

# SPECIAL EDUCATIONAL NEEDS AND DISABILITY

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 more able and talented pupils. This policy covers pupils from the Early Years Foundation Stage to Upper Sixth (year 13) in this school. It reflects the SEND Code of Practice 0-25 guidance and is compliant with the Equality and Disability Act 2010 and Part 3 of the Children and Families Act 2014.

Section 6 of the Equality Act 2010 defines disability as '*a physical or mental impairment which has a substantial and long term adverse effect on someone's ability to carry out normal day to day activities*'.

## Basic Information

### **In the Senior School:**

SENCO – Mrs Victoria Davies-Rose  
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SLT Link – Mrs Joanne Keville, Deputy Head  
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### **In the Lower School:**

SENCO – Mrs Victoria Davies-Rose  
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Learning Support Co-ordinator (LSCO) – Mrs Jan Maughan  
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EYFS and KS1 liaison – Alison Doheny

## 1. Background

This policy should be read in conjunction with the: Equal Opportunity Policy, Curriculum policy, Admissions policy, Safeguarding policy, Behaviour policy, English as an additional language policy, and the school's Accessibility plan.

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.

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## 2. Aims and Objectives of SEND Provision

- To ensure that all girls, including those with SEND, have the opportunity to learn and make progress.
- To contribute to an environment in which all pupils are intellectually challenged through academic study and encouraged to achieve their full potential.
- To ensure that schemes of work and planning take into account the needs of all pupils, including any with an EHCP.
- To develop procedures and practices which will enable the identification, assessment and subsequent monitoring of the needs of pupils with SEND.
- To establish ways to facilitate monitoring, evaluation and review of SEND 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.
- To ensure that all staff respond to the needs of all pupils and develop differentiated approaches to meet their individual needs.
- To keep staff informed concerning developments in SEND.
- To involve parents of pupils with SEND, 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 SEND policy.
- To build up effective links with outside bodies to enhance the quality of provision.

## 3. Admissions

Pupils with SEND are admitted on an equal basis with others in accordance with the admissions policy.

In compliance with the Equality Act 2010, the Queen's School will not discriminate on the grounds of disability. As an academically selective school, every child applying for a place will be required to sit an entrance test before the offer of a place is made. If the child applying for the place has a diagnosis of a special educational need or disability then the School can provide access arrangements, such as extra time, in the entrance test.

If a child has significant special educational need or a disability and has been awarded an EHC Plan or Statement of Educational Needs (Wales only), then the Queen's School will work closely with the Local Authority and hold annual reviews as required. Parents can apply for an EHC Plan or Statement by contacting their Local Authority directly and the Queen's School is happy to support the application with relevant information about the needs of the child seen in an educational setting.

It is important to note that without an EHC Plan or Statement the Queen's School, as an independent provider of education, is not part of the LA 'local offer'. Consequently the Queen's School is very

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unlikely to be able to access LA run specialist support services in school. If a child's needs are such that regular support from a specialist service is required, then it is advised that parents speak directly to the LA to find out which maintained sector school has the most suitable provision or consider paying for these services privately.

If a child has particularly significant needs and/or an EHCP then the SENCO will invite parents into school to discuss their child's needs in more detail. The School will also make contact with the relevant local authority and the child's current school or nursery to find out more about the specific provision required. The aim of this process is to encourage an open discussion with parents and providers so that we might determine whether or not the Queen's School is the right educational establishment to meet the needs of the child.

### 4. External reports and assessments

Queen's School does not carry out full diagnostic assessments or pay for private ones. If undertaken, this is as a private arrangement which is organised and paid for by parents. The SENCO and LSCO can conduct various screening assessments which can help identify learning needs and suggest appropriate interventions, we will not and cannot diagnose specific learning difficulties. The School does, however, have good working relationships with a range of private assessors and therapists. If parents choose to seek a private assessment for their child we ask that they contact school first to check that we are happy to accept a report from that particular practitioner. The school will accept private assessments provided that: we have been fully informed of the process and have been given details of whom will be conducting the assessment, along with their appropriate qualifications. We also need to be contacted by the assessor in order that they gain the school's perspective of the progress being made and the presenting needs of the child in school.

### 5. Access Arrangements

Recommendations for exam access arrangements will be based on the current JCQ criteria and the SENCO will liaise with parents, pupils and the exams officer as to appropriate arrangements. The SENCO will complete a Form 8 and carry out appropriate assessments, where necessary. The pupil will be entered for access arrangements using the JCQ online application system. Teachers will supply the SENCO with evidence of need, so that a substantial and clear picture of this being the pupil's normal way of working can be built up.

Parents have the right to seek a diagnostic assessment for their child. However, the organisation or individual performing the assessment must have prior contact with the school to gather background information on the pupil before going ahead with the assessment. A privately commissioned assessment, carried out without prior consultation with the centre, cannot be used to award access arrangements, and external assessors must have a thorough and up to date understanding of the JCQ regulations. All private assessments MUST be backed up with the school's evidence of need and normal way of working in order for an access arrangements application to be made.

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Pupils in lower school and Key Stage 3 requiring access arrangements will be monitored closely and awarded the appropriate arrangement/s on an individual basis. This will be reviewed regularly and evidence will be gathered as to the effectiveness of these arrangements, which will form part of the evidence of need and normal way of working required for KS4 access arrangements applications. Provision of access arrangements e.g., extra time at KS2 and KS3 does not automatically entitle a pupil to access arrangements at KS4 and KS5. Equally, when applying for access arrangements the school must demonstrate this is a result of a "substantial and long-term need" which therefore means access arrangements cannot be applied for unless there is a clear history of need.

## 6. Arrangements for coordinating SEND Provision

The Headmistress, Head of the Lower School and Governors of the school have an overview of the SEND provision.

The SENCO is responsible for:

- Keeping the SEND register up to date
- Overseeing the day-to-day operation of the SEND policy
- Producing and monitoring Individual Support Plans (ISP) and One Page Profiles for pupils with SEND and sharing these with all staff
- Providing targeted intervention for pupils with SEND
- Monitoring and reviewing of progress made by pupils with SEND
- Advising and liaising with staff as appropriate
- Overseeing the records of pupils with SEND
- Liaising with the parents of pupils with SEND
- Contributing to the in-service training of staff
- Ensuring any EHCPs are adhered to and reviewed annually with the LA.

All teaching staff are responsible for:

- Ensuring that they are fully aware of all pupils on the SEND register
- Providing for the individual needs of pupils with SEND 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 the **LSCO** in the Lower School) to identify areas of difficulty in their subject areas and agreeing appropriate targets.

## 7. Identification and Assessment

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. Pupils needs are identified and categorized into one of the key areas of need; Communication & interaction; cognition & learning; social emotional & mental health difficulties; sensory &/or physical needs

### At the Lower School

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- At entry, any pupil causing concern may be identified during the entrance assessments.
- Class/subject teachers liaise with the SEND 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 these 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 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.
- In Year 2 and Year 5, INCAS tests are taken by all pupils and evaluated by staff. This may indicate or confirm those pupils who require SEND provision or additional support. In the EYFS, pupils complete BASE (CEM - Baseline Assessment) on entry to school.
- A SEND referral form is available for staff to fill in to alert the SEND 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, and 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 SEND 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, Head of Year 7 and Transition 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.
- The Assess, Plan, Do, Review cycle is adopted to ensure that those pupils we are already aware of receive the appropriate support for their needs and this is closely monitored. Termly meetings with key staff will take place to ensure that this happens effectively and in order to identify any pupils we may not already be aware of.

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- MidYIS tests are employed to detect further candidates for SEND provision. This may lead to further screening, in liaison with parents, as to potential support required.
- Year 7 pupils are screened in spelling and handwriting in order for early identification of any additional needs we may not already be aware of.
- A review of Year 9 pupils takes place, in liaison with the Head of Year and Heads of Departments, to ensure that all pupils requiring exam access arrangements have been identified.
- A SEND referral form 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.
- The SENCO will then send out a SEND further information request form to all teachers to gather more evidence of need.
- The SENCO will then spend time gathering information from the pupil and their parent(s) and if required, further assessments may take place and an appropriate support plan put in place. All relevant information is then shared with staff.
- Individual support plans will be monitored and reviewed by the SENCO, with an input from all subject teachers, to ascertain the progress made.
- School monitoring, such as reports or PSHE sessions on study skills may highlight latent problems.
- Concerns expressed by parents or pupils through meetings, letters or profiling may help to identify areas to be addressed.

### 8. Additional support

Any pupil requiring additional support, will do so at one of 4 waves, depending on the level of need:

**Wave 1: Quality First Teaching (QFT) in the classroom** – All staff will be made aware of the child's individual needs and supplied with a QFT document containing specific strategies to be put in place. The SENCO will monitor the use of these through learning walks and by gathering evidence from staff, twice per year, indicating strategies which have been used, what has worked and what has not worked. The SENCO will ensure accountability of the use of the QFT documents.

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**Wave 2: Small Group Intervention (SGI)** – Pupils may be invited to attend small group support sessions to focus on their specific areas of need. These may include the use of online support programs such as IDL and may focus on areas such as; literacy support, numeracy support and social skills.

**Wave 3: 1:1 support** – If a pupil requires more specific support, they may be offered 1:1 sessions with the SENCO, LSCO or a teaching assistant. The content of these sessions will be based on the specific needs of the individual.

**Wave 4: Outside agency involvement** - A pupil with an EHCP will receive high levels of daily support in school and the school will work with the relevant local authority along with any other outside agencies. The SENCO and LSCO will ensure that all relevant information is shared with staff and that appropriate support, advice and guidance is applied in school to support their learning.

### 9. Access to the Curriculum

The school has an Accessibility Plan that is updated every three years and reviewed annually by the Senior Leadership Team.

It is expected that at The Queen's School, all pupils with SEND should have full access to the curriculum and benefit from the full range of extra-curricular activities on offer. Due to the location of some curriculum areas in school being inaccessible to wheelchair users, room changes will occur and certain curriculum modifications will take place to ensure as full participation in the curriculum as possible for all learners. All pupils are taught in mainstream classes. All staff are made aware of pupils on the SEND register and have access to ISPs and One Page profiles for those pupils receiving support 'above and beyond' that of the 'normal' classroom differentiation. Other pupils identified as having SEND, but not requiring 'above and beyond' support, are placed on our SEND monitoring list, so that all staff are aware of their needs and can plan for skillful differentiation and quality first teaching to ensure that their individual needs are catered for.

### 10. Monitoring and Reviewing

The SENCO and LSCO will monitor the progress made by each child on the SEND register, in liaison with class teachers.

Regular reviews will take place with parents following the Person Centered Planning (PCP) approach. Strategies for progress will be recorded in the pupil's Individual Support Plan (ISP) and One Page Profile (OPP). PCP reviews will focus on: short term targets and aspirations, information on what is important to and for the child, teaching and learning strategies, Interventions, views of the pupils and parents, long term aspirations and a date for review.

The PCP process will be discussed with the pupil and parents/carers. The ISP and OPP are working documents and will be reviewed annually, but amended as and when is necessary to meet the changing needs of each individual.

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## 11. 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 are a good range of diagnostic assessment tools available. In each setting there is a fully qualified specialist who is authorised to use these tests.

## 12. Review and Evaluation

The SENCO and the Senior Leadership Team, along with The Governing Body reviews the SEND policy and provision at regular intervals.