



Queen Elizabeth High School

SEND INFORMATION REPORT 2024 – 2025

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Our school's approach to supporting pupils with SEND

At Queen Elizabeth High School, we want every one of our children to achieve the best possible educational and personal outcomes to become happy, healthy and fulfilled adults that are able to contribute to society. We have high aspirations for all pupils in QEHS and none more so than those with Special Educational Needs or Disabilities. Our school SEND offer originally came out of consultation with children, young people and their families. Their contribution is a vital part of this and forms part of the wider Herefordshire Council Local offer, a response to the aspirations of the Children and Families Act for 2014 for a greater voice for children and their families.

- To identify and provide for all pupils who have Special Educational Needs and Additional Needs
- To work with the guidance provided in the SEND Code of Practice
- To operate a 'whole pupil, whole school' approach to the management and provision of support for Special Educational Needs
- To provide a SENDCo who will work with the SEND Inclusion Policy
- To provide support and advice for all staff working with young people with Special Educational Needs and Disabilities
- To develop and maintain partnership and high levels of engagement with parents.
- To ensure access to the curriculum for all pupils
- To ensure all pupils are challenged and achieve their potential.

Catering for different kinds of SEND

Cognition and learning

Children and young people with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts; even with appropriate differentiation. They may also have other difficulties such as speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

Children and young people who have a learning difficulty need more detailed differentiation and the curriculum set out in smaller steps. They may require specific programmes to support their progress in developing literacy and numeracy skills. The level of support required will depend on the severity of the child or young person's cognitive difficulty and any associated needs that compound their difficulties in accessing the curriculum, such as physical impairments or communication difficulties.

Children and young people with a learning difficulty are at an increased risk of developing a mental health problem. They may need additional support with their social development, self-esteem and emotional well-being. This may be through small group work on social skills, through peer group support and through regular and positive feedback on their progress.

Children and young people with severe learning difficulties (SLD) have significant intellectual or cognitive impairments and are likely to need support in all areas of the curriculum. They may have difficulties in mobility and co-ordination, communication and perception, and the acquisition of self-help skills. Children and young people with SLD are likely to need support to be independent. Those with profound and multiple learning difficulties (PMLD) have severe and complex learning difficulties as well as significant other difficulties such as a physical disability or sensory impairment. They are likely to need sensory stimulation and a curriculum broken down into very small steps. These children and young people require a high level of adult support, both for their educational needs and for their personal care.

A child or young person with a Specific Learning Difficulty (SpLD) may have difficulty with one or more aspects of learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (difficulties with maths/ number); dyspraxia (difficulties with co-ordination) and dysgraphia (difficulties with writing). A discrepancy between achievement and general intellectual ability may indicate that a child or young person has a SpLD, although they can occur across the whole ability range.

Communication and interaction

Children and young people with SEND may have difficulties in one or more of the areas of speech, language and communication. These children and young people need help to develop their linguistic skills to support both their thinking and communication skills. Specific learning difficulties (SpLD) such as Dyslexia or Dyspraxia, or a physical or sensory impairment such as hearing loss may also lead to communication difficulties.

Children and young people with speech, language and communication needs (SLCN) cover the whole ability range. They find it more difficult to communicate with others. They may have problems taking part in conversations, either because they find it difficult to understand what others say or because they have difficulties with fluency and forming sounds, words and sentences. It may be that when they hear or see a word they are not able to understand its meaning, leading to words being used incorrectly or out of context and the child having a smaller vocabulary. It may be a combination of these problems. For some children and young people, difficulties become increasingly apparent as the language they need to understand and use becomes more complex.

Children and young people with an Autism Spectrum Condition (ASC) have difficulty in making sense of the world in the way others do. They may have difficulties with communication, social interaction and imagination, they may be easily distracted or upset by certain stimuli, have problems with change to familiar routines or have difficulties with their co-ordination and fine-motor functions.

Social, emotional and mental health

It is no longer appropriate to identify "behaviour" as a need as this does not describe a Special Educational Need. Behaviour is an underlying response to a need which requires identification and recognition along with other areas of need. Broadly these are:

- Difficulties in emotional and social development which may lead to immature social skills and difficulties in sustaining healthy relationships. A child or young person may become withdrawn or isolated, demonstrate disruptive or disturbing behaviour.
- Mental health problems that manifest as difficulties such as problems of mood (anxiety or depression), problems of conduct (oppositional problems and more severe conduct problems including aggression), self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained.
- Other recognised disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), attachment disorder, autism or pervasive developmental disorder, an anxiety disorder, a disruptive disorder or, rarely schizophrenia or bipolar disorder.

Sensory and/or physical needs

There is a wide range of sensory and physical difficulties that affect children and young people across the ability range. Many children and young people require minor adaptations to the curriculum, their study programme or the physical environment. Many such adaptations may be required as reasonable adjustments under the Equality Act 2010. Some children and young people require special educational provision. It is this group that should be identified as having a SEN.

Children and young people with Visual Impairments (VI) or a Hearing Impairment (HI) may require specialist support and equipment to access their learning. Children and young people with a Multi-Sensory Impairment (MSI) have a combination of visual and hearing difficulties, which makes it much more difficult for them to access the curriculum or study programme than those with a single sensory impairment. Some children and young people with a Physical Disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

Although the identifiable needs are detailed above, at QEHS we see the pupil as an individual and support their presenting needs as barriers. Therefore, there may be instances where despite a diagnosis, the need does not warrant being on the SEND register and alternatively, those who have not been diagnosed but who need additional support to access the curriculum and reduce barriers are.

Key staff and expertise

Name of staff member	Area of expertise	Level of qualification (e.g. BA (Hons), MA)
Mrs Kim Lane	Trust Executive Leader for Safeguarding and Inclusion. SENDCo, English and Literacy teaching, Safeguarding and Child Protection, Mental Health and Wellbeing Support, Pastoral support including signposting to all agencies.	SENCO award alongside Post Graduate Certificate in Special and Inclusive Education. Qualified Teacher Status BA (Hons) Social Welfare FDA – Education and Learning Support DSL for the Trust
Mrs Emma Davies	Assistant Head Teacher, DSL, SPoC, DTCLA, SENDCo English Teacher SEND Class Specialist Teaching Learning Mentor support to Early Career Teachers	SENCo award BA(Hons) Early Years Education Post Graduate Certificate in Education DSL
Mrs Victoria Guiver	Counselling Thrive Practitioner Identification of social barrier to learning Family support and signposting	Level 2 Counselling Thrive Practitioner
Mrs Veronica Leighton	ELSA Practitioner Teaching Assistant	ELSA Practitioner
Miss Laura Taylor	SEND Support Teaching Small Groups Pupil Premium Mentor	Higher Level Teaching Assistant BA (Hons) Educational Studies FDA – Education and Learning Support

Mrs Lisa Davies	Family support and signposting Safeguarding and Child Protection	Safeguarding and Child Protection Early Help DDSL
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The SENCO

Name of SENCO	Email address	Phone number
Mrs Emma Davies	edavies@tcat.school	01885 482230

Securing and deploying expertise

QEHS work together as a team around the pupil to support our students. Parents, classroom teachers, teaching assistants and mentors are trained and updated regularly on our pupils needs and how their support should look within the classroom. Weekly briefings take place and teachers highlight areas and students at their weekly faculty meetings.

Equipment and facilities

At QEHS we use a range of assessments to identify, monitor and reflect. CAT 4 (Cognitive Ability Testing), group reading tests as well as individual reading and handwriting tests to monitor students. Additionally:

- Online testing
- Screening assessments
- Referrals to specialist learning assessors
- Referrals to specialist Educational Psychologists
- Referrals to School Inclusion Service (previously Behaviour Support Specialists)
- Referrals and liaison for Health and Social Care professionals

Our greatest resource is Student Services Centre where students access external agency support whilst in school. Where additional support and differentiated curriculum resources can be found and where any additional prescribed programmes for Occupational Therapy, Physiotherapy and Speech and Language Therapy can take place discreetly. It also offers a home for the Thrive Practitioner to offer one to one or small group sessions away from the formal education areas.

Identifying and assessing pupils with SEND

Inclusive Quality First Teaching is the first step to responding to a newly identified need. The focus of this is to ensure that high-quality teaching, that is suitably differentiated, is accessible for individual pupils. This requires an understanding of the significance of assessments and the impact that a need might have on the learning of a pupil.

The SENDCo will make the teachers and teaching assistants aware of the needs through a variety of avenues including provision maps, pupil passports, Bromcom, Inclusion Register, bespoke Inclusion Registers for specific classes as well as weekly pupil update meetings and staff development sessions. The SENDCo will support the subject teacher with effective adjustments to teaching, support and resources.

Once specific areas of need and gaps in learning are identified, and with effective Quality First Teaching in place, any provision that is additional or different can be planned.

To enhance the effectiveness of interventions we make sure that:

- Training is provided for staff involved in delivering and monitoring targeted provision
- A safe and appropriate space is secured for delivering the targeted intervention
- Opportunities for skills developed outside of the classroom are practised back in the classroom.
- Feedback systems are in place for teachers and teaching assistants
- Time is available to prepare resources
- Parents agree to the intervention and understand the expected impact
- Pupils are aware of the objectives of the intervention
- Target setting is linked to targeted provision
- A baseline assessment and regular monitoring is completed to ensure effectiveness of intervention/provision.

Doing

Every teacher is responsible and accountable for all pupils in their class wherever or with whoever the pupils are working. Teachers work closely with teaching assistants and other specialists to plan and assess the impact of targeted interventions.

To facilitate this, Teachers and Teaching Assistants are provided with opportunities for joint planning. This is vital for Teaching Assistants preparedness.

Reviewing

Teachers have the responsibility of evidencing progress of all pupils, including those with SEND. Progress data is reviewed in relation to the outcomes described in the Statement, Education and Health Care Plan (EHCP) or Provision Map.

Aside from on-going review processes (e.g. observations, work scrutiny, discussion with pupil, pupil progress meetings, staff meetings) progress is reviewed across the whole school termly as part of the cycle of Graduated Response described. At this stage impact of provision is evaluated. The key question is: has the gap in attainment and progress narrowed? The response to this could result in any combination of:

- New target setting
- Modification to existing provision
- New provision
- Further assessment
- Outside Agency or another specialist referral

Parents are informed termly of progress towards targets and consent would always be sought when referring to an outside agency or other specialist.

Consulting with pupils and parents

Parents

Parents are informed termly of progress towards targets and consent is always sought when referring to an outside agency or other specialist. Any forward planning is completed in conjunction with the parents. We act as a liaison between Multi-agency professionals and parents to ensure continuity and to support the family as a whole. This is through in school face to face consultations, telephone or TEAMS meetings and through communications at the time for planned data captures.

Parents also receive a detailed booklet highlighting how various Special Educational Needs present and what support and differentiation can be offered to alleviate these barriers. Upon joining the school each parent of a child who is on the register of need will receive a letter introducing the SENDCo and highlighting support that is available. This combined with a copy of their child's pupil passport showing the information that has been given to all staff and created in conjunction with the pupil, allows the parents to recognise our awareness of the barriers and the steps we are putting in place to overcome these.

Regular meetings or calls are offered to all parents in addition to the regular half yearly parents' evenings where subject teachers discuss progress and difficulties, the SENDCo is also available on these occasions for any issues to be addressed as well.

Pupils

Pupils meet with teaching assistants and/or the SENDCo to review and set targets. They are offered a variety of interventions and support both in class and out of class with mentor support. Each pupil is encouraged to take responsibility for their own learning and identifying the difficulties they are experiencing. They work with the SENDCo to create a personalised Pupil Passport that is shared with parents and staff via Bromcom, this allows them to express what they are proud of, what is important to them and also what they find has worked well in supporting them when working in various lessons. They also are encouraged to have regular check ins with both the SENDCo, HLTA and TA's to discuss their feelings towards their work and whether they are facing any additional difficulties.

Involving key stakeholders

QEHS works closely not only with pupils and their parents, but also other professionals who support and guide the work of the SENDCo, these include but are not limited to:

- Physiotherapists
- Occupational Therapists
- School Inclusion Service specialists
- ASD Specialist teams
- Speech and Language Therapists (SALT)
- Hearing and Visual Impairment Teams
- Learning and Disability Teams within Children's Services
- Specialist Provisions and Pupil Referral Services
- Local Authority SEND team
- SENDIAS
- Social and Inclusion Officer
- Herefordshire Multi Agency Safeguarding Hub
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Progressing towards outcomes

Provision is put in place to enable a child to access the curriculum along with their peers. This may involve any one or combination of:

- Differentiation of learning in the classroom directed by the classroom teacher
- Support in the classroom by Teaching Assistant
- Group or individual work with a specialist
- Specialist equipment
- Bespoke programme outside the classroom
- Adjusted curriculum
- Reasonable adjustments as a normal way of working within the classroom and within assessments.

Transition support

Students are supported at key transition points:

Key Stage 2 – 3

- Coordinated programme of support with feeder primary school, if required and appropriate
- Visits to the school prior to the formal transition, to acclimatise to the logistics and key staff members
- Liaison with Local Authority and any multi-agency team member involved in the support of the individuals needs
- Transport support and liaison

Key Stage 3 – 4

- Support in choosing appropriate Options for Key Stage 4
- Liaison with Key Staff members and parents if appropriate and required
- Regular 1:1 session prior to options and careers evening – Careers Advisor appointments

Key Stage 4 – Further Education/ Higher Education

- Personal Advisor support and liaison during transition
- Regular visits to new provision
- Travel training if appropriate
- Life skills support such as ASDAN interventions

Teaching approach

Teachers use a wide range of approaches to adapt the curriculum and make appropriate provision which include:

- Differentiation within the classroom
- Seating plans and positioning within the classroom
- Breakout groups with teacher or suitably qualified teaching assistants
- Formal interventions with a qualified teacher
- Adaptations to the teaching resources including use of IT, speech recognition software, reading pen
- Specialised writing and recording equipment
- Adapted practical equipment in creative, technical and vocational subjects
- Adapted equipment and activities in physical education.

Adaptations to the curriculum and learning environment

All adaptations and modifications to the curriculum are based on a need led and targeted plan. Reduced curriculum offers to incorporate therapeutic or alternative provisions at Key Stage 4 are considered.

IT adaptations such as long-term use of a laptop, word recognition or speech recognition software are readily available. Adapted and height adjusted benches, tables, chairs and supportive stools are always available.

Hearing loops in addition to incorporating seating plans to maximise the support for hearing impaired students.

There is ramp access to the High School Building. There are five accessible toilets. There is a ground floor accessibility shower in the Physical Education block. The Student Support Centre is accessible via the outside space, is on one level and has two accessible toilets. Please refer to the Accessibility Plan on the School website for up-to-date plans.

Inclusivity in activities

School trips and residential opportunities are available to all pupils, regardless of Special Educational Need or Disability. We run parent information sessions ahead of trips and often have additional meetings for parents of children with SEND or medical needs. This is to ensure that they are aware of any additional provisions we have put in place to meet the needs of the child whilst on the trip and to voice any concerns they may have. We carry out a Health and Safety risk assessment for each activity and at least one First Aider attends each trip. We have our own fleet of Minibuses that we use.

Supporting emotional and social development

QEHS has a graded response to social and emotional development and we use Thrive profiling and activities, the Wellbeing and Emotional Support Team as well as targeted intervention at Key Stage 4 in ASDAN (Award Scheme Development and Accreditation Network), which is bespoke to the needs of the pupil.

QEHS staff are experienced in liaising with statutory, non-statutory and voluntary agencies and can refer for specialised support if appropriate.

At Queen Elizabeth High School, we have a zero tolerance to bullying and empower our pupils to recognise and highlight to key members of staff any issues they experience or witness.

Evaluating effectiveness

We evaluate the effectiveness of our practice through a continual cycle of assessment, planning, carrying out interventions and monitoring. Sources of information come from formal assessment and observations as well as conversations with both child and parent.

Parents will be made aware of our evaluation results via:

- Parents evenings and drop-in sessions
- School reports
- Intervention Plans
- Individual meetings.

Handling complaints

Complaints about SEN provision in our school should be made to the Head of Key Stage or SENDCo in the first instance. They will then be referred to the school's complaint policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their child. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services,
- Making reasonable adjustments
- The provision of auxiliary aids and services

Local Offer

Herefordshire Council's Local Offer sets out the support, services and information available for children and young people with special educational needs and disabilities (SEND).

The Children and Families Act 2014, requires all local councils to have a Local Offer of available support to assist children and young people, from birth to 25 years of age, who are disabled and/or have special educational needs, along with their families.

The Local Offer includes:

- Education, health and social care services from birth to 25 years of age
- Eligibility criteria to access specialist support services
- The support arrangements available to help you access the services you need
- How to make a complaint

Herefordshire's Local Offer is continuously being developed in consultation with young people and their families, with workshops and consultation events being held to ensure the right information is available, in the right format, at the right time.

To find out more about understanding and accessing the Local Offer, please see the information on this webpage which will direct you as appropriate, <https://www.talkcommunitydirectory.org/local-offer-special-educational-needs-and-disabilities-send/>

If you would like to share your views about the Local Offer in Herefordshire, please email localoffer@herefordshire.gov.uk

Named contacts

Name of individual	Email address	Phone number
Mrs Kim Lane Trust Executive Leader for Safeguarding and Inclusion	klane@tcat.school	01885 482 230
Mrs Emma Davies SENDCo at Queen Elizabeth High School	edavies@tcat.school	01885 482 230
Mrs J Hicks SEND/EHCP officers Herefordshire Council	senteamdiary@herefordshire.gov.uk	01432 261 756
SENDIAS	sendiass@herefordshire.gov.uk	01432 260 955

Additional support

The following information provides additional support within the local community and nationally which school may signpost parents to.

Local Support

[Aspire](#) support people with learning disabilities to live the life they choose.

[Autism West Midlands](#) are the leading charity in the West Midlands for people on the autism spectrum. They use their expertise to enrich the lives of autistic people and those who love and care for them. Staff and volunteers work across all age groups and abilities, providing direct support.

[Citizens Advice Herefordshire](#) aim to provide the advice people need for the problems they face and improve the policies and practices that affect people's lives. They provide free, independent, confidential and impartial advice to everyone on their rights and responsibilities.

[Crossroads Together](#) provide practical support for unpaid carers who look after someone with a disability, illness, mental health problem or an addiction.

[ECHO](#) offer community-based leisure and social activities, volunteering, work experience and training for adults with learning disabilities.

[Herefordshire Disability United](#) is run by and for people with disabilities and provide a voice for those with a disability on local and national issues.

[Look](#) is a small local charity which connects and supports visually impaired children, young people and their families.

[Marches Family Network](#) offer support, respite and social opportunities for disabled children and advice, assistance and friendship for their families.

[National Autistic Society Herefordshire](#) offer a range of support and activities for autistic people of all ages and their families.

National support

[Caudwell Children](#) offer practical and emotional support, services, equipment, therapies and treatments for children with disabilities.

[Cerebra](#) provide advice and support for families of children aged 0 to 16 years old with brain conditions.

[Changing Places](#) provide a nationwide map to help you find toilets which have more space and the right equipment, such as a height adjustable changing bench or hoist, if you can't use a standard accessible toilet.

[Contact](#) offer information, advice and support for families with disabled children, including a free helpline and online community.

[Council for Disabled Children](#) is the umbrella body for the disabled children's sector, bringing together professionals, practitioners and policy makers. They provide useful information and resources for both families and professionals.

[Disability Grants](#) can help you find local and national funding, which can be used to purchase disability equipment, home adaptations or holidays.

[Down's Syndrome Association](#) provide information and advice for people with Down's Syndrome, their families and carers, to help support a full and rewarding life.

[Family Fund](#) provide grants for families raising disabled or seriously ill children and young people, to help ease additional pressures and improve quality of life. The funding can be used to purchase a wide range of items, such as washing machines, sensory toys, family breaks, bedding, furniture, outdoor play equipment or computers.

[IPSEA](#) (Independent Provider of Special Education Advice) offer free and independent legally based information, advice and support to help get the right education for children and young people with special educational needs.

[Living Made Easy](#) provide impartial advice and guidance on a range of aids and solutions, which can support independent living.

[National Deaf Children's Society](#) offer a range of services, information and support for deaf children, young people and their families.

[National Network of Parent Carer Forums](#) is an independent national voice of parent carer forums. They aim to deliver better outcomes for families living with SEND by creating a culture of participation and co-production across the education, health, social care and voluntary sectors.

[Scope](#) is a disability equality charity, which provide practical information and emotional support, when it's most needed, alongside campaigning for a fairer society.

[Sense](#) offer personalised information, advice and support, including holidays and short breaks, for anyone living with complex disabilities or deaf-blindness.

[SOS!SEN](#) offer a free, friendly, independent and confidential telephone helpline for parents looking for information and advice on special educational needs and disability.

[Special Needs Jungle](#) provide parent-led information, resources and informed opinion about children and young people with special educational needs.