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# Queen Elizabeth's School

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

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### 1. Aims and Objectives

The School's Mission is to produce young men who are confident, able and responsible. In order to achieve this aim, the School values the abilities and achievements of all of its pupils and is committed to providing, for each pupil, the best possible environment for learning, enabling them to achieve the highest possible standards and optimum qualifications for the next stages of their life and education.

This SEND policy reflects the uniquely talented nature of its students due to its selective entry. All students are taught in mainstream classes and Queen Elizabeth's School seeks to deliver a curriculum that, in addition to being balanced and relevant is planned so that individual potential is fulfilled and encouraged to participate in the extra-curricular life of the School.

The Governing Body and teaching staff will endeavour to ensure that the necessary provision is made for any pupil who has special educational needs or a disability ("SEND").

The aim of the School's provision is to:

- provide high quality teaching differentiated for individuals;
- develop a consistent, whole-school approach to SEND;
- to provide a differentiated curriculum appropriate to the individual pupil's needs and abilities;
- ensure the identification of all pupils requiring SEND provision as early as possible in their School career;
- provide access to a full curriculum and enable participation in all School activities wherever possible;
- promote skills of independent learning;
- provide extra support for physical, behavioural, emotional or social difficulties to ensure the well-being and social development of those pupils with SEND;
- involve the parents in the education of their child and keep them fully informed of their child's progress and attainment;
- seek to involve and work collaboratively with outside agencies when appropriate;
- ensure continuity of provision; and
- endeavour to use resources effectively.

The School has particular regard to the Special Educational Needs and Disability Code of Practice (2015), as well as all other relevant legislation, when carrying out its duties towards all pupils with SEND. The School's other policies which deal with aspects of pastoral care will also be followed and integrated into our approach to SEND at all times.

### 2. Definition of SEND

A pupil is considered to have SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Pupils have a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of their peers in the national cohort; or

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- have a disability which prevents or hinders them from making use of educational facilities provided to their peers.

A pupil may have needs and requirements which fall into at least one of the following four areas, although some children may have inter-related needs, and the impairment, difficulties or disability may be permanent or temporary:

- Physical and sensory impairment, including medical conditions;
- Cognition and learning;
- Communication and interaction;
- Social, emotional and mental health difficulties.

### 3. Roles and responsibilities

The contribution of all teaching and support staff, parents and pupils, is essential in achieving the aims of this Policy. All teachers are teachers of pupils with SEND, and they are responsible for following the School's procedures for identifying, assessing and making provision for meeting those needs.

The "responsible person" for co-ordinating the day-to-day provision of education for pupils with special educational needs is the School's Special Educational Needs Co-ordinator ("SENCo"). The role of the SENCo is to:

- oversee the day-to-day operation of the School's SEND policy;
- liaise with and advise teachers;
- co-ordinate provision for pupils with additional needs;
- oversee the records on all pupils with additional needs;
- liaise with the parents of pupils with additional needs;
- contribute to the in-service training of staff;
- monitor and review any action taken to support any pupil;
- ensure that appropriate records are kept; and
- liaise with outside agencies (including Local Authority support and educational psychology services, health and social services, and voluntary bodies).
- make arrangements to ensure smooth transition when a child transfers to the School from primary education;
- liaise with the potential next providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned to university or elsewhere, taking into account the pupil's SEND.

### 4. Arrangements for co-ordinating the provision of education for pupils with SEND

The SEND provision at Queen Elizabeth's School has been structured to operate within existing School policies and arrangements.

The SENCo has responsibility for co-ordinating the provision of education for pupils with SEND, as explained in section 2 above, however the special educational needs of all students are the shared responsibility of all staff.

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Each member of teaching staff must be familiar with the School's SEND Policy and procedures, is issued with a summary guide to SEND at Queen Elizabeth's, and is directed to online resources for supporting students.

The SEND inclusion report is published at the start of the academic year and is reviewed and updated as changes occur throughout the year. Changes are announced to all staff using the School intranet (eQE).

The provision of specific facilities for pupils with SEND will be considered on an individual basis.

The SEND governor and SENCo will meet termly to review SEND provision.

### 5. Admission and inclusion

The School's access arrangements for admission aim to create equality of opportunity and as level a playing field as possible for applicants with SEND as for other pupils. Therefore, pupils with SEND who apply for admission will be given the practical extra support appropriate to their needs in relation to the sitting of the School's entrance test. There are no other different measures or standards which will be applied to applicants with SEND.

If a parent requests that the School is named in a child's Education, Health and Care Plan, consideration will first be given to the suitability of the School for the ability of the child as determined by the School's entrance test. If the score obtained meets the minimum standard required by the governors, consideration will then be given to the compatibility of the child's admission with the efficient education of others.

The School operates a 'whole school' approach to SEND, which involves all staff adhering to a model of best practice. The staff of the School are committed to identifying and providing for the needs of all pupils in a wholly inclusive environment.

Pupils with SEND are regarded as full members of the School community.

The School operates an Equal Opportunities Policy so that pupils with SEND are afforded the same rights as other pupils. All pupils should have access to a broad and balanced curriculum.

Parents of pupils with particular needs should approach the SENCo for more information and to discuss how their son's needs can be met.

### 6. Identification and assessment

Information which identifies SEND is usually found in the following ways:

- Information may come from primary schools at the point of secondary transfer;
- Information may come from doctors or other outside agencies such as those relating to issues of child protection;
- Each pupil in the new intake is tested using the University of Durham's MidYIS programme before the October half-term in his first year. The results are used as an early indicator and standardised baseline of ability;
- There is regular assessment in all subjects and all year groups to monitor work and progress;

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- Teachers may raise concerns with the SENCo, who will then investigate this further through discussion with relevant staff;
- Year Heads and Form Tutors may refer boys to the SENCo as they follow the pastoral plan or following the internal review of their year group;
- Parents may raise concerns.

The progress of children with SEND will be regularly reviewed.

If a pupil fails to make progress despite the provision of extra support, the School will consider whether it would be appropriate to arrange for the pupil's assessment for an EHC Plan by the Local Authority.

Detailed records will be kept of the pupils with additional needs. All information about pupils and their educational needs will be kept securely and access given only to those members of staff who require it in the course of their work.

### 7. Access to the curriculum

We will provide a curriculum which is accessible to all of our pupils. Therefore:

- Where pupils have SEND, the School will make provision to ensure that they have access to all areas of the curriculum;
- The curriculum will be differentiated to meet the needs of individual pupils, and where necessary personalised;
- Schemes of work for pupils, within classes and year groups, will reflect whole School approaches to teaching and learning and will, where appropriate and necessary, take account of SEND;
- Other than in exceptional cases, the School will make full use of classroom and School resources before drawing on external support;
- If necessary, the Headmaster and/or member of the Senior Leadership Team and parents will discuss arrangements for dis-applying pupils from aspects of the School's curriculum;
- Heads of Year will co-ordinate work for any pupils with long-term absences, as appropriate.

All SEND provision is ultimately in place to ensure a move to independence. The School will work to ensure that pupils and their parents are fully aware of their individual needs and targets.

All pupils, including those with SEND, are consulted and involved in the review of their educational progress. SEND provision makes use of the bespoke tutoring and target setting system; all pupils see their tutors on a regular basis to evaluate work and monitor progress.

### 8. Deployment and allocation of resources

The School's provision for SEND is met from the School's core budget. Resources are allocated from the budget available based on the needs of pupils.

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The Local Authority may make funding available to the School to support a pupil who has an EHC Plan.

Specific resources available are:

- subject clinics and revision classes, as appropriate;
- the peer mentoring scheme;
- staff mentors may be assigned to boys to help support their difficulties;
- specialised resource materials e.g. modified test papers, examination scribes or use of laptops;
- access to outside agencies and specialists, including for the training of staff; and
- dedicated mental health support provided by Rephael House

### **9. Training**

The following arrangements are in place relating to in-service training:

- Specialist conferences, Local Authority workshops and the delivery of courses by experts in their field are regularly attended by the SENCo and other staff involved in the pastoral protection of pupils;
- All staff are provided electronically with a detailed document outlining the needs of all pupils with SEND;
- The School's SEND procedures are part of the induction programme for new teaching staff;
- The School is committed to providing and facilitating attendance at in-service training in the area of SEND.

### **10. Partnership with parents**

It is recognised that the support and encouragement of parents is very important for those pupils with SEND.

The parental briefing at the start of each academic year provides parents with curriculum information and guidance to support their son's learning throughout the year.

Parents will always be kept informed about the SEND of their sons or if the School considers that any special educational provision is required for their son. Parental involvement is encouraged and sought by the School at all stages of the provision of support.

The parents of pupils who fail internal reviews (whether or not they have SEND) meet with the Form Tutor to discuss possible ways forward.

Parents are encouraged to contribute their knowledge and understanding of their son and to raise any concerns they may have about their needs and the provision that is being made for them.

### **11. Partnership with outside agencies**

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The School is committed to effective joint working with external support agencies including local health professionals, social service departments, specialist Local Authority support services, and other providers.

Parents are encouraged, where appropriate, to consult their GP or the Child and Adolescent and Mental Health Services (CAMHS) for guidance.

In-house counselling is made available as appropriate through a partnership with Rephael House, but the School can make referrals, with parental consent and involvement, to CAMHS, if short term involvement of this outside agency would be appropriate.

### **12. Evaluating success**

The effectiveness of this Policy is monitored by the SENCo, the School's Senior Leadership Team and the link governor for SEND.

The link governor for SEND will present a formal report to the full Governing Body annually. The Governors will thereby gauge the success of the policy primarily by considering whether the needs of all pupils with SEND have been met and whether pupils with SEND have achieved their targets.

### **13. Complaints**

Any concerns or complaints about SEND provision should be addressed in the first instance to the SENCo, who will respond by meeting with the parents to discuss the situation.

If this does not resolve the situation, then the School will deal with the complaints in accordance with Stage One of the procedure outlined in the School's Complaints Policy. Thereafter, the remaining stages of the School's Complaints Policy should be followed as required.

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LINKED  
POLICIES

- Admissions Guide for Parents
- Bullying Policy
- Complaints Policy
- Equal Opportunities Policy
- Governors' Statement of Education
- Home-School Agreement
- Pupil Discipline Policy
- Safeguarding Policy
- School Development Plan

LINKED  
LEGISLATION  
AND  
REFERENCE  
MATERIALS

- Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014)
- Supporting pupils at school with medical needs* - Statutory guidance for governing bodies of maintained schools and proprietors of academies in England
- The Equality Act 2010
- The Education Act 1996 and associated Regulations
- Index for Inclusion*, Centre for Studies on Inclusive Education

Approved by the Governing Body on 3 November 2022

Signed .....

B.R. Martin, Chairman of the Governing Body