

# QUEEN ELIZABETH HIGH SCHOOL

## SPECIAL EDUCATIONAL NEEDS POLICY

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### FUNDAMENTAL PRINCIPLES

At QEHS we believe the following to be fundamental principles:

1. All our teachers should be committed to the appropriate provision of the full curriculum to each student by understanding and following the principles of differentiated teaching.
2. When necessary and appropriate, we should draw on the knowledge and expertise of other professionals and outside agencies in order to cater for the specific needs of individual students.
3. Opportunities for liaison between feeder middle schools should be encouraged, developed and maintained.
4. Opportunities for home-school liaison should be encouraged, developed and maintained.
5. All students should have the opportunity to participate fully in every area of the school community without regard to race, gender, educational ability or physical disability.
6. Identification and assessment procedures need to be culturally neutral if they are to be valid for use by a range of ethnic groups. Care should always be taken to consider the student within the context of his/her home, language, culture and community.

### In brief

- All teachers are teachers of Special Educational Needs (SEN)
- Provision for a student with SEN should match the nature of their needs.
- There should be regular recording of a student's SEN, the action taken and the outcome.
- All students can learn and make progress.
- A differentiated curriculum is not SEN provision — differentiated learning opportunities should be given to all students.

## SCHOOL DEFINITION OF SPECIAL EDUCATIONAL NEEDS

Whilst recognising that all students have individual special needs, we define a student as having Special Educational Need if he or she has a learning difficulty which calls for special educational provision to be made.

If a young person has significant problems [physical, emotional, psychological, medical, etc.] that hinder/prevent him/her from learning or benefiting from the normal education or educational facilities provided for the majority of his/her peers [who attend main stream secondary schools within the Local Authority (LA) area] then that young person has a **learning difficulty**.

**NB** This definition of **learning difficulty** does not apply to students who have learning problems solely because his/her first language is different from the language in which he/she will receive his/her education

If the young person needs different or additional educational provision to that generally provided for his/her peers [who attend a main stream secondary school] then that educational provision is deemed '**special educational provision**'.

### A student has a learning difficulty if he/she has:

- a) a significantly greater difficulty in learning than the majority of students of the same age.
- b) a physical disability which either hinders or prevents the student from gaining full access to the school's curriculum.
- c) a social or emotional need which either hinders or prevents the student from gaining full access to the school's curriculum.

### A student has an exceptional learning ability if he/she has:

- (a) a significantly greater ability in learning than the majority of students of the same age.(see QEHS Gifted and Talented Policy – available on school website: [http://w1.qehs.net/files/docs/Gifted\\_and\\_Talented\\_Policy.pdf](http://w1.qehs.net/files/docs/Gifted_and_Talented_Policy.pdf) )

## A GRADUATED APPROACH

### Key: Code of practice stages of identification of SEN

<b>SM</b>	School Monitor
<b>SA</b>	School Action
<b>SA+</b>	School Action +
<b>SP</b>	Statement Pending
<b>S</b>	Statement

### School Monitor - [SM]

- a) Students who have been identified as possible SEN will be closely monitored by staff. Future SEN provision may be necessary.
- b) Students who have recently been removed from the SEN list.

### School Action — [SA]

- a) Identification of student requiring additional or different intervention to the usual differentiated curriculum.
- b) Evidence needed to support identification

- c) SENCo carries out further assessment and helps in planning future support. Monitors and reviews action taken.
- d) Specific provision recorded - pending implementation of School Provision Map, this information will be part of the Student Profile document

### **School Action Plus — [SA+]**

- a) Despite “Action” provision, student fails to make expected progress.
- b) More specialist assessment involving professionals from LA external agencies to inform planning and measurement of student’s progress.
- c) Specific provision revised in line with recommendations of consulted professionals.

### **Referral for Statement — [SP]**

- a) Progress review suggests Statement Referral needed.
- b) Information collated by SENCo from student/parents/staff/other professionals on past and present action and support

### **Statement [S]**

- a) Proposed statement drawn up
- b) Statement completed

## **AIMS OF THE DEPARTMENT**

1. **To ensure full entitlement and access for SEN students to high quality education within a broad, balanced and relevant curriculum [including access to the National Curriculum] so that they can reach their full potential and enhance their self-esteem.**
  - a) The Governing Body has agreed with the LA admissions criteria which do not discriminate against students with SEN or disabilities and its admission policy has due regard for the guidance in the Codes of Practice which accompany the SEN and Disability Act 2001 **(From 1 October 2010, the Equality Act replaced most of the Disability Discrimination Act (DDA).** However, the Disability Equality Duty in the DDA continues to apply.) Parents of a student with mobility difficulties are advised to approach the local authority well in advance of admission so that consultations can take place.
  - b) The SEN Department seeks to work closely with the senior managers of the school Curriculum and timetable to ensure that the curriculum is regularly reviewed so that it is relevant to the student’s needs, both present and future and that it is perceived as such by the students themselves and their parents. SEN provision is an integral part of the School Improvement Plan
  - c) The school and LA must ensure that the resources that they have at their disposal are being used effectively and efficiently to meet the needs of *all* students.
  
2. **To educate students with SEN, wherever possible, alongside their peers in the classroom within the normal curriculum of mainstream schools, after giving due consideration to the appropriate wishes of their parents and the necessity to meet individual needs.**
  - a) The SEN Department ensure that subject staff are fully informed as to the special educational needs of any students in their charge.

- b) All departments nominate a senior member to liaise closely with the SEN Department. They attend half termly Department SENCo meetings where SEN issues are discussed and then report back to colleagues at their Department meetings.
- c) Advice and CPD [training] opportunities to subject teachers and other departments on employing differentiated teaching methods and resources.
- d) The SEN Department provides in-class support to students to enable staff to provide a differentiated and inclusive curriculum.
- e) Most provision will be met within the classroom but for some, whom it is felt would benefit from individual or small group tuition, it may be appropriate to withdraw these students from the classroom.

**3. To identify and assess students with SEN as early and thoroughly as is possible and necessary.**

- a) The process of identification and assessment normally starts through liaison with our feeder Middle schools. The SENCo will attend any phase change reviews and Year 8 reviews of students with a statement whenever possible. The SENCo consults with Middle School SENCos on a regular basis throughout the school year to discuss the special educational needs of individual students as well as meeting in the Spring term prior to entry to prepare for their successful transition.
- b) Relevant assessment results are transferred prior to entry and help the department decide how best to support the students. As part of the whole school monitoring of progress against NC level descriptors as well as predicted performance indicators such as Fisher Family Trust data, students falling significantly outside the expected range will be identified and referrals made to the SEN department. (See Teaching & Learning Policy).
- c) Following concerns raised by staff, parents or the student about lack of progress, the SENCo can carry out a range of norm referenced tests to assess individual performance. Based on the results, further assessment by LA external agencies might be necessary.

Local Authority External Agencies that may be consulted include

- Psychological Services - educational psychologist
- Communication Support Service - speech and language specialists
- Children's Early Intervention Team (CEIT) – behaviour support
- Children's Services
- Health - School Nurse/Doctor, Physiotherapist, Occupational Therapist, Children & Adolescent Mental Health Service (CAMHS), Disabled Children's Team (DCT)
- Sensory Impaired Service

**4. To work closely with parents and students through the process of identification, assessment and intervention.**

- a) The department is open and responsive to any expression of concern by parents or students
- b) Parents are always contacted if assessment or referrals indicate that a young person has additional learning needs. The parents are spoken to and consulted along with the student with respect to background history, current and future needs and aspirations.

- c) Once that identification, assessment and intervention have taken place students and parents are kept regularly informed by a variety of means, e.g. personal contact, reports, parents' evenings, setting of targets and strategies, provision review. Individual multi-agency meetings are organised as appropriate and all concerned individuals and agencies will be invited to attend. Parents and students are always informed of the 'points for action' and any decisions made during the meeting e.g. the instigation of a Common Assessment Framework (CAF) form.

## **5. To monitor and record the progress of SEN students**

In accordance with the Code of Practice [DfES 2001] QEHS and the SEN department will (links: <http://www.education.gov.uk/schools/studentsupport/sen/guidance/a0013160/the-sen-code-of-practice>; <http://media.education.gov.uk/assets/files/pdf/s/SENCodeofpractice.pdf> )

- a) Draw up and keep a list of known students with special educational needs.
- b) Record the steps we take to meet the needs of individual students whilst following the DfES model of the Code of Practice (see also 3b above).
- c) Devise and keep a record of the programme of study, designed to meet each student's identified needs where students receive individual/small group tuition out of the classroom setting.
- d) Ensure subject departments are responsible for monitoring and recording all students' progress.
- e) Nominate a governor for Special Education Needs to link the SEN Department with the Governing Body; regular monitoring visits will take place during the year and the link governor will report back to the full governing body. Rosemary Theobalds and Annette Bedson are the link governors for SEN. They can be contacted through the school by writing to them c/o QEHS or email [admin@queenelizabeth.northumberland.sch.uk](mailto:admin@queenelizabeth.northumberland.sch.uk)

## **6. To support successful transition from Middle School to High School as well as successful transition from QEHS to Post 16 education or employment.**

- a) As part of the liaison with feeder middle schools referred to in Section 3a, identified Year 8 students are given an opportunity to experience and become familiar with QEHS prior to transfer through a series of individual or small group visits during the Summer term prior to entry
- b) A Connexions officer is invited to attend all Statement reviews.
- c) The Connexions officer is also provided with information by the SENCo on all SEN students so that he/she may make early contact with the students and their parents/guardians in order that appropriate guidelines are available for the choices of staying on at school for years 12 and/or 13, further education elsewhere or job opportunities.
- d) Appropriate professionals will be invited to attend and/or contribute to student/s Statement reviews, including 14+ and the Transition Plan.

## **7. To promote a close working relationship with all schools in the partnership**

- a) We continue to encourage, develop and maintain links with our local special school, Hexham Priory through dual registration. This allows individual students to follow High school courses or experience time with their High school peers appropriate to their needs, both social and educational

## **8. Arrangements for Complaints**

Staff and governors of Queen Elizabeth High School wish to work co-operatively with parents and other members of the community to ensure the school provides a high quality of service. As a consequence we are very keen that any initial concerns are brought to our attention so that they can be dealt with quickly and effectively.

Our Complaints Procedure is available on our school website: [www.gehs.net](http://www.gehs.net) (link: <http://w1.gehs.net/files/docs/QEHSComplaintsProcedure.pdf> ) or telephone the school to request a copy.

## **9. Continuing Professional Development (CPD) for support staff**

- a) Relevant in-house training for support staff is provided as part of a whole school commitment to raising levels of staff awareness of SEN issues.
- b) Opportunities are made available whenever possible for individual staff to gain qualifications in related skills and expertise e.g. ELSA, ASD

## **10. Roles and Responsibilities**

Governing bodies must meet the following main statutory duties in relation to making SEN arrangements and provision:

- Ensure that teachers in school are aware of the importance of identifying, and providing for, those students who have SEN.
- Must admit a student whose statement names their school (the LA will have consulted the school before naming it).
- Inform the child's parent that special educational provision is being made for the child because it is considered he/she has SEN – this applies in cases where the child does not have a statement; where a child has a statement Part III of the statement sets out the provision that the school is required to make.
- Ensure that, where the 'responsible person' – the headteacher or the appropriate governor – has been informed by the LA or the link middle school SENCo that a student has SEN, those needs are made known to all who are likely to teach him/her.
- Do their best to secure that the necessary provision and necessary special arrangements are made for any student who has SEN.
- Ensure that a student with SEN joins in the activities of the school together with students who do not have SEN, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the students with whom they are educated and the efficient use of resources.
- Decide (with the headteacher) the school's general policy and approach to meeting SEN of students (whether with or without a statement).
- Must publish information about SEN policies – to be freely available to all parents.
- Set up appropriate staffing and funding arrangements and oversee the school's work, and may also establish a committee for SEN.
- Consult the LA and governing bodies of other schools when it seems necessary to coordinate special educational teaching in the area.
- Include in their report to parents for the annual meeting a section describing the special educational provision and access arrangements made by the school; in a resourced school this would include a review of the use of any additional resources allocated by the LA.
- Take account of the SEN Code of Practice when carrying out duties towards all students with SEN.
- Meet requirements in relation to disability.

The headteacher has responsibility for the day to day management of all aspects of the school's work, including provision for children with SEN. The headteacher should keep the governing body fully informed and also work closely with the school's SENCo.

All teachers and non teaching staff should be involved in the development of the school's SEN policy and be fully aware of the school's procedures for identifying, assessing and making provision for students with SEN.

The SENCo, working closely with the headteacher, senior management and fellow teachers, should be closely involved in the strategic development of the SEN policy and provision. The SENCo has responsibility for day to day operation of the school's SEN policy and for coordinating provision for students with SEN, particularly through School Action and School Action Plus.

### 11. Student Voice

Students are able to self refer to the SEN department and request an assessment of need if parents agree to this.

Statemented students are invited to submit their views in writing as part of their annual review as well as to attend the review itself. Other SEN students and parents are invited to attend a review meeting in the summer term as well as being given the opportunity to meet the SENCo at their annual parents' evening. Students contribute to the setting of their own targets and strategies

### 12. ASD New provision

In response to an increase in the numbers of SEN students in the Tyne Valley diagnosed on the Autistic Spectrum, the LA has set up an ASD base within QEHS. This provision will enable ASD students to access mainstream schooling with additional support to cater for their specific needs.

This policy was agreed by the Pupil & Curriculum Committee at their meeting on Tuesday 25 January 2011.

<b>Signature</b>		<b>Chair of Pupil &amp; Curriculum Committee (Adrian Woolley)</b>	<b>Date</b>	
<b>Signature</b>		<b>Headteacher QEHS Neil Morrison</b>	<b>Date</b>	
<b>Review Date</b>	January 2013			