



SEND Policy and Information Report

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1. AIMS

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Queen Elizabeth Grammar School is a co-educational selective school. There are approximately 1040 students on role with approximately 240 of these attending our Sixth Form. Students may have additional needs throughout, or at any time, during their school career. Communication between Heads of Year, Senior Leadership Team and Teaching Assistants serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

At Queen Elizabeth Grammar School, we respect the fact that students:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- learn at different rates
- require a range of different teaching strategies and experiences

Teachers respond to students needs by:

- providing support in all curriculum areas
- planning for students' full participation in learning, and in physical and practical activities
- planning for students to manage their behaviour, enabling them to participate effectively and safely in learning.

This policy/SEND information report ensures that teaching arrangements are fully inclusive. The majority of students will have their needs met through normal classroom arrangements and appropriate differentiation.

SEND NEEDS

Children and young people's SEND are generally thought of in the following four broad areas of need and support:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

Presently, at Queen Elizabeth Grammar School, we have students with a range of the above areas of need.

Our aims and objectives

- To ensure a consistent, whole school, approach to students with SEND.
- To identify students with additional educational needs as early as possible and ensure the necessary support is provided through early intervention, whenever possible.
- To create an environment that meets the special needs of each student
- To ensure all students have equal access to a broad, balanced and differentiated curriculum.
- To encourage students to develop confidence and self-esteem and to recognise the value of their own contributions to their learning.

- To encourage students to be fully involved in their learning, and in monitoring their progress.
- To make clear the expectations of all partners in the process and provision of special needs.
- To ensure parents are kept fully informed and are involved in meeting the needs of their child.
- To continually evaluate, plan and review children's progress.
- Ensure all staff - teaching and support staff - receive appropriate information and guidance to meet the needs of the children.
- We strive to empower our pupils by offering them strategies for coping, and by encouraging them to develop strength of character, self-respect and respect for others.
- We aim to create a caring community where no pupil need fear intimidation, by promoting an open listening ethos and encouraging pupils to support each other by reporting all instances of bullying.
- We aim to sort out problems quickly and effectively.

2. LEGISLATION AND GUIDANCE

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report This policy also complies with our funding agreement and articles of association.

3. DEFINITIONS

A pupil has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. ROLES AND RESPONSIBILITIES

4.1 THE SENDCO

The SENDCO is Mr. Colin Munro. You can contact Mr Munro by telephoning school on 01768 864621.

He will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the head teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements ➤ Ensure the school keeps the records of all pupils with SEND up to date

4.2 THE SEND GOVERNOR

The SEND governor is Mrs Maggie Robson and she will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school
- The Governing Body delegates to the head teacher responsibility to do his best to secure the necessary provision for any student identified as having additional educational needs. The governors ensure all teachers are fully aware of their responsibilities towards students with special educational needs by delegating responsibility to the SENDCO who issues appropriate information to all staff in September each year, and updates the information as necessary throughout the year. The Governing Body has put in place admissions criteria which do not discriminate against students with special educational needs and which offer fair access to the selection test.

4.3 THE HEADTEACHER

The Headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 CLASS TEACHERS

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND INFORMATION REPORT

5.1 WHAT KINDS OF SEND DO YOU PROVIDE FOR AT QEGS?

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), Attention Deficit Disorder (ADD), attachment disorder, anxiety issues
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, muscular tic disorder (Tourette's Syndrome), hypermobility, brittle bone disease.

5.2 HOW ARE STUDENTS WITH SEND IDENTIFIED? WHO SHOULD I CONTACT IF I THINK MY CHILD HAS A SPECIFIC EDUCATIONAL NEED/DISABILITY?

Students with SEND are identified in a variety of ways:

- Information received on transfer from other schools (See also Transition)
- Evidence from parents/carers (See also Transition)
- Through the school's screening and assessment procedures. The school conducts a Cognitive Ability Tests (CAT) to gather data which indicates whether a student is below the expected level for their age.
- Concerns raised by existing students or parents/carers who can contact the SENDCO, Head of Learning Support, at any stage to discuss their concerns.
- Records or contact from other agencies (for example, medical or social care agencies, specialist teaching services, speech and language therapists, etc.)
- By subject teachers/leaders, form tutors and Head(s) of Year(s) through the school's academic tracking progress, for example, if a student's progress is substantially below the expected level for their year.
- Observations from teachers and teaching assistants about a student's emotional welfare.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 WHAT ABOUT STUDENT VOICE? HOW DO YOU ENSURE THAT INTERVENTION IS CHILD CENTERED? HOW ARE PARENTS INVOLVED IN CONSULTATIONS AROUND THEIR CHILD?

Students are invited to write targets for their Personal Learning Plans and are involved in the Review process.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

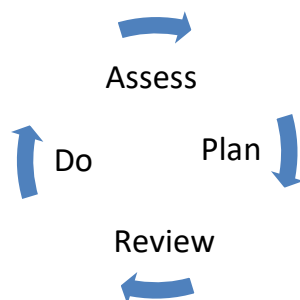
- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

5.4 ASSESSING AND REVIEWING PUPILS' PROGRESS TOWARDS OUTCOMES

Underpinning ALL our provision in school is the graduated approach cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

The subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

5.5 HOW DOES QEGS SUPPORT STUDENTS WITH SEND TO MOVE ON TO DIFFERENT PHASES OF EDUCATION? WHAT WERE THE DESTINATIONS OF PAST STUDENTS WITH SEND?

The SENDCO has contact with Inspira and Adult Social Services and offers families the opportunity to meet and access advice and information for future studies and preparing for adulthood. We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. The SENDCO arranges transition visits.

5.6 WHAT IS YOUR APPROACH TO TEACHING PUPILS WITH SEND?

Teachers are responsible and accountable for the progress and development of all the pupils in their class and this is where the needs of the vast majority of pupils with SEND are met.

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

For students with more complex needs, in our context, we may provide:

- 1:1 or small group lessons
- Targeted, short-term interventions
- Social group support

5.7 WHAT FACILITIES DO YOU HAVE TO ASSIST ACCESS TO THE SCHOOL BY DISABLED STUDENTS; AND DO YOU HAVE AN ACCESSIBILITY PLAN?

We make the following adaptations the curriculum and learning environment to ensure all pupils' needs are met:

- Adapting timetables so that students have access to ground floor classrooms. Ramp to the school entrance, Science labs on ground floor and wide corridors to enable access.
- Lavatories in Science block, main building and P.E. block.
- We have a reviewed Accessibility Plan which may be found on the school website under the heading of Policy Documents.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

5.8 WHAT ADDITIONAL SUPPORT IS THERE FOR LEARNING?

Where we feel that more specialist input is required, we work with the following agencies to provide support for pupils with SEND:

- Local Authority Educational Psychology Service
- Local Authority Specialist Advisory Teachers (including those for Autistic Spectrum Conditions, Visual Impairment, Physical & Medical Needs)
- Child & Adolescent Mental Health Service (CAMHS)
- Children's Occupational Therapy
- Cumbria Autism Family Support Project

This list is not exhaustive and care is taken to ensure that the right support is available at the right time for our learners.

5.9 WHAT EXPERTISE DO WE HAVE AND WHAT TRAINING IS OFFERED/GIVEN TO STAFF?

Our SENDCo has 4 year's experience in this role. He has worked in secondary schools as a subject specialist and pastoral leader for 20+ years. He has successfully completed the National Award for SEND Coordination and is a qualified assessor for Exam Access Arrangements.

All Teaching Assistants, along with the Pastoral Team, attend regular training, appropriate to the needs of our students.

Whole school training is planned and reviewed regularly, in conjunction with the SLT, according to the needs of students and the training needs of staff.

5.10 HOW DOES QEGS SECURE EQUIPMENT AND FACILITIES FOR THOSE STUDENTS WITH SEND?

We endeavour to look at each child with additional needs as an individual therefore consult with the student about what works best for them. This may be in the form of specialist stools/cushions following a site visit from an occupational therapist, easy access to lockers, a place to eat lunch, modified timetable and assistive IT technology. This list is not exhaustive.

5.11 HOW EFFECTIVE IS THE PROVISION MADE FOR STUDENTS WITH SEND?

We believe that the support students receive at QEGS is effective. By adopting a holistic approach to each individual, establishing strong communication links with parents/carers and by placing the student at the centre of his/her own learning journey, we work hard to ensure that each student leaves QEGS with appropriate qualifications which can take them onto their next phase of learning or employment. We evaluate the effectiveness of provision for students with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6-8 weeks
- Monitoring by the SENDCO
- Holding annual reviews for pupils with EHC plans

5.12 HOW DOES QEGS ENABLE PUPILS WITH SEND TO ENGAGE IN ACTIVITIES AVAILABLE TO THOSE IN THE SCHOOL WHO DO NOT HAVE SEND?

All of our extra-curricular activities, school visits and curricular workshops are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips and where necessary a teaching assistant will attend. All pupils are encouraged to take part in school productions, sporting teams and sports days, choir, orchestra and any other extra-curricular activity

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

5.13 HOW DO YOU PROMOTE POSITIVE MENTAL HEALTH AT QEGS?

For the vast majority of students this is met through our RSE and PD policy and our Pastoral structure.

For students who need additional support we have trained several staff as Mental Health First Aiders and we refer to a wide range of professional support organisations. We work in partnership with Barnardo's Mental Health Support Team to evaluate and develop our positive Mental Health provision. The SENDCO, who is also the school's Mental Health Lead, has an open-door policy where students can access support quickly. We have a zero-tolerance approach to bullying. See Anti-Bullying Policy.

5.14 HOW DO YOU WORK WITH OTHER AGENCIES?

We follow the Local Authority Early Help Assessment route in order to access single or multi agency support for learners with SEND and their families. Agencies we have used include Springboard Development Centre, Child and Adolescent Mental Health Services, Barnardo's, Eden Young Carers, Your Voice, Educational Psychologists, Specialist teachers, occupational therapists, School Nursing Team and Home & Hospital Tuition Service. This list is not exhaustive.

5.15 HOW CAN SOMEONE RAISE A COMPLAINT ABOUT SEND PROVISION?

Complaints about SEND provision in our school should be made to the SENDCO in the first instance. They will then be referred to the school's complaints policy.

The school provides information about Cumbria SENDIASS (SEND Information, Advice and Support Service) to all students with special educational needs on request, or when it is felt it may be helpful.

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

5.16 WHO CAN I CONTACT IF I AM A PARENT OF A PUPIL WITH SEND?

Eden Carers. Telephone: 01768 890280

Cumbria Family Support. Telephone: 01768 539102

Cumbria SEND Information, Advice & Support Service. Telephone: 07825 088031

Dyspraxia Foundation Cumbria. Telephone: 01228 539194

Inspira. Telephone: 01931 711300

Cumbria Parent Carer Forum. <https://www.sendac.org/>

Parentzone <https://parentzone.org.uk/>

5.17 HOW CAN I RAISE A CONCERN?

Class teachers/form tutors work closely with parents throughout their child's education. Parents should in the first instance contact the class/form teacher in case of any concern or difficulty.

Students and/or parents can contact Mr. Munro (SENDCO) in Room 4 (main building) or by telephoning 01768 864621 (school reception) or by email: cmunro@qegs.cumbria.sch.uk

5.17 WHAT IS THE LOCAL AUTHORITY'S LOCAL OFFER?

Our local authority's local offer is published here:

<https://fid.westmorlandandfurness.gov.uk/kb5/westmorlandandfurness/directory/localoffer.page?localofferchannel=0> and parents may wish to make an appointment with the SENDCO for support to gain the information they require.

6. MONITORING ARRANGEMENTS

This policy and information report will be reviewed annually by the SENDCO, Mr. Colin Munro. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

This document was created in consultation with stakeholders, including the SEND Governor, head teacher and Senior leadership team. This policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (July 2014). Our SEND information and Policy report may be accessed in a number of ways:

- The school website, follow the link: Statutory Information - Policy Documents
- A hard copy on request at the school reception.

Please let us know if you require the policy to be made available to you in a different format e.g. a language other than English, enlarged font.

7. LINKS WITH OTHER POLICIES AND DOCUMENTS

This policy links to the following documents

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Admissions Policy
- Mental Health Policy
- Equal Opportunities, Disabilities and Promoting Race Equality Policy
- Anti-bullying Policy
- Attendance Policy
- Data Protection Policy
- Child Protection and Safeguarding Policy
- Children Looked After Policy
- Complaints Procedure
- Access Arrangements