



Special Educational Needs Information Report

Queen Elizabeth's Grammar School Ashbourn, Derbyshire

Date the policy was agreed by Governors: _____

1) Aims of our provision regarding pupils with special educational needs and/or disability

The aims of our policy and practice in relation to special educational need and disability at QEGS are:

To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information.

To ensure that children and young people are treated equally and fairly i

<https://www.queenelizabeths.derbyshire.sch.uk/wp-content/uploads/sites/5/2021/10/Equality-Policy.pdf>

To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement

<https://www.gov.uk/government/collections/national-curriculum>

To use our best endeavours to secure special educational provision for pupils for whom it to and different that provided within the differentiated curriculum, to better respond to the four broad areas of need:

1. Communication and interaction,
2. Cognition and learning,
3. Social, mental and emotional health,
4. Sensory/physical.

To request, monitor and respond to parent/carers and views to evidence high

2) What are special educational needs (SEN) or a disability?

At QEGS we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

Special Educational Needs: *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.*

³ *A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age.***

³ *Special educational provision means **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting in England.*

Disability: *Many children and young people who have SEN may 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**’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*

3) The kinds of special educational needs (SEN) for which provision is made at QEGS

Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy.

If a place is available,

needs can be better met in specialist provision.

4) How does QEGS know if a pupil needs extra help?

We know when a pupil needs help if:

regarding concerns relating to inadequate levels of progress or inclusion.

Screening, such as that completed on entry or because of a concern being raised, indicates gap in knowledge and/or skills.

Whole school tracking of attainment outcomes indicates lack of expected rate of progress.

Observation of the pupil indicates that they have additional needs.

5) What should a parent do if they think that their child may have special educational needs?

they can initially discuss these with their form tutor. Alternatively you may choose to contact the SEN department directly. The SENCO is **Mr S Bembridge** whose contact is Bembridge@qegs.mail or 01335 343685 ex 11723. The Deputy SENCO is **Mr M Pellett** whose contact is Pellett@qegs.mail or 01335 343685 ex 11723.

The SEN department will ensure that all parents will be listened to. Your views and aspirations for your child will be central to the assessment and provision that is provided by the school.

6) How will the school support a child with SEND?

All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through several processes that include:

1. classroom observation by the senior leadership team, the SENCO, external verifiers,
2. ongoing assessment of progress made by pupils with SEND,
3. work sampling and scrutiny

Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum. All pupils have individual targets set in line with national outcomes to ensure ambition. Parents are informed of these via G4S and also at events such as

progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class teacher/curriculum leader and the Senior Leadership line manager and if appropriate, the pupil themselves.

Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.

Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.

Action relating to SEN support will follow an assess, plan, do and review model:

1. **Assess:** Data on the pupil held by the school will be collated by the class/subject teacher/SENCo to make an accurate assessment of the needs. Parents

N.B. For a very small percentage of pupils, whose needs are significant and complex, and the SEN Support required to meet their needs cannot authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

7) How will pupils be involved in decisions regarding provision that can better meet their needs?

At QEGS we use a document called Provision Maps. These are completed by the SEN department and the pupils themselves and identify their abilities and strengths, their personal aims, and the action they require to be taken by the school to reduce barriers to learning and social success. Each term, this information will be reviewed and the views gained on the effectiveness of the action taken so far to meet their needs.

8) How will the curriculum be matched

10) How will parents be helped to support their learning?

Please look at the school website. It can be found at queenelizabeths.derbyshire.sch.uk and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home.

13) Pupils with medical needs (Statutory duty under the Children and Families Act)

Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school welfare officer and parents and if appropriate, the pupil themselves.

Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school welfare officer as being competent.

All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting pupils at school with medical conditions* (DfE) 2014 and identified in the School Medicine Administration Policy.

14) What training do the staff supporting children and young people with SEND undertake?

In the last two years school staff have received a range of training on:

- How to support pupils with dyslexia and literacy difficulties.

- How to support pupils on the autistic spectrum

- How to support pupils with behavioural difficulties

- How to support pupils with speech, language and communication difficulties

Specialist training has been provided to the SENCo on:

- The SEN Coordination award.

- The school has regular visits from the Educational Psychologist who provide advice to the SENCO to support the success and progress of individual pupils.

- The NHS Speech Language Therapist and Autism outreach visit as required to assess and plan support for targeted pupils. These programmes are then delivered by a member of the SEN department.

- The Governor with specific

16) What facilities are provided for students and visitors with physical disabilities?

The following facilities are available on the school site:

Disabled

EHCP is being produced or at an annual review.

20) How will I be involved in discussions about and planning for my education?

This will be through:

discussions with the form tutor, class teacher, progress leader or SENCo,
during parents evenings,
meetings with support and external agencies.

21) Who can I contact for further information or if I have any concerns?

to meeting needs please contact the following:

Your form tutor,

The SENCo,
The

against your disabled child.

23) Information on where the Local

Offer can be found.

The Derbyshire Local Offer is in place to provide support, guidance and information for children, young people and their families with special educational needs and disabilities from 0 to 25 years old. On the site, you will find services in your local area and further afield and information on what support is available to support you and your family.

The Local Offer is split into different topics including Early Years, Education and Learning, Preparing for Adulthood and Leisure Activities. You will also find information on the different support plans available for your child.

To access the Derbyshire local offer please use the following link <https://www.localoffer.derbyshire.gov.uk/>