

## 3b SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

### Contents

1. Intention of the SEND policy
2. Definitions and Key Terms
3. Roles and Responsibilities for the coordination and delivery of SEND provision
4. Admission Arrangements
5. Identification of Pupils' Needs
6. Education, Health and Care Plans
7. Examination Access Arrangements
8. Charges for Learning Support
9. Aims and Objectives of the Learning Support Department
10. Learning Support Documentation
11. Facilities for Pupils with SEND
12. Allocation of resources for pupils with SEND or in need of Learning Support
13. Assessment, recording and reporting
14. Pupil Documentation
15. Annual Reviews
16. Access to the curriculum, information and associated services
17. Inclusion of pupils with SEND
18. Progress and continuity
19. Criteria for evaluating the success of the policy
20. In Service training (CPD)
21. Working in Partnership with Parents
22. Links with health and social services, educational welfare services and voluntary organisations
23. Arrangements for complaints

### 1. Intention of the SEND policy

The majority of pupils will learn and progress within the school's learning community, taking into account the range of abilities, aptitudes and interests of the individual pupil.

The intention of this policy is to outline the provision that is made by Queen Mary's school for pupils with Special Educational Needs and Disabilities (SEND), and for pupils who have been identified as having additional needs, but who do not fall under the definition of SEND as outlined in the SEND Code of Practice (2014), or those who have a disability as defined in the Equality Act (2010). The policy also aims to explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

## 2. Definitions and Key Terms

This policy has been written in accordance with; the Children and Families Act (2014), the SEN and Disability Code of Practice, 0-25 years (2014) and the Equality Act (2010). To be consistent with the SEN Code of Practice 2014 and the 2010 Equality Act, the following terminology has been used:

A child or young person has SEND if they:

- Have a difficulty or disability which calls for special educational provision to be made for them

A pupil has a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream school
- Are under five and fall within the definition above or are likely to do so when of compulsory school age, if special educational provision was not made for the child
- The law does not define children and young people whose first language is not English as having a learning difficulty, although we recognise some may have learning difficulties as well

The School uses the categories of SEND stated in the Code of Practice (2014). These are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Physical & Sensory (including medical)

The Equality Act (2010) defines disability as when a person has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on that person's ability to do normal daily activities. 'Substantial' is more than a minor or trivial and 'long-term' is taken to mean twelve months or more.

*Special Educational Provision:* Educational provision which is additional to or otherwise different from, the educational provision made generally for pupils of age in schools other than special schools in the area.

*EAL:* Pupils must not be, and are not, regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which they will be taught.

## 3. Roles and Responsibility for the coordination and delivery of SEND provision

The responsibility of meeting the special educational needs and disabilities of pupils rests with the Governors, Head, Head of Learning Support, Learning Support Teacher and Teaching Assistants. The responsible governor is Nina Gunson. The Governors will be kept fully informed of the procedures for meeting the needs of pupils with SEND.

Provision for pupils with SEND is a matter for the school as a whole. Queen Mary's School is committed to delivering high quality teaching targeting pupils' areas of strength and need. All teaching and support staff are

involved in the development of school practice and are aware of the school's procedures for identifying, assessing and making provision for pupils with SEND.

The Learning Support Department 2021/22 comprises:

- Mrs Victoria Kemp Head of Learning Support
- Mrs Anne Petty Learning Support Teacher
- Mrs Joanne Headdock Higher Level Teaching Assistant
- Mrs Stephanie Elliston Higher Level Teaching Assistant
- Mrs Stephanie Tapper Teaching and Classroom Assistant
- Mrs Lindsey Weston Teaching and Classroom Assistant
- Mrs Jane Nuttall and Mrs Rebecca Foster also deliver Learning Support Interventions

The Governing Body will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Head and Head of Learning Support to determine the strategic development of the SEND policy and provision in the school

The Head will:

- Work with the Head of Learning Support and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND

The Head of Learning Support will:

- Oversee provision for SEND throughout the school (Reception-Yr11) and to represent those needs in discussion wherever necessary
- Work with the Head, Senior Leadership Team and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of learning support staff and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services  
Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

Each Class Teacher will:

- Take responsibility for the progress and development of every pupil in their class
- Endeavour to anticipate pupil's individual needs
- Ensure reasonable adjustments are in place to overcome barriers to learning in the classroom
- Work closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Work with the Head of Learning Support to review each pupil's progress and development and decide on any changes to provision
- Ensure that they are aware of and follow this SEND policy

Heads of Department are responsible for:

- Monitoring each pupil's progress to give an early indication of additional needs
- Differentiating existing schemes of work to enable all pupils to achieve appropriate and aspirational attainment targets
- Liaising with the Head of Learning Support regarding any pupil failing to make progress, or with limited curricular access, relating to a known or anticipated Special Educational Need

Tutors will also:

- Monitor the achievement, progress and destinations of all their tutees
- Liaise with the Head of Learning Support where there is a pastoral or wellbeing concern for a tutee with SEND

Learning Support Teachers and Teaching Assistants will:

- Carry out their duties under the general direction of the Head, Deputy Head, Head of Learning Support and Class Teachers
- Support teachers and pupils to increase access to the curriculum for pupils with SEND
- Implement learning programmes within a classroom setting
- Working with small groups of pupils or individual pupils outside of the classroom setting under the guidance of the class teacher or Head of Learning Support.
- Run small group interventions at form time, before or after school, at break or lunchtime, under the guidance of the Head of Learning Support
- Lead all pupils to independence in their work
- Support pupils to be able to contribute to their Pupil Passports, Pupil Support Plans or Annual Reviews
- Undertake training in order to develop their skills in supporting pupils with SEND

#### **4. Admission Arrangements**

We welcome all children who can make the most of the opportunities that we offer, and who can flourish in the caring environment of Queen Mary's School. Treating every child as an individual is important to us, and we welcome pupils with SEND, providing the School can meet their needs.

The school is non-selective. The admission arrangements for all pupils attending Queen Mary's School are in accordance with national legislation, including the Equality Act 2010. This includes welcoming children with any level of SEND; those with Education, Health and Care Plans, and those without.

In rare instances a young person's ability, aptitude, special educational needs, disability or attendance may be deemed incompatible with the efficient education of other pupils, and when there are no reasonable steps that can be taken to prevent this incompatibility a place will not be offered.

All SEND and Learning Support related paperwork should be passed to the Head of Learning Support, Mrs Victoria Kemp, by the previous school, local support services or parents as soon as possible on enquiry or application. Where appropriate and necessary,, a meeting or observation visit may be set up between the feeder school's SENCO and Mrs Victoria Kemp to aid the smooth transition of the pupil, and discuss the child's needs. Where face to face meetings are not possible, contact will be made via the telephone to ensure that there is a good understanding of what type of provision is required.

The school will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the pupil's start at Queen Mary's. The pupil will be closely monitored to ensure that all the appropriate provisions and interventions are in place. We advise parents of children with SEND to openly discuss their child's requirements with the Head of Learning Support, so that we can ensure adequate provision is provided. Parents should provide copies of any Educational or Clinical Psychology reports, specialist teacher reports or medical reports to support their request. For children who are eligible for Examinations Access Arrangements, the relevant paperwork evidencing need should also be passed onto the Head of Learning Support.

Wherever possible, prospective pupils will be assessed by the Head of Learning Support to ascertain whether they may have additional learning needs before entry to the school. Each pupil with SEND requires special consideration and treatment. If appropriate, reasonable adjustments will need to be put in place. These adjustments will be discussed with parents and professionals once they have accepted the offer of a place and before the child or young person becomes a pupil at the school.

## **5. Identification of pupils' needs**

Queen Mary's School is committed to early identification, assessment and use of the Graduated Approach to supporting pupils with SEND. The Learning Support department uses data to identify pupils who are underperforming, or who have discrepancies in their learning and may carry out additional screening or assessment on these pupils. Class and subject teachers follow the Learning Support department referral process when they have concerns that a child may have barriers to learning.

Parents are also strongly encouraged to raise any concerns that they may have about their child, and can do this through contacting their child's form tutor or class teacher in the first instance, or by direct communication with the Head of Learning Support. Some pupils who are raised as a concern will not fall under the definition of SEND as outlined in the SEND Code of Practice (2014) or disability as defined in the Equality Act (2010), but may still receive support for their identified additional needs.

In the event of external agency referral SEND concerns may be logged with the Head of Learning Support by email, phone, letter, report or meeting.

Data Driven School identification routines include:

- **Cognitive Ability Tests** Prep School pupils complete CATs tests in September and these results are analysed and concerns identified
- **GL Assessment Reading and Spelling Ages** Prep School pupils complete assessments for these at the start of the academic year and regular progress checks are administered. Pupils identified as in need from this are then offered additional support
- **CEM Testing** Senior School pupils in Years 7 and 10 complete CEM (MidYIS and Yellis) tests in September and these results are analysed and concerns identified
- **Assessment Data:** National Curriculum/GCSE prediction data for all pupils is assessed by Heads of Department and the Senior Leadership team, with the Head of Learning Support, and any underachievement or lack of progress is identified. The Head of Learning Support also considers SEND pupils' assessment data.

The Graduated Approach follows a wave system of identifying needs and providing support and from the aforementioned identified routes pupils may be defined as the following categories:

- **Wave 1:** Pupil's needs can be met, and barriers to learning removed, through 'Quality First Teaching', delivered by the class or subject teacher, with support from a classroom or teaching assistant as necessary. Pupils receive targeted, differentiated classwork and prep, and will be given additional support and reasonable adjustments by the subject teacher. These pupils will have a Pupil Passport.
- **Wave 2:** The pupil's needs are more than for Wave 1. This wave may include access to in-class support, department led subject clinics, one to one or small group interventions delivered by a Learning Support Teacher or Teaching Assistant and/or the use of assistive technology. These pupils will have a Pupil Passport.
- **Wave 3:** The pupils on Wave 3 have more complex and persistent needs that require adaptations to the pupil's timetable, more intensive intervention programmes and/or a very high level of additional support in lessons and around school. These pupils may receive outside intervention from a professional. These pupils will have a Pupil Support Plan in addition to a Pupil Passport. Additional support / adjustments are to be agreed through a Pupil Support Plan meeting with regular reviews to monitor the impact of the support put in place.
- **Wave 3+:** The pupils on Wave 3+ have needs that cannot easily be met through current school resources. These pupils have an EHCP or a request for an EHC Assessment is pending.

The Graduated Approach is further exemplified by the school's Learning Support Provision Maps:

**LEARNING SUPPORT – PREP SCHOOL PROVISION MAP**



**WAVE 1**

Cognition & Learning | Communication & Interaction | Social, Emotional & Mental Health | Sensory & Physical

**Pupil Passport**

**Data Monitoring and Routine feedback to Head of Learning Support**

**Quality First Teaching & Inclusive Ethos including:**

- Flexible grouping arrangements and in class TA Support
- Appropriate differentiation of activities and materials
- Differentiated questioning
- Use of visual, auditory and kinaesthetic approaches
- Awareness that the child may need more time to complete tasks
- Awareness that equality of access may mean that they need to do some things differently
- Resources and displays that support independence and promote high aspirations
- Environmental adjustments made to meet the needs of all pupils e.g. seating position, classroom layout
- Assistive Technology
- Sensory support tools
- Access arrangements

**WAVE 2**

**Pupil Passport, QFT and Data Monitoring**

**Cognition & Learning**

- Group Support in English
- Guided Reading 3x week
- Phonics Intervention PAT 3x week
- Group Support in Maths
- Numberbox LiteracyBox Boosters
- Small Group Literacy: RWI Fresh Start, Rapid Plus
- Small Group Numeracy : WRM, MEP

**Communication & Interaction**

- Social story time
- Supported social times
- Social Communication Small Group: Talkabout

**SEMH**

- Social story time
- Behaviour targets and tracker

**Sensory & Physical**

- Supported exercises 3x week –as advised by health or OT
- Sensory Circuits
- Midline therapy exercises
- Handwriting booster
- LiteracyBox Writing booster
- Touch Typing Support

**WAVE 3**

**Pupil Support Plan / EHCP, Pupil Passport, QFT, Data Monitoring**

**Cognition & Learning**

- 1:1 In Class Support
- 1:1 Literacy: Talisman, RWI Fresh Start, Rapid Plus, Nessy, PAT
- 1:1 Numeracy : WRM, MEP

**Communication & Interaction**

- Speech and Language Intervention
- Visual Timetables, Now & Next
- Alternative, Augmentative Communication

**SEMH**

- **1:1 ELSA**
- 1:1 Zones of Regulation
- Personal Behaviour Programme
- 1:1 Counselling
- 1:1 Psychology

**Sensory & Physical**

- OT Intervention
- Physio Intervention
- Visual Aids
- Hearing Aids / Technology

**WAVE 1**  
Cognition & Learning | Communication & Interaction | Social, Emotional & Mental Health | Sensory & Physical

**Pupil Passport**  
**Data Monitoring and Routine feedback to Head of Learning Support**  
**Quality First Teaching & Inclusive Ethos including:**

- Flexible grouping arrangements and in class TA Support
- Appropriate differentiation of activities and materials
- Differentiated questioning
- Use of visual, auditory and kinaesthetic approaches
- Awareness that the child may need more time to complete tasks
- Awareness that equality of access may mean that they need to do some things differently
- High aspirations for SEND learners
- Environmental adjustments made to meet the needs of all pupils e.g. seating position, classroom layout
- Assistive Technology, DocsPlus
- Sensory support tools
- Access arrangements

**WAVE 2**  
**Pupil Passport, QFT and Data Monitoring**

Cognition & Learning	Communication & Interaction	SEMH	Sensory & Physical
<ul style="list-style-type: none"> <li>▪ Group Support in English</li> <li>▪ Group Support in Maths</li> <li>▪ Small Group Literacy: RWI Fresh Start, Rapid Plus</li> <li>▪ Small Group Numeracy : WRM, MEP</li> <li>▪ Supported Prep Club</li> </ul>	<ul style="list-style-type: none"> <li>▪ Supported Social time - Den</li> <li>▪ Social Communication Small Group: Talkabout</li> </ul>	<ul style="list-style-type: none"> <li>▪ Behaviour targets and tracker</li> <li>▪ Pastoral support – Den</li> <li>▪ Organisational Support Sessions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Supported exercises - as advised by health or OT</li> <li>▪ Sensory Circuits</li> <li>▪ Alternative recording methods</li> <li>▪ Touch Typing Support</li> </ul>

**WAVE 3**  
**Pupil Support Plan / EHCP, Pupil Passport, QFT and Data Monitoring**

Cognition & Learning	Communication & Interaction	SEMH	Sensory & Physical
<ul style="list-style-type: none"> <li>▪ 1:1 In Class Support</li> <li>▪ 1:1 Literacy: RWI Fresh Start, Rapid Plus, Nussy, Spellzone, PAT</li> <li>▪ 1:1 Numeracy : WRM, MEP</li> <li>▪ Supported Study and Revision KS4</li> </ul>	<ul style="list-style-type: none"> <li>▪ Social Skills Intervention, Talkabout</li> <li>▪ Speech and Language Intervention</li> <li>▪ Alternative, Augmentative Communication</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identified Safe Space</li> <li>▪ 1:1 Emotional Support</li> <li>▪ 1:1 Zones of Regulation</li> <li>▪ Personal Behaviour Programme</li> <li>▪ 1:1 Counselling</li> <li>▪ 1:1 Psychology</li> </ul>	<ul style="list-style-type: none"> <li>▪ OT Intervention</li> <li>▪ Physio Intervention</li> <li>▪ Visual Aids</li> <li>▪ Hearing Aids / Technology</li> </ul>

## 6. Education, Health and Care Plans

Since 2014, Statements have been replaced with a single assessment process and a combined Education, Health and Care Plan, so that health and social services are included in the package. An Education, Health and Care Plan provides a means of access to extra resources and provides a precise educational and health prescription for the child based on an accurate and detailed assessment of need. Pupils with Education, Health and Care Plans accepted by the school will:

- Be integrated into class and subject lessons as fully as possible
- Receive mainstream education within their appropriate age group as far as possible
- Be given access to the National Curriculum programme of study. School programmes and syllabuses may be modified following the advice of the Educational Psychologist, or other qualified professional, but only when agreed by the school following consultation with the pupil and their parents.

If a pupil's needs are so complex that the support provided through Learning Support cannot meet them, school, parents, or other agency, can request statutory assessment to move towards an EHCP (EHCAR). While this is being undertaken, the pupil continues to be supported by the Learning Support department. Parents are kept fully informed and may discuss the procedures with the Head of Learning Support at any time.

## **7. Examination Access Arrangements**

Appropriate Examination Access Arrangements will be provided by way of reasonable adjustments where a pupil meets the criteria laid out by JCQ in the current Access Arrangements and Reasonable Adjustments documentation. The School is only able to put Examination Access Arrangements in place when these arrangements are recommended by the Head of Learning Support, an appropriate Medical Practitioner, or an Educational Psychologist/Specialist Teacher. Any external professional involved must have an established working relationship with the School, and have received Part A of Form 8 from School prior to the assessment taking place. Privately arranged Educational Psychologist or Specialist Teacher assessments are not accepted for Access Arrangements, as per JCQ guidelines.

Pupils can be provided with extra time, a reader, scribe, a practical assistant, language modifier, communication professional, word processor, reader pen and a room on their own to complete examinations, assessments and coursework if:

- They meet the JCQ eligibility criteria
- It is the pupil's normal way of working
- There is an evidenced history of need

At Queen Mary's School, assessments are carried out and requests for Examination Access Arrangements are submitted by The Head of Learning Support, Mrs Victoria Kemp, who is an appropriately qualified assessor appointed by the head of centre, Mrs Carole Cameron, in accordance with the JCQ requirements. Mrs Victoria Kemp holds the CPT3A Qualification. Assessment for Examination Access Arrangements in School is provided without additional charge.

## **8. Charges for Learning Support**

Currently there are no additional charges for individual or small group intervention lessons and/or in-class support. Assessments, which are carried out by the School in order to facilitate us in meeting the needs of pupils and to assess their ability to access the curriculum, are also free of charge. Parents may choose to have their child assessed through an independent specialist teacher or educational psychologist, once a working relationship with the Head of Learning Support has been established. Some parents may also wish to pay for an external medical or clinical psychology assessment rather than waiting for a NHS appointment. Any advice received from these external professionals will be securely stored in the pupils SEND file and relevant information appropriately disseminated to teachers and staff.

## **9. Aims and Objectives of the Learning Support Department**

At Queen Mary's School we support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every pupil in our care, in a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life. Queen Mary's School adopts a 'whole school ethos' to support pupils with SEND. All staff work to ensure the inclusion of all pupils. The school is committed to ensuring that pupils with SEND fulfil their potential and achieve optimal educational outcomes.

#### Aims:

- To identify pupils with SEND as early as possible in order to support them fully and minimise or remove their barriers to learning
- To provide a caring and supportive environment in which SEND pupils are valued equally and given the opportunity to reach their full potential and enhance their self-esteem
- To ensure full entitlement and access for SEND pupils to high quality education within a broad, balanced and relevant curriculum
- To educate pupils with SEND, wherever possible, alongside their peers within the normal curriculum of the mainstream school after giving due consideration to the appropriate wishes of their parents and the necessity to meet individual needs
- To support, stimulate and/or maintain pupil curiosity, interest and enjoyment in their education and to foster independence and emotional resilience
- To involve fully both parents and pupils in the identification, assessment and delivery of SEND support and to strive for close co-operation between all agencies concerned, adopting a multi-disciplinary approach
- To strive to meet the needs of all pupils who have SEND by offering continual and appropriate forms of educational provision by the most efficient use of all available resources
- To provide support for pupils with an Education, Health and Care Plan and meet the outcomes therein

#### Objectives:

- The Learning Support department implements the Graduated Approach model of special educational needs support based upon that described in the Code of Practice 2014 and the 2010 Equality Act
- The Head, Admissions and the Head of Learning Support monitor the school's annual intake to ensure that pupils with SEND can be offered the appropriate educational resources.
- Learning Support interventions are regularly reviewed to ensure that they are relevant to the pupil's needs, both present and future, targeted, impact driven and have a genuine impact on removing pupils' barriers to learning
- The Learning Support department offers advice and training (INSET) opportunities to subject teachers and departments on ways of employing differentiated teaching methods and resources, as well as developments in the field of SEND
- The Learning Support department staff provide expertise in the education of pupils with learning difficulties both global and specific
- There is a close liaison between subject teachers and the Learning Support staff to ensure differentiation is appropriately and effectively used
- Learning Support staff ensure subject and boarding staff are fully informed as to the SEND needs of any pupils in their charge
- To raise awareness of teaching staff and support them in the creation and delivery of sensitive and creatively adapted curriculum materials to match all pupils' aptitudes and abilities.
- To engage teaching staff in developing and adopting appropriate teaching methods and resources which are sensitive to the expected pace of learning of each individual learner.
- Learning Support staff are able to provide support within the mainstream class and, where necessary, offer support outside the main timetable allocation

- The Head of Learning Support ensures that the pupils' SEND needs are known to other schools or colleges to which they may transfer
- The Learning Support department works closely with the pupils to ensure that their SEND Documentation is relevant to their needs, personalised and updated regularly
- To complete standardised Cognitive Ability Testing with prospective pupils during their 'taster' day in school.
- To identify and build a profile of pupils needing support using a battery of standardised tests which assess a variety of areas, such as, reading, spelling, comprehension, maths skills, working memory, processing and writing speed/accuracy.
- To contact parents in advance of any in school additional assessment and to maintain open channels of communication about the outcomes of assessments
- To foster and maintain links with all outside agencies and when appropriate, to liaise with external professionals and refer pupils for a full diagnostic assessment by an Educational or Clinical Psychologist or assessment by another external agency
- To ensure Learning Support staff are aware of resources available both within and outside school

## 10. Learning Support Department Documentation

The Head of Learning Support, Mrs Victoria Kemp, will hold responsibility for the Queen Mary's SEND/Learning Support Register, which is devised using internal and external data and professional reports.

All teaching staff can access the following documents:

- Queen Mary's School SEND Policy (in hard copy and on staff IT system)
- Laptop / Word Processing policy (in hard copy and on the staff IT system)
- SEND/Learning Support Register, detailing pupils' special educational needs and SEND specific data (held digitally on iSAMS)
- Guidance on the SEND Code of Practice 2014 (on staff IT system)
- SEND Teacher's Handbook 2021 (on staff IT system)
- Pupil Passports (on staff IT system and held digitally on iSAMS)
- Pupil Support Plans (on staff IT system and held digitally on iSAMS)
- EHCPs (held digitally on iSAMS)
- Examinations Access Arrangements for school and public examinations (on staff IT system and held digitally on iSAMS)

This information is made accessible to staff in order to aid the effective coordination of the school's SEND provision. In this way, every appropriate staff member has access to complete and up-to-date information about all the pupils with SEND and their requirements, which will enable them to provide for the individual needs of all pupils.

## 11. Facilities for pupils with SEND

Queen Mary's school has an Accessibility plan that complies with national legislation, including the Equality Act 2010. The school has a range of specialist SEND facilities in place. These are:

- Two designated classrooms used for supporting SEND pupils and those requiring literacy or numeracy support
- An intervention area in the Prep school for delivering short, daily, one to one phonological and literacy intervention programmes
- One SMART board, one large SMART TV and a range of specialist SEND ICT programmes
- A range of specific intervention programmes which target individual needs including; Talisman, Rapid Plus, Fresh Start, Talkabout Series, The Zones of Intervention, Phonological Awareness Training
- A variety of standardised testing materials to allow for precise assessment
- Increased access to the curriculum and assistance during school and public examinations

## **12. Allocation of resources for pupils with SEND or who need Learning Support**

The Learning Support Department is allocated its own budget. Decisions regarding the spending of this budget are made by the members of the department in conjunction with the approval of the Head of Learning Support. Decisions on purchasing are based on the needs and requirements of the current pupils on the Learning Support register and with anticipatory preparation in mind for future cohorts.

Large expenditures are formally proposed in writing by the Head of Department to the Senior Leadership Team for approval by the Head, and, in certain circumstances, these decisions are escalated to the Governing Body. When appropriate, Queen Mary's Friends may be consulted to provide funding to the Learning Support Department for the purchase of resources and the development of the Learning Support provision.

Optional resources for some pupils are available for parents to purchase, and these are added to the end of term bill. Examples of these resources included DocsPlus Educational Software for installation on Chromebooks and sensory support tools. Parents will be advised in writing of the cost of these items and will formally agree to the terms of purchase before the department proceeds.

## **13. Assessment, Recording and Reporting**

Queen Mary's School believes that it is of the utmost importance to identify and assess a pupil's needs as quickly as possible in their school career. In order for teaching staff to be made aware of possible SEND pupils and also those requiring literacy and numeracy support in their lessons, most new girls are tested before entry into the school.

From year 3 onwards, pupils may be asked to complete a standardised assessment in Reading, Spelling, Comprehension and Maths. Present and prospective pupils entering Year 7 will complete the Wide Range Achievement Test, which tests abilities in literacy and numeracy. All results will be looked at in conjunction with information received from parents and their previous school. We also use any other available information at the time of entry into school from previous schools, parents and the girls themselves. For younger pupils we rely on baseline assessment, the findings of parents and class teachers.

Records of assessments are retained by the admissions department for all new starters. For internal assessments, records are stored digitally on iSAMS and it is the responsibility of the Head of Learning Support to maintain these. When necessary, the Head of Learning Support will write detailed Educational reports, these

are shared with parents and relevant members of staff, as well as pupils when this is age appropriate. These reports are stored digitally on iSAMS.

The School keeps and maintains a detailed Learning Support/SEND register. This is accessible to every teacher on the iSAMS and is updated regularly. The Learning Support Register is shared directly with all teaching staff at the start of every term by the Head of Learning Support, with notable changes and updates explained.

#### **14. Pupil Documentation**

Following their addition to the Learning Support Register, the Head of Learning Support will establish a pupil's needs and with the help of all concerned – but primarily the pupil – will draw up a Pupil Passport. The Pupil Passport sets out information about the pupil's likes and aspirations, details of identified SEND, the nature of the pupil's barriers to learning and how these may manifest in the learning environment, recommended strategies for reasonable classroom and whole school adjustments as well as details of any Exam Access Arrangements. All teachers and support staff, as well as parents, have a copy or access to a copy of the Pupil Passport. Pupil Passports will be reviewed at least annually, and sometimes more regularly in response to pupil needs.

When pupils move to Wave 2 or above levels of support in school, a Pupil Support Plan will be created by the Head of Learning Support. This will include detailed input gathered from the pupil, the pupil's family or carers and teachers. The Pupil Support Plan details any special provision that is being made for a pupil, e.g. withdrawal for an intervention, or small group tuition by a specialist teacher, the staff involved and the frequency of support. The pupil's strengths and needs are explained and banded according to North Yorkshire LA frameworks and, with direct reference to these needs and strengths, Agreed Outcomes are set for the term or academic year. The targets set in the agreed outcomes should be SMART (Specific, Measurable, Achievable, Realistic and Time limited). All teachers and support staff, as well as parents, have a copy or access to a copy of the Pupil Support Plan. Pupil Support Plans will be reviewed at least annually, and often termly, in response to pupil needs. Pupil Support Plans will form the evidence base for EHCAR applications.

All relevant teaching staff will:

- Be aware of pupils Pupil Passports and Pupil Support Plans
- Implement the teaching strategies therein consistently
- Facilitate the reasonable adjustments detailed to remove barriers to learning
- Have an awareness of agreed outcomes and work towards these in conjunction with the Learning Support Department
- Contribute to the review of SEND documentation when requested by the Head of Learning Support or other members of the department

#### **15. EHCP Annual Reviews**

The EHCP Annual Review is a legally required yearly meeting where the views of the child, parents, the school and all others who form the team around the child with an EHCP in place are sought. The purpose is to integrate a variety of perspectives on a child's progress to ensure that they are achieving the outcomes stated in the EHCP and, if necessary, to amend the EHCP to reflect newly identified needs and provisions. The Annual

Review should focus on what the child has achieved as well as on any difficulties that need to be resolved. The Head of Learning Support will facilitate and chair the Annual Review meeting and is responsible for the completion and submission of the necessary documentation.

#### **16. Access to the curriculum, information and associated services**

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the Head of Learning Support will consult with the child's parents so that other flexible arrangements can be made.

Heads of Department regularly review schemes of work to ensure they are differentiated and fully accessible to pupils of all levels and abilities. It is our aim to ensure all resources and SEND provision is being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. The school does this by:

- Keeping staff fully informed of the special educational needs of any pupils in their charge, including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff of all departments on the subject of SEND. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND
- Using in-class provision and support effectively, to ensure the curriculum is differentiated where necessary
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels

#### **17. Inclusion of pupils with SEND**

The Head, Governing Body, Deputy Head, Assistant Head Teaching and Learning and the Head of Prep and Pre Prep are responsible for inclusion, and are responsible for ensuring that an inclusive ethos permeates the whole school. The school curriculum is regularly reviewed by the Heads of Department to ensure that it promotes the inclusion of all pupils. The school aims to optimise opportunities for participation and achievement across all areas of school activity (social, curricular, physical).

We will provide a balanced curriculum for all pupils both inside and outside the classroom, including play and interaction at mealtimes and playtimes, and extending to extracurricular activities. Regarding trips and residential every effort is made to ensure reasonable adjustments are made for participation of all pupils. Individual discussions with parents regarding the health and safety of the pupil and others participating in the trip are considered.

#### **18. Progress and Continuity**

Where possible the Learning Support department will use research based, impact driven interventions. Pupil progress is measured where possible at the start and end of an intervention using formative, summative or

anecdotal evidence. In addition to this, the Learning Support department uses school or specific standardised data to monitor the progress of pupils in order to make an informed decision on whether to continue, change or end the intervention/support. The support of a pupil is reviewed on a termly basis, or more frequently if necessary, and both parents and teachers will be informed of any changes.

## **19. Criteria for evaluating the success of the policy**

In order to make consistent, continuous progress in relation to SEND provision, the School encourages feedback from staff, parents and pupils throughout the year. This policy is reviewed annually by the Senior Leadership Team. Particular targets may be set against which the success of various aspects of the policy may be measured. The evaluation of the success of the policy may take into account the following indicators:

- The views of the parents/carers
- The views of the pupil
- Monitoring of classroom practice by the Head of Learning Support and Head of Teaching and Learning and the prevalence of differentiated strategies and materials
- Analysis of pupils' data and test results
- For individual pupils: their progress in relation to learning and development targets
- For individual pupils: progress at the end of a specific programme of intervention
- For individual pupils: an improvement in termly teacher assessments or examinations
- For individual pupils: an increase in confidence, integration and independence
- For cohorts: the success of pupils in internal and external examinations
- Monitoring of the procedures and practice by the SEND Governor
- School self-evaluation, including the levels of participation of pupils in school activities and destinations at transition point.
- The Departmental Improvement Plan and The School Improvement plan

## **20. In Service Training (CPD)**

Arrangements are made for SEND in-service training for the Head of Learning Support and the team to keep in touch with the latest developments in SEND. The department endeavours to familiarise themselves with current practice, developments and policies as courses are available and agreed with the Head, and disseminate this information to staff at staff meetings or INSET days.

At Queen Mary's we recognise the need to train all our staff on SEND and Inclusion issues, and have funding available to support this professional development. The Head of Learning Support, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities.

## **21. Working in Partnership with Parents**

Queen Mary's is committed to a partnership between staff, pupils and parents. We believe this relationship to be crucial, therefore every opportunity is taken to consult and seek the parents' views. Parents are informed as soon as a concern is raised about their child. Parents are involved as far as possible, and may be asked to support their child at home with appropriate activities specific to the child's needs. They are informed of any

changes arising from reviews and their own views are valued. They are informed of progress by telephone, personal contact and written reports. Queen Mary's believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision
- Continuing social and academic progress of children with SEND
- Personal and academic targets are set and met effectively

The school welcomes feedback from parents, should the need arise, and they can make an appointment to speak to any member of staff including the Head of Learning Support or the Governor responsible for SEND.

If an assessment or referral indicates that a pupil has additional learning needs, the parents and pupil will always be consulted with regard to future provision. Parents are invited to attend any meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regard to the provision for their child.

## **22. Links with health and social services, educational welfare services and voluntary organisations**

Links are maintained as appropriate with:

- North Yorkshire SEND
- Speech and Language Therapists in the local area
- Physiotherapy and Occupational Therapy clinics
- Clinical and Educational Psychologists
- Behavioural Optometry Services
- The Health Service, through parents, the school nurse and school doctor
- Medical specialists and other Allied Health Professionals

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will be invited to, and informed about, any meetings held concerning their child.

## **23. Arrangements for Complaints**

We would hope that as we work closely with parents, consulting them at every stage of referral and delivery of provision, complaints about Learning Support within the school would be rare. However, in the case of complaints:

- Initially, if advice is sought or concerns need to be expressed, direct contact should be made with Mrs Victoria Kemp, Head of Learning Support, who will endeavour to resolve any difficulties
- If further assistance is required parents should then request an appointment to discuss the problem with the relevant member of the Senior Leadership Team: Mrs Debbie Hannam-Walpole, Mrs Lynne Thomson or Mrs Susan Casey

- In the case of the most serious complaints an appointment should be made to discuss the matter with the Head, Mrs Carole Cameron. It may also be necessary to speak to Mr Tom Fielden, Chairman of Governors or Mrs Nina Gunson, Governor responsible for SEND
- Any formal complaints should follow the separate Complaints Policy routines as detailed on the website
- It must be stressed that every effort would be made to resolve the situation satisfactorily within the school

Updated: January 2022  
Next Review Date: January 2023

*This document will be operative for the academic year 2021/22 and will be updated, approved and reviewed in the Autumn Term 2022/3.*

Mrs Carole Cameron  
Head

Mrs Victoria Kemp  
Head of Learning Support  
SENCO

Ms Nina Gunson  
Governor responsible for SEND