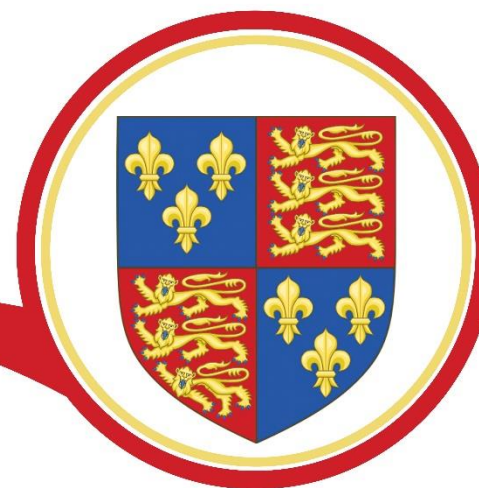


Queen Elizabeth High School



SEND INFORMATION REPORT 2021-2022

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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 make a contribution 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 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 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 a 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 (maths); dyspraxia (co-ordination) and dysgraphia

(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 may 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 hyperactive 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 a visual impairment (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.

Key staff and expertise

Name of staff member	Area of expertise	Level of qualification (e.g. BA (Hons), MA)
Mrs Kim Lane	SENCO, English and literacy 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
Mrs Emma Davies	English Teacher SEND class specialist Teaching and learning support to teachers	Currently undertaking the SENCO award BA (HONS) Early years education PGCE
Mrs Victoria Guiver Maternity leave until July 2022	Counselling Thrive Practitioner Identification of barriers social barriers to learning Family support and signposting	Level 2 Counselling Thrive Practitioner DDSL – Safeguarding and Child Protection
Miss Bethan Godsall	Literacy English Safeguarding SEND interventions and teaching Thrive practitioner	BA (Hons) Integrated Children Services PGCE Current ECT at QEHS DDSL – safeguarding and Child protections

	Family support and signposting	
Mrs Lisa Davies	Family support and signposting Safeguarding and child protection	Safeguarding and Child Protection Early help

The SENCO

Name of SENCO	Email address	Phone number
Mrs Kim Lane	klane@queenelizabeth.hereford.sch.uk	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 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 Education Psychologists
- Referrals to Behavioural 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, Physio Therapy and Speech and Language Therapy can take place discreetly.

QEHS also has a shared resource base for teachers online.

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 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 needs through a variety of avenues including Provision Maps, SIMs, 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
- The Student Support Centre is the established place for targeted interventions

- Opportunities for skills developed out 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

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 TA 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 Statement, 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 other 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 would always be sought when referring to an outside agency or other specialist. Liaising between multiagency professionals and parents and forwarding planning always involves parents

This is through in school face to face consultations, telephone or TEAMS meetings and through communications at the time for planned data captures.

Pupils

Pupils meet with TA and or SENDCos to review and set targets. Interventions in class and out of class with mentor support

Involving key stakeholders

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

- Physiotherapists
- Occupational Therapists
- Behaviour Support specialist
- ASD specialist teams
- Speech and language Teams (SALT)
- Hearing and Visual Impairment teams
- Learning and disability teams within Childrens Services
- Specialist Provisions and Pupil referral services
- Local Authority SEND team
- SENDIAS
- Social and Inclusion Officer
- Herefordshire Multi Agency Safeguarding Hub

Progressing towards outcomes

Provision is put in place to enable your 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 support at key transition points:

KS2-3

- Coordinated programmed of support if required and appropriate with feed primary school
- 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 individual needs
- Transport support and liaison

KS3-4

- Support in choosing appropriate Options for KS 4
- Liaison with Key staff members if appropriate and parents
- Regular 1:1 sessions prior to options and careers evening, with Careers Advisor

KS4-FE/HE

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

Teaching approach

Teachers use a wide ranging approaches to the curriculum which include:

- Differentiation within the classroom
- Seating plans and positioning within the classroom
- Breakout groups with teacher or suitably qualified teaching assistant
- Formal interventions with qualified teacher
- Adaptions to the teaching resources including use of IT, speech recognition software,
- 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 adaptions and modifications to the curriculum are based on a needs led and targeted plan. Reduced curriculum offers to incorporate therapeutic or alternative provisions at KS4 are considered.

IT adaptions such as long-term use of a lap top, 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 PE 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 Special Educational Needs, disabilities or medical needs. This is to ensure that you are involved in, and aware of, any additional provision we have put in place to meet your child's needs on the trip. We carry out a Health and Safety risk assessment for each activity and at least one First Aider goes on each trip. We have two minibuses.

Supporting emotional and social development

QEHS has a graded response to social and emotional development and using Thrive profiling and activities, the Wellbeing and Emotional Support Team as well as targeted intervention at KS 4 in ASDAN 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 specialist support if appropriate. At QEHS we have a zero tolerance to bullying and empower our pupils to highlight any issues to key members of staff.

Evaluating effectiveness

We do this 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 your child and yourself.

Parents will be made aware of this by;

- Parent 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 complaints 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 children. They can make a claim about alleged discrimination regarding: exclusions, provision of education and associated services, making reasonable adjustments, including the provision of auxiliary aids and services

Budgeting for SEND

National SEND funding is split into three elements as follows:

Element 1: in mainstream schools and colleges, all students bring a basic funding entitlement. In schools this is called the Age Weighted Pupil Unit (AWPU) and applies whether or not a pupil has high needs to pay for e.g. an element of a teacher, an element of premises etc.

Element 2: all mainstream schools are delegated funding to make further provision of up to £6,000 per pupil with special educational needs (SEND). This is in addition to Element 1.

Element 3: SEND costs above this £6,000 are met from top-up funding from the Local Authority. The top up funding is to meet the assessed need of the pupil and is in addition to Elements 1 and 2. A High Needs Matrix is used to make decisions about the level of top-up funding.

For further information on funding visit: [Herefordshire Council Local Offer](#)

The school SEND budget is then allocated in September of each year. The way it is then deployed depends on the needs of individual children on the SEND register in any year.

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 read the information on this webpage which will direct you as appropriate, <https://www.talkcommunitydirectory.org/local-offer-special-educational-needs-and-disabilities-send/what-is-the-local-offer/>

If you'd like to share your views about the Local Offer in Herefordshire, please e-mail localoffer@herefordshire.gov.uk

Named contacts

Name of individual	Email address	Phone number
Kim Lane Safeguarding and Inclusion Executive Lead	klane@queenelizabeth.hereford.sch.uk	01885 482230
Mrs J Hicks SEND/EHCP Officers Herefordshire Council		01432 260761
SENDIAS	sendiass@herefordshire.gov.uk	01432 260955

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

Local support

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

[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.

[Parent Carer Voice Herefordshire](#) offer a forum for parents and carers of disabled children, with the aim to ensure that local services meet the needs of local families.

[SENDIASS](#) (Special Educational Needs and Disability Information, Advice and Support Service) provide impartial and confidential support for parents and carers of children and young people aged up to 25, with special educational needs and disabilities.

Herefordshire SEND Co-production Charter

Local Authorities are actively encouraged to work in partnership with Parent Carer Forums to ensure the services they plan, commission, deliver and monitor meet the needs of children and families (SEN Code of Practice, paragraph 1.13).

In Herefordshire, partners including PCV Herefordshire, Herefordshire Council, Herefordshire CCG, Herefordshire and Worcestershire NHS Trust, Wye Valley NHS Trust and SENDIASS have developed a Co-production Charter that sets out our working agreement and commitment to co-production of SEND services.

[Download the Herefordshire SEND Co-production charter to read in full.](#)

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.

[Children's Education Advisory Service](#) (CEAS) provide advice, support and guidance regarding the educational wellbeing of children and young people belonging to armed forces and eligible MOD civilian families.

[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 Autistic Society](#) is the leading UK charity for people on the autism spectrum and their families, offering a wide range of support, guidance and advice.

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

[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.