



**SUPPORT FOR LEARNING DEPARTMENT
SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEN/D) POLICY**

Adopted: June 2004

Review date: May/June 2017

Contents:

Preface	2
Mission Statement.....	3
1. Aims and objectives.....	3
2. Responsibility for the coordination of SEN provision.....	5
3. Arrangements for coordinating SEN provision.....	6
4. Admission arrangements.....	7
5. Specialist SEN provision.....	7
6. Facilities for pupils with SEN.....	7
7. Allocation of resources for pupils with SEN.....	8
8. Identification of pupils' needs.....	8
9. Assessment, recording and reporting	8
10. Education and Health Plan.....	9
11. Access to the curriculum, information and associated services.....	11
12. Inclusion of pupils with SEN.....	11
13. Progress and continuity	12
14. Criteria for evaluating the success of the policy.....	12
15. Complaints procedure.....	13
16. In service training (CPD).....	13
17. Information Technology	13
18. Working in partnership with parents.....	14

19. Links with other schools.....	14
20. Links with health and social services and voluntary organisations.....	15

Preface

Since the Warnock Report of 1978, it is accepted that one fifth of the general population of pupils in mainstream schools might have special educational needs of some kind during their school lives. At the present time, it may also be necessary for about two per cent of these children to have statutory statements made of their needs under the regulations of the 1981 Education Act and the 2014 Code of Practice.

The range of learning difficulties, behavioural problems, physical or sensory disabilities that might be found in a typical class, can be considerable and we recognise that this situation exists in this school.

It should be noted that:

- As appropriate, the aims and objectives of the Support for Learning Department relate directly to those of the School and are guided by the requirements of the Children and Families Act 2004, the Special Educational Needs and Disability Regulations 2014, Teacher Standards 2012 the Statutory Guidance on Supporting Pupils with Medical Conditions 2014 and the 2014 SEN Code of Practice.
- The statutory requirements of the Equality Act 2010 became legally compulsory for all schools in September 2014. The Support for Learning Department is mindful of the need to address the specific requirements of these integrated working processes and tools that have been introduced as a result of this programme of change that will fundamentally reform the Special Educational Needs and Disabilities (SEN/D) system.

To be consistent with the SEN Code of Practice 2014 and the 2010 Equality Act, the following terminology has been used:

Children have **Special Educational Needs (SEN)** and **Disabilities (D)** if they have a learning, health or physical difficulty that calls for special educational provision to be made for them. Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age e.g. their reading/spelling, processing speed etc. standardised scores are below 85 and they require more than additional time as an additional access arrangement for examinations; or
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.
- The term ‘pupils’ includes those under the age of 5 being educated at this establishment who are deemed likely to have SEN/D when reaching the age of 5 as emphasised in the 2014 Education Act and 2010 Equality Act. At Queen Mary’s it also includes boys up to and including Year 2.

Pupils' with literacy or numeracy difficulties, but whose scores may be above 85 will not be classed as SEN but may still receive support lessons if deemed necessary.

N.B. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEN/D) POLICY

Mission Statement

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 and 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 approach' to special educational needs. All staff work to ensure the inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs can fulfill their potential and achieve optimal educational outcomes.

1 a) Aims.

1. To identify and assess pupils with SEN as early and as thoroughly as is possible and necessary in order to support academic progression and continued good physical health and well being. To that end the SFL Department promotes and maintains close links with both the Nursery and the Pre-prep Departments. SEN pupils with literacy problems will normally be regarded as having a reading/spelling age 18 months below their chronological age. Many pupils who would not be regarded as SEN may require support lessons from the department because they are underachieving and less experienced learners. For the purposes of this policy document, those pupils who are identified as SEN and those with less severe needs are classed together because they will all receive learning support. The duration of this support depends upon the type and degree of difficulty being experienced by the girl.
2. To provide a caring and supportive environment, which is the responsibility of the whole staff, in which SEND pupils are valued equally and given the opportunity to reach their full potential and enhance their self-esteem.
3. To ensure full entitlement and access for SEND pupils to high quality education within a broad, balanced and relevant curriculum (including access to the National Curriculum).
4. 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.
5. To support, stimulate and/or maintain pupil curiosity, interest and enjoyment in their education and to foster initiative and independence.

6. To involve fully both parents and pupils in the identification, assessment and delivery of SEND and to strive for close co-operation between all agencies concerned, adopting a multi-disciplinary approach.
7. 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.
8. To provide support for pupils with an Education, Health and Care Plan.

1b) Objectives

1. The SFL Department implements a graduated model of special educational needs based upon that described in the Code of Practice 2014 and the 2010 Equality Act.
- 2a The Head Teacher and the SFLCO monitor our annual intake to ensure that pupils with SEND (with or without Statements or Education, Health and Care plans) can be offered the appropriate educational resources. This is most effectively done by gathering information from parents, feeder schools, also health and care services prior to the child's entry into school.
- 2b The SFL Department works closely with the Senior Management Team and subject teachers especially in the development of the School curriculum and timetable to ensure that the whole educational offering:
 - Is balanced, i.e. allows for and facilitates adequate development in each curricular and skill area;
 - Allows for differentiation according to individual needs;
 - Offers equal opportunity and access to the different curricular and skill areas.

The interventions are regularly reviewed to ensure that they are relevant to the pupil's needs, both present and future, and that they are perceived as such by the children themselves and their parents.

- 3a The SFL Department offers advice and training (INSET) opportunities to subject teachers and other departments on ways of employing differentiated teaching methods and resources. We work with subject teachers, parents and pupils in developing Action Plans formerly known as Individual Education Plans (IEPs) and approaches to enhancing pupil self-esteem.
- 3b The SFL Department staff provides expertise in the education of pupils with learning difficulties both global and specific.
- 3c There is a close liaison between subject teachers and the SFL staff to ensure that personal resources are made appropriately and effectively. A sound knowledge of the subject scheme of work is also necessary.
- 3d The SFL staff ensures that subject and boarding staff are fully informed as to the special educational needs of any pupils in their charge.
- 3e Sensitive and creative adaptation of the curriculum may be required in order to match what is taught and how it is taught to the children's aptitudes and abilities. This can

be done by adopting appropriate teaching methods and resources which are sensitive to the expected pace of learning. We consider that one of our key roles is to raise awareness of staff to these issues and to support them to 'deliver' the Curriculum to maximum effect.

- 3f The SFL staff are able to provide support within the mainstream education and, where necessary, offer support outside the main timetable allocation.
- 3g The SFLCO ensures that the pupils' special education and disability needs are known to other schools or colleges to which they may transfer.
- 4 The SFL Department works closely with the girls to ensure that the Action Plan (IEP) is relevant to their needs, the programme of lessons fosters and supports progress and termly assessment demonstrates success.
- 5a The process of identification and assessment normally begins when a prospective pupil spends a 'taster' day in school. As part of her day, she has a reading and spelling test. Concerned parents are invited to meet the SFLCO and SFL staff to discuss the special educational needs of individual pupils on this occasion or at another time to be arranged.
- 5b Identification of pupils needing support will be based on the results of the following tests; reading and spelling tests for new girls who did not take part in a 'taster day'; CAT scores for Years 3-6, Schonell Reading & Spelling; MidYIS in Year 7; Suffolk & Schonell Reading and Spelling tests in Years 7-8; and YELLIS in Year 10. Present and prospective pupils who will be entering Year 7 will complete a day of assessment during the Spring Term prior to entry. Assessments will consist of a Maths and English test. Pupils will also complete a Verbal and Non-Verbal Reasoning and an Ann Arbor dyslexia screening test. Results will be looked at in conjunction with information received from parents and their previous school.
- 5c A system of record keeping has been established that facilitates, through continuous monitoring, according to the Code of Practice, the identification and diagnosis of problems. This leads to the development, where necessary, of individual or group Action Plans and individual progress sheets.
- 6 The effectiveness of any assessment and intervention will be influenced by the involvement and interest of the pupil and her parents. Both the parent and the pupil have important and relevant information to offer.
- Successful education is dependent on the active and positive participation of parents/pupil/teachers supported, when and where appropriate, by other specific professionals and agencies.
 - Parents are always contacted if assessment or referral indicates that a child has SEN.
 - The parents are consulted along with the pupil with respect to background history, current and future needs and aspirations. If appropriate, an assessment by an educational psychologist is organised for the pupil. Assessments take place in school and parents are invited to attend a feedback after the assessment.

- Once identification, assessment and intervention have taken place, pupils and parents are kept regularly informed by a variety of means, e.g. personal contact, reports, Action Plans, teacher/parent meetings.
 - Case conferences are organised as appropriate and all concerned individuals and agencies will be invited to attend.
- 7 The SFL staff will be aware of resources available both within and outside school and will foster and maintain links with all outside agencies as appropriate.

2. Responsibility for the coordination of SEN provision:

The responsibility of meeting the special educational needs and disabilities of pupils rests with the Governors, Headmaster or Headmistress, SFLCO and support and subject teachers who have a duty to:

- Ensure to the best of their ability that provision is made for any pupil with special educational needs or disabilities
- Ensure that the teachers in the school are aware of the importance of identifying and providing for pupils with SEND.
- Ensure that the pupil is integrated as far as is practical considering the efficient education of the other children in the School and the efficient use of resources (see the Code of Practice 1:21)

The Head is the responsible person in receipt of any information from the LEA and elsewhere regarding special educational needs and disabilities of pupils within the school. She is the principal agency through whom the governors discharge their duties.

A member of staff, **Mrs. Elizabeth Hopkins**, is designated by the governors to oversee provision for SEN throughout the school and to represent those needs in discussion where necessary. She is the Support for Learning Coordinator for SEN (SFLCO) and has completed both Modules of the Worcester University certificated course 'Managing the Role of the SENCO' and became a qualified SFLCO in March 2007.

The Governor with responsibility for SEND is **Dr. Elizabeth Harford-Cross**.

3. Arrangements for co-ordinating SEN provision

Members of the department:

Mrs Elizabeth Hopkins (CertEd) is the SFLCO and is also a senior Science teacher.

Mrs Maura Grant (MA PGCE) holds an OCR Diploma in Specific Learning Difficulties. She supports pupils from Year 7 upwards and was the previous SFLCO.

Mrs. Anne Petty (CertEd), an Early Years specialist, has taken the Hornsby Diploma course in Specific Learning Difficulties. She supports pupils from Years 1-6.

Three teaching assistants have been appointed to start in September 2016. Miss Charlotte Myers will work with Early Years. Mrs Stephanie Ellison has been appointed as KS2 Teaching Assistant. Mrs Claire Donnelly is a Modern Foreign Language specialist who will

assist the Modern Foreign Language department for 10 periods each week in Key Stages 3 and 4. She will act as a teaching assistant and support KS 3 & 4 SEN pupils in class for the remaining 20 periods each week.

The Support for Learning Co-ordinator, Elizabeth Hopkins will hold details of the Full Queen Mary's Register, all Additional Support (previously called School Action and School Action Plus), individual progress record sheets and Action Plans for individual pupils.

All staff can access:

- Queen Mary's School SEN Policy (In hard copy and on staff IT system)
- Information on the staff IT system on every pupil at Queen Mary's, including their special needs and requirements – School Base & the Queen Mary's School Register. Information regarding SEN pupils, and also those receiving SFL support but not considered SEN, will also be placed onto ISAMS as soon as possible.
- Guidance on the Code of Practice (In hard copy and on staff IT system)
- Action Plans (formerly known as IEPs) (In hard copy)
- Educational Psychologists' assessment reports (In hard copy)
- Queen Mary's SEN and Support lists - revised at the beginning of each term. (In hard copy and on staff IT system).
- Queen Mary's list of those pupils receiving specialist SEN support – revised at the beginning of each term. (In hard copy and on staff IT system).
- SEN pupil progress sheets (In hard copy and on staff IT system).
- Additional access arrangements for school and public examinations required by each year group at Queen Mary's (In hard copy and on staff IT system).
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities. (appropriate reference books are kept in the staffroom).
- Information on current legislation and SEN provision is placed on the staffroom notice board.

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

4. Admission arrangements

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

All SEN and Support paperwork should be passed to the SFLCO Elizabeth Hopkins by the previous school, local support services or parents as soon as possible. If the child is making a transition from another school, a meeting may be set up between the feeding school's SFLCO and Queen Mary's SFLCO to aid the smooth transition of the pupil, and discuss arrangements to be made as well as any other important information relating to 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 start of the child's school year. The child will be closely monitored from the start of the new school year to ensure that all the appropriate provisions and interventions are in place.

5. Specialist SEN provision

Queen Mary's School has a specialist 'Support for Learning' department that is situated in the Carriage House. There are three designated rooms used for teaching pupils requiring support provision. The department employs a coordinator, two qualified specialist teachers and a part-time qualified teaching assistant. The specialist teachers may attend classroom lessons to assist a particular pupil but normally will teach literacy or numeracy lessons on a 1:1 or group basis. The school will employ three teaching assistants to assist pupils in classroom lessons in Early Years, Years 3-6 and Years 7-11. From September 2014 no charge has been made by the school for additional literacy or numeracy support lessons. Normally, pupils will be allowed to receive up to two 45 minute support lessons each week.

6. Facilities for pupils with SEN

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 SEN facilities in place. These are:

1. Three designated classrooms used for teaching SEN pupils and those requiring literacy or numeracy support.
2. One SMART board, one overhead projector and a range of specialist SEN programmes including 'Dragon Speak'.
3. Increased access to the curriculum and assistance during school and public examinations. Pupils can be provided with a reader, scribe, amanuensis, word processor and a room on their own to complete exams if they require additional access arrangements in order to access the curriculum. These additional access arrangements need to be backed up with an educational psychologist's report.

7. Allocation of resources for pupils with SEN or need Learning Support

The 'Support for Learning' 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 SFLCO. Budget forms are submitted to the school bursar at the end of the Spring Term each year for approval. Only items included on the budget form can be bought throughout the year unless specific approval has been given by the Deputy Head and the bursar. Budget suggestions involving whole school policy must be approved by the Head teacher, governing body and bursar.

8. Identification of pupils needs

Queen Mary's recognises that there must be a graduated approach to supporting pupils with SEN because children learn and progress at differing rates. The first wave of this approach is quality teaching by the form or subject teacher. Children who are falling slightly behind their peers should then be given additional support sessions by the teacher.

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class or subject teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SFLCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through b) and d) it can be determined which level of provision the child will need going forward.
- f) Parents will be informed fully at every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- g) The child is formally recorded by the school as being under observation due to concern by parents or teacher. Parents are given this information and it is recorded by the school as an aid to further progression and for future reference. They are placed on the school SEN list if they are identified as requiring support that is additional to and different from the regular differentiated curriculum.
- h) Pupil progress meetings are used to monitor and assess the progress made by the pupil. The frequency of these meetings is dependent on the individual child's needs and progress being made.

9. 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 her school career. There should be a graduated approach.

- In order that the teaching staff is made aware of possible SEN pupils and also those requiring literacy and numeracy support in their lessons, new girls are tested before entry into school. Girls starting in Year 4 and above are given Schonell spelling and reading tests on their "taster day" in school. Maths and NFER Verbal, Non-Verbal and Quantitative tests are also given where appropriate. Initially younger girls are assessed informally by the class teacher. There is a large cohort of pupils entering Year 7 each year. Present and prospective pupils who will be entering Year 7 will complete a Maths and English test and will also complete a Verbal and Non-Verbal Reasoning assessment. They will also carry out an Ann Arbor dyslexia screening test in the spring term prior to entry into Year 7. 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. A document with information regarding every child in the school is completed by the SFLCO and is available on line on the staffroom server for every teacher in the school to read. This document is continually updated.

- The school keeps and maintains an accessible record of all pupils who have special educational needs and disabilities. A copy of this record is given to every teacher at the beginning of each term.
- We have formulated and put into action a graduated identification and support system as set out in the Code of Practice, which draws upon expertise from within the school and external support agencies:

Additional Support (formerly School Action and School Action plus) Pupils themselves, parents, form/subject teachers or any other professional agency may identify a pupil's needs at any time in her school life. Initial concern will be documented by the form/subject teacher/tutor. The SFLCO and parents are informed. The SFLCO records the problems of pupils with SEND having sought the parents' and the pupil's own views on her difficulties.

Any known health or social problems are detailed together with profiles of achievement, National Curriculum attainments and any other test data. The subject teachers can ask for help from the SFLCO, the school doctor and any other professional agencies but the responsibility remains with the subject teachers. A record must be kept of the nature of the concern, action taken, targets set and when progress will be reviewed (usually within a term or six months). Parents are kept informed. The subject teacher's work with the pupil in the classroom, providing interventions that are additional to, or different from, those provided as part of the school's usual differentiated curriculum offered and usual strategies. We recognise that all teachers are teachers of pupils with special educational needs.

Action Plans (formerly Individual Education Plans (IEPs))

If support lessons are deemed advisable, the SFLCO will establish the pupil's needs and with help of all concerned – but primarily the pupil – will draw up an Action Plan (IEP). The Action Plan will set out the nature of the pupil's difficulties, any special provision i.e. withdrawal for individual or group tuition by a specialist teacher, staff involved, frequency of support, success/exit criteria and review date. The targets set should be SMART (Specific, Measurable, Achievable, Realistic and Time limited). All concerned may have a copy of the Action Plan and all relevant teaching staff will:

- Be aware of the Action Plan
- Implement it where necessary
- Use it to help with lesson differentiation.
- Action Plans are normally reviewed twice a year. The pupil is an integral part of the review procedure. Parents' views on the child's progress are sought and they are kept informed of any changes in provision. Copies of Action Plans (IEPs) together with progress sheets are kept in a file at the front of the staffroom and also on the Staffroom server for easy access.

Education, Health and Care Plan

At the present time, LEAs are still responsible for maintaining the needs of pupils who have already been granted a Statement of Special Educational Needs. From 2014, Statements have been replaced with a single assessment process and a combined Education, Health and Care Plan so that health and social services is included in the package. Every child with an Education, Health and Care Plan (EHC) will be given an individual budget, depending on the nature and severity of their disability, from birth until they reach the age of twenty-five. 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 account of her needs. Whether the pupil can continue to receive the necessary support within this school must be realistically discussed with all concerned. The decision as to the pupil's future will be discussed with the needs of the pupil remaining paramount.

Pupils with an Education, Health and Care Plan 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 her parents.

If the pupil's needs remain so substantial that the help given through Additional Support cannot meet them, the school, parents or other agency, can request statutory assessment. While this is being undertaken, the pupil continues to be supported through Additional Support. The parents are kept fully informed and may discuss the procedures with the personnel involved at any time.

Annual Reviews

The purpose of the Annual Review for pupils with a statement or an Education, Health and Care Plan is to integrate a variety of perspectives on a child's progress to ensure that they are achieving the desired outcomes and if necessary to amend the statement 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.

Transition Review

This is the Annual Review held in Year 9, which is particularly significant in planning for the pupil's future life. The responsibility for overseeing the delivery of the Transition Plan rests with the SFLCO and the Careers Advisor, who, along with other agencies that may play a major role in the young person's life during the post-school years, will be invited to the Review.

10. Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN 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 SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SFLCO will consult with the child's parents so that other flexible arrangements can be made.

The school curriculum is regularly reviewed by the Director of Studies together with the SFLCO to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

It is our aim to ensure that all resources and SEN provisions are 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 SEN and SEN teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEN.
- Making use of all class facilities and space.
- Using in-class provisions 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.

11. Inclusion of pupils with SEN

The Head and the governing body are responsible for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Head, the governors, the Deputy Head, the Senior Management Team and the SFLCO to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

We aim to optimise opportunities for participation and achievement across all areas of school activity (social, curricular, physical).

- Providing 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 and school day trips and residential visits.
- Knowing a child's preferred learning style.
- Practising teaching methods that suit the needs of individual pupils.
- Promoting an inclusive ethos throughout our school and encouraging social responsibility and understanding amongst all our pupils.

12. Progress and continuity:

For pupils with SEN, improvements in reading and spelling are measured using appropriate tests, usually termly. This forms part of the review of the pupil's Action Plan (IEP) and

individual Progress Record sheet and can be used to set targets for the forthcoming term. The standardised tests most commonly used by this department are the Schonell reading and spelling test. Progress in Maths and any other areas of difficulty targeted by the pupil's Action Plan (IEP) is measured by a specific test of the problem area or by discussion with staff, pupil and/or parent. The SFL department endeavours to make the transition from year to year for pupils with special educational needs and disabilities as smooth as possible. Information about pupils' specific difficulties and working targets is made available to all staff concerned as well as to the pupil and her parents.

13. Criteria for evaluating the success of the policy:

In order to make consistent, continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. The policy is an agenda item in a governor's meeting once a year. Dr. Elizabeth Harford-Cross is the designated SEN Governor. She gives a report to the governing body at this meeting. Particular targets may be set against which the success of various aspects of the policy may be measured. Success for the pupil may be measured by:

- An improvement in the end of term spelling and reading tests, literacy levels monitored by the English Department and exams in other subjects based on literacy.
- An improvement in numeracy and in associated subjects.
- An increase in confidence, integration and independence.

Success and progress are monitored by the SFLCO who will evaluate the work, subject to an ongoing review by the SEN/D teaching and non-teaching staff, the pupils themselves, parents, and in consultation with outside agencies, where appropriate.

Success may be measured by the:

- Number and quality of Action Plans in operation.
- Numbers of pupils with SEN/D issues who achieve 5 'C' grade GCSEs.
- Number of pupils with SEN/D who pursue education after the age of 16.
- Number of parents who request that their child with SEN/D will be educated at this school.
- % of parents who attend review meetings.
- Inclusion of SEND issues in development planning.
- Time allocated to planning for pupils with SEND.
- Staff involvement in INSET courses relating to SEND issues.
- Extent to which the SFL Department is consulted by the Head Teacher, Boarding Matron, Heads of Department and the Senior Management Team.
- Extent to which subject documentation includes differentiated planning.

14. Arrangements for complaints

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

- Parents are encouraged to discuss the matter with the SFLCO, the class teacher, the form teacher or tutor, either informally, by appointment, or at a Parent/Teacher meeting.
- If the matter is not resolved satisfactorily the parents concerned may make an appointment to see the Head Teacher with or without the presence of the other members of staff concerned.
- If parents are still unhappy they are entitled to discuss the matter with the governor with responsibility for Special Educational Needs and Disabilities. It must be stressed that every effort would be made to resolve the situation satisfactorily within the school.

15. In service training (CPD)

Arrangements are made for SEN/D in-service training for the SFLCO and her team to keep in touch with the latest developments. She endeavours to familiarise herself with current practices, developments and policies as courses are available and agreed with the Head Teacher. She reports back to staff at staff meetings and disseminates information as and when appropriate. At Queen Mary's we recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SFLCO, with the senior management team, ensures that training opportunities are matched to school development priorities.

16. Information Technology

The Code of Practice emphasises the right of the SEND pupil to have access to ICT as a means of meeting their needs. In developing the use of ICT in its work, the Department consults regularly with the ICT Coordinator. In addition to helping its pupils use ICT as a stimulating medium for learning and reinforcing basic skills the department uses IEP Writer for writing pupil Action Plans.

There are 3 computers, an interactive board and an overhead projector in the department, which are part of the network. CD ROMS include a touch-typing tutor, spelling and phonics programmes, reading, comprehension and Maths programmes. The 'Dragon Speak' programme is being trialled by Queen Mary's throughout this year. ExamPen personal reading assistant scanners have been trialled but were not deemed to be of use.

17. 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. They are informed as soon as 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 sought. They are informed of progress by phone, personal contact and written reports. Queen Mary's school believes that a close working relationship with parents is vital in order to ensure:

- a) Early and accurate identification and assessment of SEN leading to the correct intervention and provision.
- b) Continuing social and academic progress of children with SEN.
- c) 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 SFLCO. If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards 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 regards to the provision for their child. The designated SEN Governor may be contacted at any time in relation to SEN matters. The SFLCO will continue to take a leading role, working closely with the relevant staff and sharing responsibilities for the pupils with external specialist services relevant to the pupil's needs. Parents continue to be kept fully informed. The Action Plan will require advice from the appropriate services and will set new targets, detail teaching strategies and monitor and review arrangements. Progress will be reviewed each term.

If little or no progress has been made, the Head Teacher, in consultation with the SFLCO, parents and any external agencies already involved, will consider referring the pupil for statutory assessment.

18. Links with other mainstream schools and special schools:

Links are maintained as appropriate, particularly when changing schools. If a pupil who is transferring from another school is known to have learning difficulties, their parents and previous SFLCOs are contacted so that as much information can be shared before the pupil starts at Queen Mary's School. In a few cases, where it is deemed appropriate, the SFLCO at Queen Mary's will make arrangements to visit the feeder school to discuss the pupil and possibly observe her in lessons. Parental consent is always sought.

Prior to a SEN pupil transferring to another school at 16+ (or any other time) the SFLCO asks for parental consent and then makes contact with the SFLCO at the new school or college. Discussions are held and appropriate paperwork such as Action Plans, educational psychologist's reports and examination access agreements sent to the next school.

19. Links with health and social services, educational welfare services and voluntary organisations:

- Links are maintained as appropriate with:
- North Yorkshire Education Authority
- Speech and Language Therapists in Thirsk, Bedale and Northallerton
- Physiotherapy and Occupational Therapy clinics at the Friarage Hospital, Northallerton
- The Health Service through parents, the school nurse and school doctor boarders
- Medical specialists of pupils with health disabilities
- Local Dyslexia Institutes
- Local Dyslexia Action Institutes
- Nasen
- Acquired Brain Injury Trust

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.

Signed ----- **(Head)**

Date -----

Signed ----- **(Support for Learning Co-ordinator)**

Date -----

Signed ----- **(SEN Governor)**

Date -----

Acceptance and Review:

This document will be operative for the academic year 2016/2017 and will be updated, approved and reviewed in the Summer Term 2017.