

## Queen Elizabeth's Grammar School

### Special Educational Needs and Disabilities Report

#### **1. What kinds of special educational needs do we make provision for in our school?**

Queen Elizabeth's Grammar School consists of two sections: The Primary Phase and the Senior Phase with Sixth Form. The School is committed to providing an appropriate and high-quality education to all the young people it serves. We believe that all young people, including those identified as having SEND, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them and enables them to be fully included in all aspects of school life. We aim to offer excellence and choice to all our pupils and students, whatever their ability or needs, and we strive to ensure that all our pupils and students feel that they are a valued part of our school community. We have high expectations which we aim to achieve through the removal of barriers to learning and participation.

#### **2. How does our school know if your child needs extra help?**

In our school we use a variety of ways to assess whether a young person has SEND. Some of these include:

- Prior information from Primary and Secondary Schools
- Induction events
- Information from parents and carers
- Information from the young person
- Observations and discussions from adults who work with the young person
- School based tracking
- School based test results
- Diagnostic assessments for in-depth information about pupils'/students' learning needs
- Specialised assessments carried out by members of the school support services, e.g. SEND Support Service, Educational Psychology

#### **3. Who can you speak to at our school if you think your child may have special educational needs?**

If you have any concerns about your child, you can talk to any of the following people:

- Your child's teacher/Form Tutor/Head of Year
- Special Educational Needs Co-ordinator (SENCO) – Ms Shabnum Arshad
- The Head of Primary Phase
- A Deputy Head
- The Head

#### **4. How do we know what progress your child is making and how will we keep you informed?**

Monitoring progress is an integral part of teaching and leadership within QEGS:

- School based tracking
- Monitoring of pupil/student targets throughout the year

- Teacher marking, observations and questioning
- Curriculum tests and standardised tests
- Discussions with school staff
- Discussions with parents and carers at formal Parents' Evenings and at other times if it is felt necessary
- Discussions with the young person
- Monitoring of IEP/Pupil Profiles targets (if applicable) throughout the year
- Meetings arranged if needed after academic information is sent to parents/carers
- Pupils'/students' targets and levels of working are monitored through a robust colour coded tracking system. Pupils/students in danger of falling below their target grades are monitored by their Form Tutor/Class Teacher, Subject leaders/Heads of Faculty, Head of Year and Senior Leaders when required.

**5. How will our school support your child and how will the teaching be adapted to meet their needs?**

In many cases pupils/students can benefit from very straightforward support solutions e.g. adjusting seating positions in the classroom, resources or differentiated work/resources to enable access to the curriculum more easily.

For other pupils/students with complex or more severe learning difficulties, the SENCO, in conjunction with specialist support, if necessary, will advise subject teachers on what support is needed. For more detail see the school's SEND policy.

**6. How are decisions made about the type and how much support my child will receive?**

QEGS, as with all schools, has a budget for SEND which is allocated each academic year. Pupils/students with an Education and Health Care Plan (EHCP) are allocated additional funding from the Local Authority.

Pupils/students who do not have an EHCP but are identified as SEN Support, will be allocated support and intervention in line with their needs. This may range from recommendations of appropriate and effective support strategies for class teachers to bespoke support during intervention lessons.

Additional provision may be made available if reviews and assessments identify that your child is not making progress in line with expectations.

Advice is sought from advisory teachers from the SEND Support Service and Educational Psychology who are able to recommend appropriate resources and strategies that can be used within the classroom.

**7. How will our school help you to support your child's learning?**

We actively encourage you as a parent/carer to be involved in your child's learning. This is done in various ways:

- Parents' Evenings
- Home-school partnership through Class Charts, Class Dojo
- Letters home
- Written reports
- Telephone communication where applicable
- Face to face meetings where applicable

- School planners
- School website
- School newsletters
- Curriculum evenings
- SEND Review meetings
- Transition meetings
- Pupil Voice
- Home-school agreements
- Signposting to parent support groups in the wider community

#### **8. What specialist services are available or accessible through our school?**

At times it may be necessary to consult with outside agencies to access their more specialised expertise.

The agencies used by the school include:

- CANW (Child Action North West) counselling service
- MHST (Mental Health Support Team)
- Safeguarding Advisors
- Educational Psychology team
- CAMHS (Child & Adolescent Mental Health Service)
- ELCAS (East Lancashire Child and Adolescent Services)
- AAP (Attendance Advisory Practitioner previously known as Educational Welfare Officers)
- SEND Support Service (Blackburn with Darwen)
- Social Services
- NHS – this can vary from hearing impaired support to working with physiotherapists

#### **9. How are the staff in the school supported to work with children with special educational needs and what training do they have?**

In our school, all staff are involved in supporting pupils/students with SEND and so we make sure that staff have training to help them to do this.

Updates are made available to staff by the Learning Support department via staff briefings, face to face meetings and the Learning Support Folder, which is updated annually. External training is available to support the staff as required. Recent examples of such are

- Safeguarding training
- Epipen training
- Whole school dyslexia awareness INSET
- Whole School Inset on high frequency SEND eg. Hearing Impairment, Sight Impairment, Physical Difficulties, ASD, ADHD and Speech, Language and Communication Needs.
- The School also commissions the Blackburn with Darwen SEND Support Service to deliver training.

Our SENCO, Ms Shabnum Arshad, has completed the National Award for Special Educational Needs Co-ordination Qualification (NASENCO) and is due to complete the examinations access arrangements assessment course very shortly.

Mrs Cathy Fleming (specialist TA) has training in assessing and supporting specific learning difficulties.

We have a small team of Teaching Assistants, who support individual pupils with EHCPs. They also assist individual and small groups of pupils both in and outside the classroom and support the class teachers to review and develop their resources.

**10. How will our school ensure that your child is included in activities outside the classroom, including physical activities and school trips?**

Activities and trips are available to all children in our school and full details are available in our Visits Policy. A risk assessment will be carried out with parents/carers where necessary and procedures put in place to try to ensure all children can participate.

During lunchtimes and after school a wide range of clubs are available.

**11. How will our school support your child's overall wellbeing?**

QEGS has an excellent pastoral system in place:

- Every pupil is a member of a Form, and their Form Tutor acts as their daily mentor and/or class teacher.
- Further support comes through the Heads of Year and Deputy Heads of Primary Phase, who liaise closely with Form Tutors and class teachers to ensure every pupil/student feels safe and happy and thrives in all aspects of their school life.
- Attendance, punctuality and behaviour are monitored closely on a daily basis and parents/carers contacted if there are concerns.
- Meetings can be arranged to resolve issues around the pastoral needs of a pupil/student.
- Pupil/student representatives voice concerns at student council meetings.
- There is a comprehensive PSHE (Personal, Social and Health Education) programme which is followed in Form Periods and PSHE lessons.
- Counselling provided by CANW, NHS Mental Health Support Team and the School Nursing Team

**12. How are pupils with SEND involved in their own education?**

We aim to involve all young people in our school in their own education. We use a variety of strategies including:

- The SENCO, Learning Support staff, Heads of Year, Deputy Heads of Primary Phase and Form Tutors/Class Teachers hold regular discussions with pupils/students to discuss their progress and well-being.
- SEND pupils/students are always consulted about the information included in their pupil/student profile.
- SEND pupils/students are encouraged to join the School Council.
- All pupils/students are encouraged to carry out self-assessment of their own learning during tutor periods.
- Ensuring the pupil/student has a designated adult to go to if needed.
- Ensuring SEND pupils/students are fully involved in Options evenings and careers guidance provided by our careers specialist. Pupils/students with an EHCP also have access to the New Directions Team from the Local Authority.

**13. How accessible is our school both indoors and outdoors for children with special educational needs?**

The school has an 'Accessibility Plan' which helps us to improve our provision for pupils with SEND on an ongoing basis. The site is on a hill and so some buildings must be reached up or downhill. There are steps to some buildings and the edges are painted as a visual prompt. All buildings have classrooms across two or more floors. There is a lift in the sixth form building and in the Main Hall.

It is strongly recommended that parents/carers visit the school site when considering a place for their child if they have significant health or physical disabilities.

Ancillary aids and assistive technologies which are or will be used in the school include:

- Laptops and iPads
- Reading pens
- Coloured overlays for pupils/students with scotopic sensitivities.
- Hearing aid transmitter and receiver for HI pupils/students.

**14. How will our school ensure that SEND pupils are treated fairly in the admissions arrangements?**

Admissions are operated by the School's Governing Body according to the school's Admissions Policy. We strongly recommend that parents/carers of children with SEND make contact with school as soon as possible if you are considering applying for a place. This will allow the school time to plan and prepare for the admission in terms of securing specialist equipment, support and advice.

**15. How will our school prevent pupils with SENDs being treated less favourably than other pupils?**

The School actively promotes equality on race, gender and disability. The school aims to:

- Eliminate unlawful racial, disability or gender discrimination and harassment.
- Promote equal opportunities; and
- Promote positive attitudes towards and between disabled persons, persons of different racial groups and genders.

SEND pupils/students are included in the school's Anti-bullying Policy.

**16. How will our school prepare and support your child when joining our school and when transferring to a new school?**

All parents/carers of pupils who join us in Year 7 are invited to an informal evening event and have the opportunity to meet with Form Tutors and Senior Phase staff.

All pupils and students who join the school in Reception, Year 7 and Sixth Form are invited to attend a Transition day, so they can meet their form group and begin to familiarise themselves with the school layout.

We liaise with all nurseries, primary and senior schools, and request information on all pupils/students with SEND and this information, where relevant, is shared with school staff.

If further support is needed for pupils/students with SEND:

- The SENCO will also meet with parents/carers, nursery/primary/senior staff and pupil at the nursery/primary/senior school to discuss possible barriers and provision required.
- Additional induction days are arranged as required.

### **Post 16 provision**

Any relevant documentation concerning SEND pupils/students are transferred to the next provider.

Where appropriate, visits will be arranged and facilitated by the Learning Support and Careers departments to help pupils/students make the right choice for them.

The New Directions team works with the SENCO and Careers department to assist pupils/students in their future career and college choices.

### **17. Who are the support services that can help parents/carers of pupils who have SEND?**

- Blackburn with Darwen SENDIASS (formerly Parent Partnership Service) provides advice and guidance and is able to explain how the laws and procedures for Special Educational Needs affect you and your child. They can be contacted at 01254 503049, Email – [jane.partington@communitycvs.org.uk](mailto:jane.partington@communitycvs.org.uk)
- Childrens' Services, Duke Street, Blackburn 10 Duke Street, Blackburn, BB2 1DH Tel: 01254 666529
- National Autistic Society – Joanne Johnson, Branch Officer, Tel: 07887 838168, email: [NASBlackburnwithDarwenbranch@nas.org.uk](mailto:NASBlackburnwithDarwenbranch@nas.org.uk)
- ADHD NorthWest 01254 886886 email [reception@adhdnorthwest.org.uk](mailto:reception@adhdnorthwest.org.uk)
- North East Lancashire Dyslexia Association, Frances Mercer 01254 230756.

### **18. Who can you contact for further information?**

Head – Mrs Claire Gammon  
[head@qegsblackburn.com](mailto:head@qegsblackburn.com)

SENCO – Ms Shabnum Arshad  
[Sarshad@qegsblackburn.com](mailto:Sarshad@qegsblackburn.com)

Our Trustee body has a designated SEND Trustee who is responsible for reviewing practice and supporting the SENCO.

To contact the SEND Trustee, please initially contact Mr. D. Hopkinson, Clerk to the Trustees, at [clerk@qegsblackburn.com](mailto:clerk@qegsblackburn.com)

Blackburn with Darwen's local offer sets out a range of support and services available to you and your child. This can be accessed at [www.bwd-localoffer.org.uk](http://www.bwd-localoffer.org.uk)