



Special Educational Needs and Disabilities (SEND) Information Report 2020

Queen Elizabeth's Grammar School SEND Department will work to uphold the values and principles set out in the Trust SEND policy. The school is dedicated to the inclusion of all students, including those with Special Educational Needs and Disabilities, to encouraging and enabling its students to learn, to discover and develop their full potential.

We share the vision and the Values of the Trust:

“We believe that every student has the right to flourish, to achieve and to succeed and everything undertaken by Horncastle Education Trust should have this ambition at its heart”

It is accepted that a number of students will, at some point in their time here, have additional needs which require support over and above our usual academic and pastoral systems.

Currently our normal ways of working are being affected by regulations in place due to COVID-19. Information on the schools operating plan at this time can be found here and is regularly updated:

<https://www.qegs.lincs.sch.uk/our-school/news/school-news/835-arrangements>

What types of SEND are provided for?	<p><u>Communication and Interaction</u></p> <p>Speech and Language and Communication Needs (SLCN)</p> <p>Autism Spectrum Disorder (ASD) Including Asperger's Syndrome</p> <p><u>Cognition and Learning</u></p> <p>Eg Dyslexia, dyscalculia, dyspraxia</p> <p><u>Social, Emotional and Mental health</u></p> <p>This covers Mental Health difficulties such as anxiety and eating orders as well as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) and Attachment Disorder (AD)</p> <p><u>Sensory and / or physical needs</u></p>
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	<p>Vision Impairment (VI), Hearing Impairment (HI), Multi-sensory Impairment (MSI), Physical Disability (PD)</p>
<p>Whole School approach</p>	<p>The Learning Support Department maintains good links with SENDCOs in the Horncastle Education Trust and we aim to work alongside our partner schools to ensure that through effective and timely collaboration we improve opportunities for our students. We have a common vision across the Trust and not just across the school. We aim to be a fully inclusive community.</p> <p>Underpinning our provision in school first and foremost is quality first teaching and the application of a differentiated and personalised approach to teaching and learning. The SEND Code of Practice makes it clear that all teachers have a responsibility to the students in their care, including those with special educational needs.</p> <p>The Learning Support Department is guided by the requirements of the legal framework in the revised SEND Code of Practice 2015. One of the key principles of the framework is the graduated approach of Assess, Plan, Do, Review.</p> <p>Schools are required to use a ‘graduated approach’ which informs the decision as to whether a child needs to be added to the SEND register. This is known as the Assess, Plan, Do, Review cycle.</p> <div data-bbox="651 1176 922 1444" data-label="Diagram"> </div> <p>In practice this means that the SENCO, in collaboration with teachers, Heads of year and parents* as appropriate assess the current area of difficulty, plan support, put the support in place and then review the outcomes. Evidence for all stages of this cycle may come from observations, progress and attainment data, scrutiny of work produced, discussion between teachers and SEN support staff, and the views of parents and carers. Where a student is making less than expected academic progress the first response should always be high quality teaching targeted at the area of weakness. Slow progress and low attainment do not necessarily mean that a child has SEN and is automatically recorded as such.</p> <p>This definition of SEN (Code of Practice p.15) may be useful: A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:</p>

	<ul style="list-style-type: none"> • A significantly greater difficulty in learning than the majority of others of the same age, or • A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream school. <p>Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream school.</p> <p>*For the purposes of this Information report “parent” refers to the adult with responsibility for the child.</p>
<p>What should I do if I think my child has special educational needs?</p>	<p>At Queen Elizabeth’s we are committed to early identification of special educational needs and the process of identification and assessment may come from a number of sources:</p> <p>Close liaison with feeder schools and data provided by them</p> <p>Cognitive abilities tests taken on entry</p> <p>Screening tests for reading and spelling</p> <p>Observations and feedback from subject teachers and teaching assistants (TA’s)</p> <p>Head of Year/Form tutor concerns</p> <p>Student self-referral</p> <p>Parental concerns</p> <p>If you think that your child may have special educational needs that have not been previously identified you should contact the school through enquiries, through your child’s tutor/ Head of Year, or contact the SENDCO directly.</p> <p>enquiries@qegs.lincs.sch.uk</p> <p>SENDCO: Mrs H Freeman can be contacted at: sfreemanh@qegs.lincs.sch.uk</p> <p>Tel: 01507 522465</p>
<p>How will the school respond to my concerns?</p>	<p>An informal meeting will be arranged at the school in order for you to discuss your concerns. School staff most likely to be involved at this stage will be your child’s tutor, Head of Year and the SENDCO. If your concern relates to a health matter the Deputy Head with responsibility for student wellbeing may well be involved. We will investigate your concerns and yourself and your child will have a voice in the discussions. We very much view collaboration</p>

	<p>and transparency between all parties as essential to achieving successful outcomes.</p> <p>As part of the assess stage of the graduated approach we may need to refer to any of the following:</p> <p>School data</p> <p>Responses from teachers or other adults involved with your child who have been asked to comment following your concern</p> <p>Results of additional standardised tests that have been administered to your child as part of the further assessment of need process.</p> <p>A follow up meeting will be arranged so that a plan for moving forward can be agreed.</p> <p>Depending on the child’s needs outside agencies may become involved. The school supports a multi-agency approach to maximise the educational provision for students with special educational needs and disabilities. Services such as those offered by specialist outreach teachers in dyslexia and autism, and the Educational Psychologist, are used to provide additional support to students and their families. The school’s Safeguarding Lead is responsible for contacting the Lincolnshire Safeguarding Children Board if there is concern regarding a child’s welfare.</p>
<p>How will the school decide if my child needs extra support?</p>	<p>Through our process of identification, assessment and dialogue with school staff, yourself and your child extra support may be put into place depending on the identified individual need.</p>
<p>What will the school do to support my child?</p>	<p>The names of children with a special educational need or disability will be recorded on our Learning Support Register. The register is the responsibility of the SENDCO. This is updated regularly throughout the school year and provides all staff with an overview of each child’s individual learning difficulties and needs.</p> <p>Quality first teaching is the first tier of support, at QEGS we are proud to have such excellent teaching staff who regularly go above and beyond to support the students in their care.</p> <p>Provision for students beyond this is diverse and is solely dependent on individual needs. Provision may include:</p> <ol style="list-style-type: none"> 1. literacy intervention including bespoke reading and spelling intervention delivered in very small groups or 1:1

	<ol style="list-style-type: none"> 2. support with homework and organisation 3. additional adults in the classroom 4. Learning support department quiet room 5. counselling 6. Friends for Life resilience program 7. peer mentoring 8. student centred planning disseminated through student voice documents 9. access to word processors for students with handwriting difficulties 10. access arrangements for examinations including exam stress management 11. outside agency support 12. a differentiated timetable for a very small minority of students <p>The provision for your child will be coordinated by the SENDCO and recorded on the Learning Support department's Provision Map. Tracking of student progress and collaboration with outside agencies will also form part of the process.</p>
<p>Who will support my child in school?</p>	<p>The Head of Learning Support/SENDCO Mrs Heather Freeman has many years experience working with students with additional needs, both in her current role as SENDCO and in her previous role as Head of MFL. She is qualified to Masters level in SEND.</p> <p>Teaching Assistants within the Learning Support Department hold recognised National Vocational Qualification Teaching Assistant Certificates and one member of the department is about to embark on the HLTA course. Mathematics benefits from a specialist teaching assistant. All members of the department undertake CPD as part of their individual appraisal and whole school staff development.</p> <p>In addition to the specialist staff in school your child may also receive support from Peer Listeners, as well as other adults working in school - teaching staff, SLT, lunchtime supervisors, TA's may all have a role in supporting your child during their time here</p> <p>Specialists from outside agencies will support your child as and when required.</p>
<p>What training and experience do the staff have for the additional support my child needs?</p>	<p>All staff within the Learning Support Department are very experienced in working with students with SEN and disabilities.</p> <p>Throughout the school year school all staff have the opportunity to attend courses as part of the school's Continuing Professional Development policy. This includes 'in house' training sessions led by the SENDCO covering topics such as specific learning difficulties, use of other adults in the classroom and access arrangements for examinations.</p> <p>Recently staff in the department have completed Epilepsy for teachers with Epilepsy action and diabetes awareness training.</p>

	<p>Safeguarding training is completed annually.</p> <p>The department was part of the Maximising the Impact of Teaching Assistants project and this has helped inform the good practice in our setting.</p> <p>The SENDCO attends the local authority Graduated approach briefings throughout the year and attends exam access update training annually. She is a member of NASEN</p> <p>Newly qualified teachers and trainees spend some time meeting with the SENCO as part of their training</p>
<p>Who else might be involved in supporting my child?</p>	<p>Outside agencies which are accessed by the school as appropriate include:</p> <ul style="list-style-type: none"> • Educational Psychologist • Counselling by external agencies • Independent Careers Advisor • Educational Welfare Officer • Early Help Workers • Healthy Minds Team • The Working Together Team • Occupational therapy • Pilgrim hospital school • BOSS • Dyslexia Outreach • Careers advice • Physiotherapy • S.A.L.T • Liaise • Lincolnshire Parent Carer Forum <p>In addition parents can be signposted to useful sources of support and organisations.</p>
<p>What support will there be for my child's social and emotional wellbeing</p>	<p>The school has clear policies which include behaviour management, anti-bullying, child protection, confidential reporting and attendance.</p> <p>All policies can be found on the school website:</p> <p>There is a clear protocol for the administration and storage of medication. Individual health care plans are drawn up for students as necessary. Medical issues involving the administration of medicines are handled by the school office. The school has a number of trained first aiders so there will always be a qualified person available should your child require it</p> <p>The school is increasingly aware of the number of students who need support for their wellbeing.</p> <p>The school promotes mental health and wellbeing awareness across the year with the annual non-uniform day (wear yellow) for the mental health charity, Young Minds and the time to talk day in February for the charity</p>

	<p>Time to Change, in addition to the wellbeing week in May. The school actively promotes the Camerados ethos, which encourages students and staff to look out for, and help, each other; we have several 'Public Living Rooms' during the year and are hoping to secure a permanent space for the living room. There are two prominent notice boards around school which promote positive mental health and where to access support. Students have access to Kooth.com. The school website has mental health and wellbeing links on its front page.</p> <p>The values of tolerance and respect are embedded into the behaviour policy. These values are also supported through diversity week in the summer and visits from guest speakers from charities such as Stonewall. The school also runs an LGBTQ group.</p> <p>There is a robust program of PSHE which covers a broad range of sensitive issues as appropriate to the year group.</p> <p>The Deputy Head, mental health lead and SENDCO have all completed the Local authority wellbeing training</p>
<p>How will my child be involved and be able to contribute their views</p>	<p>Queen Elizabeth's recognises that the effectiveness of any assessments and intervention will be influenced by the involvement and interest of the student involved. The voice of the child needs to be heard - their engagement is crucial to the effective implementation of any individual plan.</p> <p>Your child will have the opportunity to attend all reviews and have a direct input into the completion of their own 'student voice' document. Students with an EHCP are able to contribute their views to their annual review in writing in advance and in person by attending the meeting</p> <p>Subject departments also collect the student voice as part of their Quality Assurance</p> <p>Students are also able to express their views through our active School council.</p>
<p>How will the curriculum be matched to my child's needs?</p>	<p>Queen Elizabeth's Teaching and Learning Policy seeks: 'to ensure that all learners attain their full potential as learners.'</p> <p>High quality teaching underpins our provision for all students and means activities in the classroom are varied, purposeful and appropriate to the needs of all students. Differentiated resources, tasks and questions all maximise the learning opportunities. Where there are barriers to learning which may prevent the students from achieving, teachers work in appropriate partnerships to help students overcome these difficulties within their lessons.</p> <p>Routine strategies that help students in the classroom include seating for learning, knowledge of effective strategies for students with identified difficulties, the use of the student planner to help to maintain good home/school links, use of resources such as laptops, as well as an additional adult in some classrooms.</p> <p>For a very small minority of students in Key Stage 4 a full timetable of</p>

	<p>academic subjects may not be appropriate. The reduced timetable then provides them with timetabled supported study time within school.</p>
<p>What opportunities will there be for me to discuss my child's attainment and achievement?</p> <p>How will I know how well my child is progressing?</p>	<p>When your child is in years 7 and 8 you will be invited to two parent evenings each year, one in which to meet your child's tutor and the other is an opportunity to meet your child's subject teachers. From year 9 onwards you will be invited to one parent evening each year in which you have the opportunity to meet your child's subject teachers.</p> <p>Three times each year you will receive an interim report informing you about your child's progress in each subject area, comparing their current target against their target grade. A comment on organisation, behaviour, homework and response to teacher feedback within each subject also forms part of the interim report.</p> <p>The SENDCO attends parent evenings whenever possible. If more time is required for discussion a meeting will be arranged on another occasion, usually an after school appointment.</p> <p>You are welcome to get in touch at any time</p>
<p>How does the school know how well my child is doing?</p>	<p>We use a range of bench marking measures to ascertain current attainment and expected progress in the future. These are regularly reviewed at both subject and whole school level.</p> <p>For students who have been diagnosed with a literacy difficulty a number of standardised tests will also be administered as needed.</p> <p>The SENDCO reviews the progress of students on the SEN register following data drops and this information will inform any decisions about support moving forwards</p> <p>Progress of students with an EHCP is formally reviewed at the annual reviews as well as during the year as part of the Assess, Plan, Do, Review cycle.</p>
<p>How will my child be included in activities outside the classroom including school trips?</p>	<p>No student will be denied the opportunity to go on a school trip on the grounds of a special educational need. The school runs many trips of a varied length and nature. Some examples are weekend theatre trips to London, visits abroad to enhance language learning; often in collaboration with another subject department, Geography fieldwork for older students, sports fixtures to name but a few. If your child has a specific learning difficulty that requires special consideration you will be invited to a meeting in order to discuss any additional provisions required and to contribute to the risk assessment.</p>
<p>How accessible is the school environment? How accessible is</p>	<p>All of our ground floor rooms are accessible with wide doors and ramps where required. All steps have edging highlighted.</p> <p>The nature of the building does mean that the whole school is not accessible by wheelchair. There is a lift to the upper floor in our art/music block.</p>

<p>the curriculum?</p>	<p>Where necessary, advice and guidance will be obtained from parents, the Health Authority and Health and Safety Advisors.</p> <p>The Learning Support Department staff work closely with the other subject departments and those Senior Managers who have a role in designing and managing the curriculum in order that the students with SEND have full entitlement/access to high quality education within a broad, balanced and relevant curriculum.</p> <p>The Learning Support Department has a small number of laptops available for students and these are regularly borrowed by students. Students may need to use a laptop temporarily because of injury whilst some students use them on a regular basis to support their access to the curriculum.</p> <p>The school Disability Equality Accessibility Plan can be found here:- http://www.qegs.lincs.sch.uk/content/aboutQEGS/policiesandforms/2019/Disability Equality Accessibility Plan May 2017.pdf</p>
<p>How will the school prepare and support my child to join the school?</p>	<p>The Head of Year 7 has developed close links with the feeder primary schools. He visits each school during the summer term in order to meet the year 6 students who will be joining Queen Elizabeth's in September. He will liaise with the SENDCO as required.</p> <p>The SENDCO is usually invited to attend year 6 review meetings for students who already have an identified SEND.</p> <p>A year 6 Induction Day is held in July for all students transferring to QEGS. They will meet their form tutor and some of their subject teachers, familiarise themselves with the school layout and be able to ask questions. Some students, may need an individualised transition programme. This will be arranged in consultation with the primary school and / or parents and students. We believe that good communication is paramount and by working together in a child centred manner we aim to ensure as smooth a transition as possible.</p> <p>Students are admitted to other year groups, if places are available, on the basis of school reports and tests administered by the Headteacher. Applicants will need to demonstrate their ability to benefit from a grammar school education. If your child has met this criteria and has an identified special educational need the SENDCO will liaise with the student, parents and other adults who are involved with the transition.</p>
<p>How will the school prepare and support my child to transfer to a new setting?</p>	<p>An individualised programme will be prepared in consultation with all relevant parties.</p> <p>If your child moves school paperwork is passed on as soon as possible. This is especially important for students with exam access arrangements who are moving to another post 16 provider.</p>

	<p>Students are well supported in sixth form through a structured program of PSHE and Careers advice. Students also have an identified member of staff to support them with writing their UCAS application form</p>
<p>How can I be involved in supporting my child?</p>	<p>There are many ways in which you can be involved in supporting your child and you will be able to discuss these with your child's tutor or other key staff who work with your child. Good communication links are very important between home and school; use of technology as well as the student planner are two of the main systems.</p> <p>Parents can support their child by keeping us informed if there are issues which you feel might be impacting on their wellbeing and progress, by showing an interest in their learning and working in collaboration with school to uphold our values and systems.</p> <p>We welcome the support of parents and our very active Parent Association is always looking to recruit new parents to support them with their invaluable work.</p>
<p>How can I access support for myself and my family?</p>	<p>There are many organisations who can help and support. The SENDCO will be able to signpost you to relevant organisations. Independent information, advice and support is available through Liaise (SEND Information, Advice + Support in Lincolnshire).</p> <p>Liaise can be contacted through the Family Information Service on 0800 195 1635 Mon-Fri 8am - 6pm or by email: liaise@lincolnshire.gov.uk</p> <p>You can also refer to the Local Authority website: www.lincolnshire.gov.uk/special-educational-needs-disabilities-send/local-offer</p> <p>This is designed to help you find the right support and services. The LCC document "Guidance on SEN Support" is also available here.</p> <p>The Lincolnshire Parent Carer Forum (LPCF) are the official parent carer for Lincolnshire, recognised and funded by the Department for Education and one of the largest parent carer networks in the UK. Further information about the LPCF can be found on their website www.lincspcf.org.uk and information about their events is posted on the news section of the school website.</p>
<p>Who can I contact for further information?</p>	<p>Telephone: (01507) 522465</p> <p>e-mail: General: enquiries@qegs.lincs.sch.uk</p> <p>Mrs Divers (Deputy Head): sdiversl@qegs.lincs.sch.uk</p>

	Mrs Freeman (SEND/CO): sfreemanh@qegs.lincs.sch.uk
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