



Special Educational Needs and Disabilities- Information Report and Policy Statement

Queen Mary's High School recognises the 4 SEN profiles as identified in the SEND Code of Practice and Walsall Education's Local Offer. These include;

1. Communication and interaction
2. Cognition and Learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

Aim

Through strategies intended to identify, assess, support and monitor these individual pupils, we strive to meet their needs in order to enable them to achieve their full potential and lead happy and fulfilled lives.

Arrangements for Co-ordinating Special Educational Provision

We follow the Revised Code of Practice on the identification and assessment of special educational needs issued by the DfE on 1st September 2014.

The Special Educational Needs Co-ordinator (SENDCO) is Mrs Louise Taylor whose role includes liaison between the school, the parents, the Local Authority and the support services. It is her responsibility to complete and submit any Annual Review reports and Individual Profile and Provision Plans for those on the Special Educational Needs and Disabilities register. Progress reviews take place three times a year (termly) and relevant documentation is shared with teaching staff as appropriate.

The responsibility for the day to day management of the individual pupil's needs devolves to the relevant class teachers, appropriate Personal Achievement Manager and his/her Form Tutor.

A named member of the Governing Body has been designated as having responsibility for Special Educational Needs provision at QMHS and for liaison with the SENDCO. This is currently Miss Alexandra Birch.

Subject staff will utilise Pupil's Individual Profile Provision Plans in their daily planning and in their schemes of work ensuring that they take a differentiated approach, as appropriate. Queen Mary's

High School is committed to quality first teaching. Subject teachers will liaise with support staff, the Learning Mentor, Pastoral Support Co-ordinator and SENDCO to organise appropriate levels and methods of support in their subjects.

Students will be supported primarily through the school's pastoral system. Advice will be sought as necessary from external agencies and a referral will be made by the SENDCO, where appropriate.

Admission Arrangements

No academically able pupil who meets our entry requirements will be denied a place at QMHS because of a learning difficulty, physical disability, medical or psychological condition. Neither shall any student who develops a special need during her time at QMHS be transferred to another institution unless we can no longer fulfil her educational needs.

If an applicant for a place is unable to sit the usual entrance examination, special arrangements to assess her ability can be made at the discretion of the Governing Body.

Special Needs Facilities

There is no special unit at the school.

Some areas of the school are accessible to wheelchair users via access ramps. Regrettably there is no access to the first floor for those with mobility problems but, where necessary, careful timetabling ensures that lessons are made accessible. As the buildings are upgraded, every effort will be made to improve access arrangements. We are currently considering the purchase of a 'stair climber' which promises to improve access to the first floor for wheelchair users.

Allocation of Resources

Statemented pupils and those with an Education Health and Care Plan in receipt of equipment and support are funded directly by the LA at the rate deemed appropriate by the external support agencies. A notional sum for SEN support is allocated to the school in a per capita basis in the General Annual Grant (GAG).

Graduated Response

SEND pupils will be monitored through our normal assessment and review procedures and through teacher evaluation.

Identification Procedures-ASSESS

The special needs of any new entrant will be identified through:

- ☐ Any existing statement or Education Health and Care Plan

- ❑ KS 2 records from Primary Schools.
- ❑ Information gathered through primary liaison.
- ❑ Information from parents.
- ❑ Medical information.
- ❑ Entrance examination data.

Queen Mary's High School assesses each pupil's current skills and levels of attainment on entry. Building on information from previous settings and key stages where appropriate. If appropriate, the SENDCO will consider evidence that a pupil made have disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

Special needs may be identified later in a student's career through:

- ❑ Information from parents.
- ❑ Medical information.
- ❑ Teacher observation.
- ❑ Assessment results.
- ❑ External Agency involvement

During the first term the English Department will identify pupils with handwriting or spelling problems and will implement a support programme in conjunction with the SENDCO and the Personal Achievement Manager for Year 7 who will ask Departments to identify pupils experiencing learning difficulties in their subject area.

PLAN

All pupils with an EHC Plan or those that fall in to the single based category of SEND will have an Individual Profile and Provision Plan which outlines the nature of their Special Educational Need and/or disability and the provision that needs to be made for that pupil. This plan is composed by the SENDCO in close consultation with subject staff, Form Tutors, Personal Achievement Managers, parents and pupils.

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Subject staff will utilise Pupil's Individual Profile Provision Plans in their daily planning and in their schemes of work ensuring that they take an effective differentiated approach, as appropriate.

REVIEW

Class and subject teachers make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances.

This can be (as outlined in the CoP) characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline

- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

For pupils with SEND these regular assessments are systematically monitored to ensure the effectiveness of interventions.

Access to a broad, balanced and suitably modified Curriculum

Queen Mary's High School has high aspirations for our pupils and will endeavour to remove any barriers to curriculum access. We aim to offer an effectively differentiated curriculum that may make use of some of the following teaching and learning strategies;

- Assessment for Learning
- Peer and self assessment
- Booster groups
- Small group work
- 1:1 sessions with the Learning Mentor
- Peer tutoring
- Pre- teaching

Where specialist teaching or specialist equipment is necessary to facilitate access to the curriculum, this will be provided. Wherever possible the basic curriculum will be enriched via a range of extra-curricular opportunities.

Equality Act 2010 and Examinations

It is against the law for a school or other education provider to treat disabled students unfavourably.

This includes;

- Direct discrimination for example, refusing admission to a student because of a disability.
- Indirect discrimination for example, only providing application forms in one format that may not be accessibility.
- Discrimination arising from a disability, for example a disabled pupil is prevented from going out a break time because it takes too long to get there.
- Harassment for example, a teacher shouts at a disabled student for not paying attention when the students disability stops them from easily concentrating.
- Victimisation, for example suspending a disabled student because they have complained about harassment.

The Equality Act 2010 extends the application of the Disability Discrimination Act to general qualifications. All examination centre staff must ensure that access arrangements and special consideration regulations and guidance are consistent with the law.

Candidates who may require access arrangements are identified during the admissions process and via teacher referral. Exact needs are determined by the SENDco and the Educational Psychologist and/or the Specialist Teacher. Making these arrangements and submitting completed access

arrangements applications to the awarding bodies is the responsibility of the SENDCO. Teaching staff are informed of any access arrangements that individual candidates are granted. The SENDCO works closely with the examinations officer to complete online applications, organise rooming and invigilation.

Integration of Children with Special Needs and Disabilities

Queen Mary's is an inclusive, welcoming and supportive environment. All pupils with Special Educational Needs and Disabilities will be fully integrated with their peer group. They will belong to a form under the care of a form tutor, will be taught in the usual teaching groups with individual support where necessary and will take part as far as possible in House and extra-curricular activities. If mobility prevents access to certain areas, every attempt will be made to move form and teaching groups into rooms which are accessible.

The SENDCO, Personal Achievement Manager and Pastoral Support Co-ordinator work closely together to ensure that all children are fully integrated in school life. Our Youth Peer Mentors and the use of the 'Circle of friends' strategy are invaluable in this work.

As an inclusive school, we aim to ensure that activities and school trips are available to all:

- Risk assessments are carried out and procedures are put in place to enable all pupils to participate.
- “Reasonable adjustments” are made for those pupils with additional, medical and/or physical needs.
- If it is deemed that an intensive level of one-to-one support is required, then a learning support assistant will be provided.
- Appropriate provision of specialist equipment is provided such as a laptop, magnifier etc.
- Advice and guidance from specialist agencies is sought and followed.

SEND In-service Training

The SENDCO will attend relevant meetings and training courses dealing with the administrative aspects of SEND organisation. She and other Pastoral and subject staff will be given the opportunity to attend courses dealing with the practical aspects of SEND provision and / or specific conditions. Application must be made through the Deputy Head Dr K Causier. Funding for such courses will be through the CPD budget and/or the sum received for SEN through the GAG.

Teachers and Facilities from Outside School

The Code of Practice explicitly states that 'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching' The progress made by pupils is a core part of the school's performance management arrangements and School Improvement Plan. This is reflected in our approach to professional development for all teaching and support

staff.

Maximum use of external agencies and Specialist Support services provided by Education Walsall will be made, where appropriate, to facilitate the teaching and learning of the individual pupil. These agencies and Specialist Support services include; Child and Adolescent Mental Health Service (CAMHS), Educational Psychologists, Specialist Teachers e.g. Teacher of the deaf, Occupational Therapy, Physiotherapy and Speech and Language Therapy. Queen Mary's High School also holds a contract with WPH Counselling and Education Service. The SENDCO will liaise with all such agencies as appropriate.

Full and careful use will be made of any specialist equipment provided through the LA support services or through other agencies.

Arrangements When Pupils Change or Leave School

Transition plans will be prepared with the Local Authority for all pupils with an EHC Plan during Year 9 in order to start preparation for leaving their school.

Most pupils at QMHS remain at school until age 18 when they enter university or some other institute of Higher Education. A small number of pupils leave at age 16 to go into Further Education and a few go straight into employment. Pupils with SEND will be encouraged to aim as high as possible. The support offered to all students by the Sixth Form Tutors, Head of Sixth Form and Careers Advisers in selecting courses or jobs and in preparing UCAS forms will also be offered to SEND pupils along with any extra help they might need. Where needed information on higher education and disability will be signposted and any specialist careers advisor deemed helpful in advising our student will be asked for help and advice e.g. the RNIB Careers advisor. The school will do its utmost to prepare the SEND pupils for independent life after school.

If a pupil has to change school for any reason the SENDCO will liaise and co-operate fully with her counterpart at the new school and the old and new Local Authorities and will make every effort to ease the transition.

Partnership with Parents and Pupils

The school views this partnership as essential to the progress of all its students and will inform and consult parents regularly. Contact with parents will usually be made through the Personal Achievement Manager or the Form Tutor in consultation with the SENDCO.

An even closer partnership will be sought with the parents of those students with Special Needs and/or Disabilities. Parents and pupils will be informed and consulted at every stage of the identification, assessment and review procedures. Both parent and pupil voice are highly valued. Termly reviews as well as ad hoc meetings with the SENDCO provide opportunities for discussion of views. In addition, questionnaires are carried out on a regular basis. Liaison will be through the usual channels but also on administrative or external matters through the SENDCO.

Evaluation of the Success of SEND Provision

This will be achieved by the assessment of the personal, social and academic progress of the individual pupil either through the annual statement and EHC plan review procedure or through the internal report and review system and the student's Progress & Achievement File. The views of pupils and parents (via parent and pupil voice questionnaires) regarding our provision for them will be a prime factor in determining the future development of the Special Educational Needs and Disabilities Policy. Advice may also be sought from external agencies.

Complaints Procedure

Queen Mary's High takes its responsibilities towards pupils and parents of pupils with Special Educational Needs and Disabilities very seriously. However, should parents ever feel that things are going wrong, then we recognise that it is very important to be able to use informal and formal complaint procedures to remedy the situation as soon as possible.

In the first instance complaints about SEND provision at QMHS should be directed to the SENDCO or the Head Teacher and/or other members of the Senior Leadership Team. If the problem cannot be resolved in school, the matter may be referred to the Governing Body in compliance with the Education Regulations 2010 and the procedures specified in the School Complaints Policy should now be followed.

If agreement cannot be reached regarding the Local Authority's decisions about statements, EHC plans and assessments, parents have the right to appeal to the SEND tribunal.

Policy Review

This policy will be reviewed biennially and amended in accordance with any future code of practice or advice from those given statutory powers under the Education Act.

POLICY REVIEW
Policy reviewed and amended July 2017
Date of next review July 2019

