



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 Senior School. 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, whatever their ability or needs, and we strive to ensure that all our pupils feel that they are a valued part of our school community. We have high expectations of all our pupils, 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 Schools
- Induction evenings
- 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. Baseline assessments in English and Maths
- Assessments such as WRAT (reading test), DASH (writing test) GL Dyslexia Screener
- Specialised assessments carried out by members of the school support services.

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 subject teacher/Form Tutor/Head of Year

- Special Educational Needs Co-ordinator (SENCO) – Mrs Gloria Frost
- Deputy Head Academic – Dr Catherine Farmar
- Head – Mrs Claire Gammon

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
- 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
- Assessment grade sheets are sent home and meetings arranged if needed
- Pupils' targets and levels of working are monitored through a robust colour coded tracking system. Pupils in danger of falling below their end-of-year targets are monitored by their Form Tutor or Head of Year

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

In many cases pupils 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 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 has a budget for SEND which is allocated each academic year. This money is used to provide additional support or resources identified in their IPRAs/Statements/EHCP. Additional provision may be made available if reviews and assessments identify that your child is not making the progress in line with expectations.

Advice is sought from advisory teachers from the Inclusion Support team 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 to be involved in your child's learning. This is done in various ways:

- Parents' Evenings
- 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
- Safeguarding Advisors
- Educational Psychologist team
- CAMHS (Child & Adolescent Mental Health Service)
- AAP (Attendance Advisory Practitioner previously known as Educational Welfare Officers)
- SEND Support Service (Blackburn with Darwen)
- Social Services
- ELCAS (East Lancashire Child and Adolescent Services)
- NHS – this can vary from hearing impaired support to working with physiotherapists
- The Heights Alternative Provision Free School

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 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
- Whole School Inset on high frequency SEND, this included...
 - Workshops on visual impairment, hearing impairment and physical difficulties
 - Lectures on disability awareness and attitude and the SEND Code of Practice
 - Seminars on Autism, speech and language communication difficulties and Attention Deficit Hyperactivity Disorder
- Whole school training on Hearing Impairment

Our SENCO, Mrs Gloria Frost, has completed the National Award for Special Educational Needs Co-ordination Qualification (NASENCO).

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 EHCP/IPRAs/Statements; 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.

The School also commissions the Inclusion Support Service of the Blackburn with Darwen Local Authority to deliver training. Recent CPD sessions are listed above.

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 School Trips Policy. A risk assessment will be carried out with you and procedures put in place to try to ensure your child can participate fully.

During lunchtimes and after school a wide range of clubs are available. A full schedule is available in your child's calendar and on our website.

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.
- Further support comes through the Heads of Year, who liaise closely with Form Tutors and subject teachers to ensure every pupil 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 contacted if there are concerns.

- Meetings can be arranged to resolve issues around the pastoral needs of a pupil.
- Pupil 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.

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 and Form Tutors hold regular discussions with the pupil to discuss their progress and well-being.
- SEND pupils are always consulted about the information included in their pupil profile.
- SEND pupils are encouraged to join the School Council.
- All pupils are encouraged to carry out self-assessment of their own learning during tutor periods.
- Ensuring the pupil has a designated adult to go to if needed.
- Ensuring SEND pupils are fully involved in Options Evenings and careers guidance via Connexions

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.

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

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

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 SENDs 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 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?

Key stage 3

All parents of pupils who join us in Year 7 are invited to our Year 6 Induction Evening, and have the opportunity to meet with members of our school staff. All pupils who join the school in Year 7 are invited to attend our Year 6 Induction Day and our Transition day, so they can meet their form group and begin to familiarise themselves with the school layout.

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

If further support is needed for pupils with SEND:

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

Post 16 provision

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

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

The Connexions team works with the Careers department to assist pupils in their future career and college choices.

17. Who are the support services that can help parents with pupils who have SEND?

- Blackburn with Darwen Parent Partnership Service - provides advice and guidance, and are able to explain how the laws and procedures for Special Educational Needs affect you and your child. They can be contacted at Blackburn Town Hall, 01254 585585 or via the Blackburn with Darwen website.

- Childrens' Services, Duke Street, Blackburn 10 Duke Street, Blackburn, BB2 1DH Tel: 01254 666529 Julie Jackson is the Senior Education Officer and is available to discuss concerns.
- National Autistic Society - Wendy Yeo, Branch Officer, Tel: 07887 838168, email: NASBlackburnwithDarwenbranch@nas.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

SENCO – Mrs Gloria Frost
gfrost@qegsblackburn.com

Our Governing body has a designated SEND Governor, Dr. Kathy Whyte, responsible for reviewing practice and supporting the SENCO. To contact Dr Whyte, please initially contact Mr. D. Hopkinson, Clerk to the Governors, at dhopkinson@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