

# SPECIAL EDUCATIONAL NEEDS

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This policy refers to girls with identified learning difficulties, which may include dyslexia, dyscalculia, dyspraxia, autistic spectrum condition etc. The school has a separate policy for gifted and talented pupils. This policy also covers the Early Years Foundation Stage pupils in this school. It reflects the SEND Code of Practice 0-25 guidance.

## Basic Information

### In the Senior School:

SENCO – Mrs Judith McGlincy

[jmcglincy@thequeensschool.co.uk](mailto:jmcglincy@thequeensschool.co.uk)

SMT Link – Mrs Joanne Keville, Deputy Head (Curriculum)

[jkeville@thequeensschool.co.uk](mailto:jkeville@thequeensschool.co.uk)

### In the Lower School:

SENCO - Mrs Judith McGlincy

[jmcglincy@thequeensschool.co.uk](mailto:jmcglincy@thequeensschool.co.uk)

Lower Specialist Teacher SPLD – Mrs Jan Maughan

[jmaughan@thequeensschool.co.uk](mailto:jmaughan@thequeensschool.co.uk)

EYFS and KS1 liaison - Danielle Heron

## 1. Background

The provision of special educational needs at The Queen's School aims to support an ethos, whereby all girls are encouraged to achieve a high academic standard, and to thrive both socially and in extra-curricular activities in order to fulfil their potential. The school aims to promote inclusion and access to the curriculum, whilst embracing diversity and caring for the needs of the individual.

The school does not discriminate against girls with disabilities or special educational needs in the education it provides, and takes all reasonable steps to ensure they are not placed at a disadvantage. This policy takes into account the Equality and Disability Act 2010.

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## 2. Aims and Objectives of SEN Provision

- To contribute to an environment in which all pupils are intellectually challenged through academic study and encouraged to achieve their full potential
- To develop procedures and practices which will enable the identification, assessment and subsequent monitoring of the needs of pupils with SEN
- To establish ways to facilitate monitoring, evaluation and review of SEN provision, and to link this as far as possible to existing assessments and reporting on pupils
- To promote in-service training for staff through means of both inside and outside agencies, in order to encourage awareness and respect for individual differences and alternative ways of learning. The school expects all staff to respond to the needs of all pupils and to develop differentiated approaches to meet those needs
- To keep staff informed concerning developments in SEN
- To involve parents of pupils with SEN, and to encourage them to work in partnership with the school in the education of their children
- To report to parents, as necessary, on the implementation of the school's SEN policy
- To build up effective links with outside bodies to enhance the quality of provision

## 3. Arrangements for Co-ordinating SEN Provision

The Headmistress, Head of the Lower School and governors of the school have an overview of the SEN provision.

The SENCO is responsible for:

- Keeping the SEN register up to date
- Overseeing the day-to-day operation of the SEN policy
- Providing targeted intervention for pupils with SEN
- Advising and liaising with staff as appropriate
- Overseeing the records of pupils with SEN
- Liaising with the parents of pupils with SEN

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- Contributing to the in-service training of staff

All teaching staff are responsible for:

- Providing for the individual needs of pupils with SEN using QFT (Quality First Teaching)
- Ensuring that they have appropriate and up to date knowledge, implementing suitable strategies in the classroom
- Liaising with the SENCO (and specialis teacher in the Lower School) to identify areas of difficulty in their subject areas and agreeing appropriate targets.

## Identification, Assessment and Provision

Identification and assessment are undertaken as swiftly as possible, following the obligations regarding the responsibilities of schools stated in the SEND Code of Practice 0-25.

### 1. Identification and Assessment

#### At the Lower School

- At entry, any pupil causing concern may be identified during the entrance assessments.
- Class/subject teachers liaise with the SEN Team (in the Lower School) if they have concerns about pupils that they are teaching. A strategy of assess, plan, do and review is implemented by way of graduated approach. Staff regularly review pupils' needs and support is discussed and shaped according to individuals' needs.
- Information is gathered from observations, evidence from samples of work and any tests completed in Years 1-6.
- In EYFS, pupils are monitored and their progress measured against Development Matters and the Early Learning Goal as set out in the Early Years Foundation Stage Framework. Any cause for concern is discussed and investigated, with a view to implementing small group or individual intervention support work. As part of the transition process for pupils into the

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Reception class, liaison with the pre-school setting/nursery takes place. Learning preferences and any areas which require focus and support are discussed, with progress measured against the Early Years Foundation Stage and recorded in terms of particular age bands/stages of development. i.e. 22-30 months, 30-50 months, 40-60+ months.

- From Year 1 - Year 6, INCAS tests are taken by all pupils and evaluated by staff. This may indicate or confirm those pupils who require SEN provision or additional support. In the EYFS, pupils complete BASE (CEM - Baseline Assessment) on entry to school. Daily reviews and observations enable staff to identify whether support is required in particular areas of learning development. Early intervention is a priority at The Queen's School.
- A pro-forma is available for staff to fill in to alert the SEN Team to any concerns the teacher may have. This is in addition to examples of work and examples of observations.
- Concerns expressed by parents or pupils through meetings, emails, letters or profiling may help to identify areas to be addressed. These are always responded to swiftly. A group meeting involving parents, class teacher and SEN staff is arranged. An action plan is devised with a review date. Each pupil receives an ISP (Individual Support Plan). This is reviewed every term, if not sooner, according to individual pupils.

### **At the Senior School**

- The SENCO and the Admissions Officer liaise with colleagues from the Lower School and from other primary schools to identify those pupils who are already considered to have special educational needs prior to entry into the Senior School.
- A standardised spelling test early in Year 7 and the MidYIS tests are employed to detect further candidates for SEN provision.
- A pro-forma is available upon which subject teachers can express their concerns regarding individual pupils. Informal discussions are also welcomed by the SENCO and, where necessary, these are recorded and investigated further or advice given.
- School monitoring, such as reports or PSHE sessions on study skills may

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highlight latent problems.

- Concerns expressed by parents or pupils through meetings, letters or profiling may help to identify areas to be addressed.

If concerns persist, parents are informed of the issue by the SENCO. Further intervention may include an assessment to identify formally any special needs. A regular review of individual plans takes place.

The SENCO communicates with parents, children and young people and teachers to identify a co-ordinated strategy to ensure good progress. This is reviewed each term.

## **2. Access to the Curriculum**

It is expected that at The Queen's School, all pupils with SEN should have full access to the curriculum, and benefit from the full range of extra-curricular activities. All pupils are taught within mainstream classes, where skillful differentiation aims to ensure that all pupils are catered for.

## **3. Resources**

The department receives funding in order to run efficiently, and to enjoy specialist resources where necessary. Memberships of relevant associations are included in this. There is a good range of diagnostic assessment tools available. In each setting, there is a fully qualified specialist who is authorised to use these tests.

## **4. Review and Evaluation**

The SENCO and the Senior Management Team reviews the SEN policy and provision at regular intervals.