

Special educational provision means:

Educational provision which is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college.

(Section 312, Education Act 1996)

In accordance with the DfES Code of Practice issued in 2014, pupils are not regarded as having a learning difficulty solely because the language of their home is different from the language in which they are being taught. Hence, provision for those pupils experiencing difficulties because English is not their first language is set out in a separate policy.

Admission Arrangements

Where applications for admission exceed the number of places available the following criteria are applied to decide which children to admit:

- a) where the child has a brother or sister currently attending the school
- b) where there are medical grounds for admitting the child
- c) proximity of the child's home to the school

The Principal informs the SEND Co-ordinator of the proposed admission of any pupil who may have special educational needs. He contacts the parents and the staff at the pupil's previous school to discuss and plan the individual's needs and support requirements.

QESTudio

If a pupil has an Education Health Care Plan or high-level needs, the SEND Co-ordinator and parents discuss and plan the transition and support needs.

Every effort is made to secure a satisfactory, well-supported transition from feeder school to QE Studio.

Equal Opportunities

Consistent with the school's policy on Equal Opportunities, the school is committed to ensuring, through making all practicable and reasonable adjustments, that each pupil has equality of access to the curriculum and equal opportunity to fulfil their promise and potential whatever their ethnic, linguistic, cultural and religious background, special educational need and/or disability, subject to any overriding health and safety considerations.

Facilities

QESTudio students have access to all the facilities on the QES main site as well as those housed in the main QESTudio building.

The Learning Support Department is located at the heart of school. There is a suite of small teaching and tutorial rooms all equipped with full ICT facilities. There are accessible toilets throughout the school site.

The Learning Support department has a well-resourced room, specifically developed to meet the needs of pupils engaged in the Nurture Group and alternative curriculum. A well equipped kitchen area gives opportunities to develop life skills; ICT facilities, including learning via interactive technology, allow pupils to access a very wide range of learning tools and an informal seating area provides a relaxed environment for developing reading.

The school has been present on the existing site for over 150 years and consequently some of the older buildings are not fully accessible to wheelchair users. Wherever possible, adaptations and alterations have been made to improve accessibility to the older buildings. More recent buildings are fully accessible, with wider doorways, wheel chair ramps and lifts to upper floors. The Main Theatre and the Harlequin Theatre are both fitted with T Loop hearing systems.

The new QESTudio building houses specialist facilities for technical pathways and is built to modern standards in terms of accessibility. There is a Study Zone on the first floor with a Learning Support suite adjacent. The zone has informal seating area and high specification ICT facilities.

Responsibilities

Provision for children with SEND is a matter for the whole school. In addition to the Learning Support Department, all members of staff have important day-to-day responsibilities. *'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN'*. (Special Educational Needs and disability code of practice: 0 to 25 years, July 2014)

Major areas of responsibility are set out below but should not be regarded as exhaustive.

Roles and Responsibilities

Governors

Governors have a responsibility for keeping a general oversight of the School's provision for pupils with special educational needs.

QESTudio has a Governor who has specific responsibility for SEND.

Governors are advised by the Principal and SENCo of any major changes in policy and resource implications.

Principal

The Principal (Mrs A Wilkinson) has overall responsibility to ensure that School meets its SEND responsibilities and will inform governors of major changes in policy and their resource implications.

SENCo

SENCo will:

- Be responsible for overseeing the operation of the SEND Policy.
- Ensure that the records of all pupils with SEND, Student Support Plan (SSP), Pupil Profiles and reports from the Learning Support Assistants are up-to-date, complete and available to staff in a timely manner.
- Co-ordinate arrangements for annual reviews for pupils with an Education Health Care Plan (EHCP).
- Liaise with parents regarding assessments of SEND.
- Ensure that all staff are aware of the information available to them concerning pupils with SEND and know how to use it.
- Promote awareness amongst staff of the importance of addressing needs including those with SEND.
- Research and develop provision for pupil needs including those with SEND.
- Develop a whole school policy on how to address pupil learning needs, including meeting the needs of those with SEND, and monitor the effectiveness of this policy, reviewing it annually.
- Liaise with Principal (Mrs Wilkinson) to timetable lessons into teaching areas which are accessible to pupils who are physically disabled where this is desirable and in so far as it is practicable.
- Liaise with the Leadership Team to discuss the need for changes in the policy and provision for pupils with SEND.
- Liaise with the Examinations Officer and Heads of Year to ensure that appropriate provision is made for pupils eligible for special requirements in internal and external examinations.
- Co-ordinate and contribute to staff INSET on pupil needs including INSET on special educational needs.
- Communicate with parents regarding assessments and provision for pupils who have or may have SEND.

Learning Support Assistants

Learning Support Assistants will:

- Work in partnership with teaching staff to meet the needs of pupils with SEN.
 - Be aware of the special educational needs of the pupils they support.
 - Liaise with subject teachers in order to plan strategies and differentiate the curriculum for pupils with special educational needs.
 - Monitor and review the progress of pupils with SEND.
 - Keep records of work and assessments undertaken in learning support sessions.
 - Keep records of contact with parents using the proforma provided and ensure that these are circulated.
-
- Liaise with the SENCo as necessary.
 - Advise teachers on how they can best meet the needs of individual pupils with SEND.
 - Undertake training to support their own professional development.
 - Be alert and responsive to signs that a pupil may be failing to thrive, make expected progress or be experiencing difficulties in anyway (and report these to the most appropriate member of staff).
 - Provide feedback to parents at subject review afternoons and in reports regarding the need and progress of pupils for annual reviews.

Examinations Officer

Examinations Officer will:

- Liaise with the SENCo to ensure that they are aware of all pupils likely to have access requirements for public examinations.
- Write to parents informing them of any access arrangements in place.
- Ensure that they are aware of the recommendations in special educational needs assessments so that these access requirements can be put in place for the pupils for public examinations.
- Inform the invigilators of any access arrangements for pupils in public examinations.

Vice Principal

Vice Principal will:

- Familiarise themselves with the school policy and procedure on special educational needs and/or disability.
- Know which pupils in the year group/s for which they have responsibility have a special educational need or disability.
- Liaise with Learning Support Assistants, SENCo and Pathway Leaders about the needs and progress of pupils identified as having SEND.

Subject Teacher

Subject Teacher:

- Familiarise themselves with school policy and procedures on special educational needs and/or disability.
 - Know the pupils in their teaching groups and their category of need by referring to the SEND list and, where appropriate, the SSP.
 - Include differentiation strategies in their lesson plans and teaching in order to meet the needs of their pupils with special educational needs and/or disabilities.
 - Differentiate homework tasks where appropriate.
 - Follow the agreed school procedures for assessment and recording assiduously, recognising that evidence of efforts to help a pupil will be required should they be referred for further help.
-
- Be proactive in seeking help and advice about how to support pupils with special educational needs and/or disabilities.
 - Contribute to reviews of pupils with special educational needs as requested by the SENCo.
 - Be vigilant in identifying and reporting pupils who may have a special educational need.
 - Be fully aware of SSPs in all communication with/about individual pupils.

Learning Coaches

Learning Coaches will:

- Familiarise themselves with school policy and procedure on special educational needs.
- Know which pupils in their form have a special educational need and the category of need.
- Be aware of the content of each pupil's SSP and the strategies to be implemented in lessons.
- Liaise with the SENCo or LSA and Head of Year over the needs and progress of identified pupils.

Pathway Leaders

Pathway Leaders will:

- Familiarise themselves with school policy and procedure on SEND.
- Ensure that differentiation for pupils with special educational needs and/or disability is included in all schemes of work and is appropriate.
- Encourage staff to differentiate appropriately in lessons and homework tasks in order to ensure that pupils with a special learning need and/or disability are well supported.
- Monitor and evaluate the effectiveness of support given to pupils with special educational needs and/or disability within their curriculum area.

Identification and Assessment of SEND

Pupils with special educational needs and/or disability are identified in one or more of the following ways:

- From information provided by the feeder school
- The use of a range of screening tests and assessments in school
- Information from pupils and/or parents which may include a report from an independent educational psychologist
- Self-referral from a pupil who has concerns about their own learning
- Referral from a teacher who has concerns about an individual pupil

The School seeks to identify and support effectively those pupils who have SEND. As indicated above, in some cases a pupil's SEND will have been identified before they enter the school. Information may have been received either from documentation received via the pupil's parents, or the previous school. There are specific references to SEND in the registration and acceptance documents and school reference requests.

Where concerns arise, and where parents have agreed, it is likely that the SENCo, or another appropriately qualified person, will carry out a more detailed assessment to identify possible specific learning difficulties. If concerns remain following this procedure, the SENCo may advise an Educational Psychologist or Specialist Teacher's assessment for a comprehensive view of their child's strengths and weaknesses. If it is felt that a child has SEN, this will be recorded on the school SEND register. Parents will receive official notice of this in writing and will be invited into school to discuss the needs of their child and the provision of appropriate support.

The SEND register is made available to all teaching staff. All pupils who have a diagnosed SEND (and are on the SEND Register), have an SSP which outlines their areas of need, strengths and weaknesses. It will also offer strategies and advice to class teachers so that they can effectively support the pupils in their class and differentiate the curriculum effectively. The SSPs are made available to all teaching staff and it is the responsibility of the teaching staff to make use of them to inform their planning, teaching and report writing.

All teaching staff have a legal responsibility for planning appropriate differentiation for all pupils, including those with a special educational need and/or disability. *'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN'*. (Special Educational Needs and disability code of practice: 0 to 25 years, July 2014)

All teaching staff also have a legal responsibility for identifying pupils who are causing concern - whether for learning, emotional or behavioural reasons. These pupils may not have been formally identified by the entrance screening procedure. Concerns should be reported to the SENCo, and Head of Year in the first instance. They will then follow up the concern and arrange whatever action/referral is considered most appropriate. Appropriate action may include - discussion with parents, pupil, academic/pastoral staff; school-based assessment; referral to Educational Psychologist/Specialist Teacher; referral to School Counsellor; in-class support, support lessons in a small group, or on an individual basis.

SEND Provision

Following the introduction of the Children's and Families Act 2014, the existing system of classifying levels of intervention (Early Years School Action, School Action Plus and Statement) have been replaced with the term 'Special Educational Provision'.

QESTudio recognises that there is a continuum of special educational need and a 'graduated approach' to provision is appropriate and, where necessary, increasing specialist expertise should be brought to bear on the difficulties a child or young person is experiencing.

Following identification of an SEN, an appropriate intervention will be implemented. This may be a long term arrangement (e.g. in class support) or a short term strategy to address a particular area of need (e.g. handwriting intervention). Parents and the pupil will always be involved and consulted when decisions are made about which strategies to employ. At QESTudio we have a very wide range of support and intervention strategies. These are explained in some detail on the Learning Support area of the QES Moodle site. Parents are encouraged to visit the site to ensure that they have ready access to this information.

Inclusion

QESTudio is committed to inclusion. We believe that, wherever possible, pupils should be educated in the classroom alongside their peers. However, in some situations pupils may be withdrawn from lessons in order to receive 1:1 or small group intervention from a Learning Support Assistant where this is thought to be appropriate.

Monitoring and Reviewing

The academic progress of all pupils at QESTudio is monitored and reviewed regularly by teachers and pastoral staff. Pupils with SEND will be subject to the same review process but in addition, their progress will be closely monitored by Learning Support staff.

Once a pupil is put on the SEND Register their progress will be monitored and reviewed regularly. A range of staff including; subject teachers, Form Tutors, Head of Year's, the SENCo and Learning Support Assistants all have a role to play in monitoring the performance and progress of a pupil with SEND.

Each pupil on the QESTudio SEND register will have a Student Support Plan (SSP) (see appendix 1). This document describes the nature, extent and complexity of the pupil's difficulties, offers advice and support strategies and outlines the interventions employed to meet those needs. Every member of the teaching staff has ready access to pupil SSPs through SIMs and the 'Teacher Admin' drive on the school IT Network. Pupils and their parents can also view their own SSP via the pupil's profile page on Moodle. Paper copies are also available from school.

The SEND provision offered to pupils, and consequently their SSPs, is reviewed and updated, if necessary, least twice a year. As a result of the on-going monitoring and review, it may be decided that a particular intervention is no longer necessary or appropriate.

It may be decided that the pupil has still not made the desired progress, despite the provision of additional support and intervention. At this stage, it may be appropriate to consider involving outside specialists to provide additional advice, opinions, strategies and support. These specialists may include; Educational Psychologists, Specialist Advisory Teachers or Therapists (eg Speech and Language, Physiotherapy etc).

Parents will always be consulted and involved in decisions concerning the nature and scope of support offered to pupils.

Education Health Care plans (EHC plan)

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of the young person, and that young person has not made the expected progress, the school and parents should consider requesting an Education, Health and Care needs assessment. If, after assessment it is determined that an EHC plan is necessary, the Local Authority will consult with relevant parties and put such a plan in place. The EHC plan will detail the education, health and social care support that is to be provided.

Partnership with Parents

Past experience tells us that pupils make the best progress when School and parents work together and communicate effectively. One of the key principles underpinning the Special Educational Needs code of practice (0-25) is: *'the importance of the child or young person, and the child's parents, participating as fully as possible in decision, and being provided with the information and support necessary to enable participation in these decisions.'*

Meetings and contact with parents usually take place within the normal cycle of discussions with parents of all pupils (ie. Year 10 Induction days and Academic Review afternoons etc). However it is recognised that contact with parents of pupils with SEN may need to take place more frequently and meetings may require more time.

Parents of pupils with significant and complex needs (including those with EHC plans) will be invited to meet the SENCo at least once a year to formally review progress and plan support. In practice, contact between parents and school will usually be much more frequent.

Parents are actively encouraged to contact the Learning Support Department whenever they have concerns or queries regarding their child's needs. Learning support staff are always very happy to meet with parents or have a telephone conversation.

KS4/5 Transition Planning

An important part of our job is to ensure that all pupils have a smooth transition to KS5, regardless of whether they stay on at QESTudio or continue their studies elsewhere. Depending on a pupil's needs, this may involve supported visits to college, help with completing applications and preparation for interview.

Exam Access Arrangements

Where appropriate, pupils with SEND are given access arrangements for exams. The most common access arrangement to be used at QEStudio is extra time, normally of 25%. Other arrangements e.g. laptop use, rest breaks etc. are used as and when appropriate. The SENCO works in close liaison with the Examinations Officer to ensure that all pupils are given the access arrangements they require for internal and public exams.

Queen Elizabeth School follows the exams procedures and guidelines as set out by the Joint Council for Qualifications (JCQ).

External Agencies

The school works closely with a wide range of professionals (e.g. Educational Psychologists, Specialist Teachers) and outside agencies (e.g. South Cumbria Dyslexia Association). Details of many of these are available via the Learning Support area on the QEStudio Moodle site.

Concerns and Complaints

Anyone who has a concern or complaint about the Learning Support provision should raise it with the SENCO or Principal, (Mrs Wilkinson). The School also has a Complaints Procedure, details of which may be found on the School website.

Appendix I:

Example IEP

Name: XXXXXXXXXXXX **Form:** **Date:** May 16 **SEN Register:** SEP - SpLD (Dyslexia)

	CAT Scores
Verbal	98
Quantitative	78
Non Verbal	86
Average	87
Reading (Sept Yr 7)	99
Spelling (Sept Yr 7)	93

- A score of 73 and below indicates very low
- A score between 74 and 88 indicates below average
- A score between 89 and 111 indicates average
- A score between 112 and 126 indicates above average
- A score of 127 and above indicates very high

<p>Nature of Difficulty</p> <p>XXXX experiences difficulties commonly associated with dyslexia. These may include; difficulty with reading, spelling and writing, auditory processing, short term and or working memory, organisation and sequencing</p> <p>Reading and writing are likely to be very time consuming and inefficient due to the additional effort required to decode words and sequence letters. Reading aloud can be a great source of anxiety. There is often a marked discrepancy between cognitive ability and literacy skills.</p> <p>XXX often feels the need to ask lots of questions to clarify her own understanding and for reassurance. She may well take significantly longer than her peers to process verbal information and may require repetition of instructions.</p>		
<p>Interventions/Support</p> <p>Uses ipad in lessons</p>	<p>External Agencies</p> <p>Key LSA</p>	<p>Access Arrangements</p> <p>25% Extra Time</p>
<p>Pupil Voice</p> <p>Teachers can help me by:</p>		
<p>Suggested Teaching Strategies</p> <p>Where possible reduce the amount of writing required in class e.g. printed copies of board notes; using mind maps or pictures instead; cloze activities complete with word banks- although these should be differentiated to the appropriate reading level; use of ICT for extended writing tasks</p> <p>Provide XXXXXXX with key word lists in advance of topics</p> <p>Check understanding of instructions given, particularly homework. Where possible, provide simple step by step written instructions that will help with organisation as well</p> <p>Reading aloud is frequently a very stressful experience for XXXXXXX and should be avoided unless she volunteers</p> <p>Scaffold written tasks (provide writing frames, paragraph headings, key words etc where appropriate)</p> <p>XXXXXXX may find that using coloured overlays or tinted paper and larger print text is helpful</p>		
<p>Last review date: Sept 18</p>	<p>Maintain</p>	<p>X</p>
<p>Reviewed by: P. Weston</p>	<p>Amend</p>	

