



## **QEGS SEND Information Report 2026**

This SEND Information Report explains how we identify, support and monitor pupils with Special Educational Needs and Disabilities at Queen Elizabeth Grammar School. It is updated annually and reflects current practice.

### **1. What kinds of Special Educational Needs (SEND) does the school provide for?**

QEGS is an academically selective grammar school and we welcome students with a range of SEND across the four broad areas:

**Communication and Interaction** (e.g., autism spectrum conditions, speech, language, and communication needs).

**Cognition and Learning** (e.g., dyslexia, dyspraxia, dyscalculia)

**Social, Emotional, and Mental Health Needs** (e.g., anxiety, emotional regulation needs, ADHD).

**Sensory and/or Physical Needs** (e.g., hearing or visual impairment, physical health needs).

### **2. How does the school identify children and young people with SEND and assess their needs?**

Identifying the needs of our students begins with transition. We work closely with primary schools and use KS2 data, information from teachers and any existing reports from external support agencies.

At the start of year 7, all students complete Cognitive Ability Tests (CATs). These are used, along with that from our entrance tests, KS2 results and primary school information to form a picture of each child's abilities and any potential needs. Some students also sit the New Group Reading Test, if considered appropriate.

Throughout a pupil's time at the school, we continue to monitor their progress carefully. When teachers identify emerging concerns, they may introduce targeted in-class or short-term interventions. If difficulties persist, or if needs appear broader or more complex, staff can follow a clear referral pathway to consult with the SENCo. Parents and students are also welcome to contact the SENCo directly to discuss any concerns. Where appropriate, the SENCo may arrange additional assessments to gain a fuller understanding of a pupil's needs,



which may lead to involvement from external professionals to ensure the right support is in place.

OFSTED (2023) says “there are effective systems in place to identify the needs of pupils with SEND”.

### **3. Who is the SENCo, and how can I contact them?**

Our SENCo is Mr Colin Munro.

You can contact him by email at [cmunro@qegs.cumbria.sch.uk](mailto:cmunro@qegs.cumbria.sch.uk) or by phone on 01768 864621

### **4. How are parents of children with SEND consulted and involved in their child’s education?**

We believe that working closely with parents is essential to supporting pupils with SEND. Here’s how we will involve you:

Before your child joins QEGS:

If your child already has an EHCP, our SENCo will attend the year 6 review meeting (where invited) to start planning transition arrangements with you, your child’s primary school and other professionals. This is beginning of an ongoing conversation to ensure smooth transition.

Parents are encouraged to input into one-page profiles and other sources of information made available to teachers.

From Year 7 through to Year 13, we offer several opportunities for parents to meet with staff and review their child’s progress. This includes annual review meetings where appropriate, as well as settling-in evenings for Years 7 and 13 and scheduled parents’ evenings. Some students may require more frequent review meetings or multi-agency meetings, depending on their individual needs.

We welcome requests to discuss provision and support at any time outside of these formal meetings.



## **5. How are young people with SEND consulted and involved in decisions about their education?**

We believe that pupils should have a meaningful voice in decisions about their education. Students with SEND are encouraged to contribute actively, including through representation on the School Council, with adaptations offered as needed to support participation. Where helpful, we also make adjustments to enable pupils to attend parents' evenings or review discussions.

Pupils with SEND play a central role in the review process, and our one-page profiles are created with student voice at their core. The level of involvement is personalised and depends on each student's needs, preferences, and readiness to engage.

## **6. How does the school assess and review children and young people's progress towards outcomes, and how are parents and young people included in this process?**

We track every student's progress throughout the year, with formal progress updates shared once each term. Alongside this, subject teachers and Heads of Year keep a close eye on day-to-day learning and wellbeing, stepping in early if a student appears to be falling behind or not meeting expected milestones. Support may be offered through targeted subject interventions or pastoral guidance, depending on the nature of the difficulty.

Parents are encouraged to contact their child's form tutor or the SENCo at any time if they would like to discuss progress or request additional support. For students with an Education, Health and Care Plan (EHCP), an Annual Review is held to evaluate progress towards agreed outcomes and to ensure that provision remains appropriate and effective.

## **7. What arrangements are in place to support children and young people when moving between phases of education or preparing for adulthood (such as higher education, employment, independent living, and participation in society)?**

Transitions are planned carefully to ensure pupils with SEND feel confident at each stage. When pupils join in Year 7, we gather information from primary schools and can offer additional visits or meetings where needed. As pupils progress, we support them in making informed choices about GCSEs and post-16 pathways, with those who have an EHCP receiving transition reviews focused on long-term outcomes. Preparation for adulthood is woven through our Personal Development curriculum, and all students undertake work



experience in Years 10 and 12. The school also employs its own careers advisor, giving pupils access to personalised guidance as they plan for their future.

Through this proactive and personalised approach, the school aims to ensure that every pupil, including those with SEND, approaches each transition with clarity, confidence, and a strong sense of the opportunities ahead.

### **8. What is the school's approach to teaching children and young people with SEND?**

At QEGS, we are proud of our inclusive culture, which ensures that all pupils have access to a consistent Quality First Teaching model. Teaching staff are responsible and accountable for the progress and development of every pupil in their class, including those who need adaptations and support. We believe that good teaching for SEND pupils is good teaching for all.

For some pupils, we provide bespoke elements to their curriculum, tailored to meet their individual needs. This might include adapted lessons, personalised targets, additional interventions, and wellbeing support from our ELSA and/or Pastoral Managers.

At QEGS we have high expectations for all learners and Ofsted notes pupils with SEND “rise to expectations” and achieve well.

### **9. How are adaptations made to the curriculum and learning environment for children and young people with SEND?**

We are committed to removing barriers so that every pupil can thrive. This includes making reasonable adjustments and adapting our teaching approaches so all learners can access the curriculum. Early collaboration with parents and other professionals is essential, helping us understand each pupil's needs and ensuring the right support is in place from the outset.

Adaptations may include differentiated tasks and scaffolding, the use of laptops or other assistive technology, and modifying tasks where appropriate. Classroom arrangements—such as seating plans, visual supports, and access to quieter working spaces—are also adjusted to help pupils engage confidently in their learning. Staff are proactive in offering additional help when pupils need it, ensuring that all students benefit from full access to the curriculum.



## **10 What expertise and training do staff have to support children and young people with SEND, and how is specialist expertise secured when needed?**

At QEGS, we uphold the principle that *every teacher is a teacher of SEND*. All staff share responsibility for supporting pupils with additional needs, and we invest in ongoing professional development to ensure they are confident and well-equipped to do so. Recent training has included Autism Awareness, Unconditional Positive Regard, Diabetes Management, Safeguarding, Suicide Awareness, Practical Strategies for teaching SEND, and subject-specific training such as supporting attainment in maths. To maintain a consistent focus on inclusive practice, our weekly staff bulletin features a dedicated SEND section that highlights practical strategies, best practice, and current guidance.

When pupils require support beyond the expertise available within school, we work closely with a range of external professionals. This includes the Local Authority SEND Team, Specialist Advisory Teachers, and Educational Psychologists, who provide additional assessment, guidance, and recommendations tailored to individual pupils. We also engage with NHS services, such as Occupational Therapy, to support pupils with physical, sensory, or functional needs.

Through these partnerships, the school is able to secure timely specialist advice and ensure that pupils receive a level of support that is personalised, informed, and rooted in professional expertise.

## **11. How does the school evaluate the effectiveness of the provision made for children and young people with SEND?**

The school regularly evaluates the impact of its SEND provision by reviewing the progress of pupils with SEND and comparing it with that of their peers. Classroom practice is monitored through learning walks and ongoing observation, ensuring that strategies are implemented consistently and effectively. Individual pupil outcomes are discussed at SEND review meetings, and feedback from parents and pupils is used to refine support. This ongoing evaluation ensures that our provision remains effective and responsive to the needs of our pupils.



**12. How are children and young people with SEND enabled to take part in activities alongside peers who do not have SEND?**

Pupils with SEND are supported to take part in all aspects of school life alongside their peers. Activities, lessons, trips, and clubs are planned with inclusion in mind, and reasonable adjustments are made so that every pupil can participate safely and confidently. Staff work closely with pupils and families to identify any potential barriers and put the right support in place, ensuring that pupils with SEND can enjoy the same opportunities and experiences as everyone else.

**13. What support is available to improve emotional and social development, including pastoral support, listening to pupil views, and preventing bullying?**

We are proud of the strong pastoral support that underpins life at our school. Every member of staff contributes to the wellbeing of our pupils, playing an active part in creating an environment where young people feel valued, safe, and encouraged to achieve their best. Positive, respectful relationships lie at the centre of this work and help us build a community in which pupils can grow with confidence.

Our learning environment is designed to support personal, social, and academic development, with a clear focus on creating a friendly and secure atmosphere. Through our Personal Development curriculum and assembly programme, pupils explore important themes such as friendships, communication, resilience, mental health, wellbeing, and how to respond to bullying. For pupils who need additional emotional or social support, our pastoral staff work closely with the Mental Health Support Team (MHST) and other external professionals to ensure that timely, tailored help is available.

**14. How does the school work with other bodies (such as health and social care services, local authority support services, and voluntary organisations) to meet the needs of children and young people with SEND and support their families?**

We are fully committed to working with external agencies to support pupils and their families. With your permission, we will actively seek to involve other professionals when needed. We follow the Local Authority Early Help procedures and use a Team Around the



Child/Family approach to make sure support is co-ordinated. Some of the agencies we work with include:

- Educational Psychologists, where Local Authority provision allows.
- Occupational Therapists
- Specialist Teachers
- Child and Adolescent Mental Health Services (CAMHS) and their “My Time” service.
- Targeted Family Support
- Community Paediatricians
- Barnardo’s MHST
- Other services and organisations as required.

**15. What are the arrangements for handling complaints from parents about the SEND provision at the school?**

We hope that you will never need to make a complaint, but if you do, here’s what to do: Speak to us first:

Please contact the SENCO or your child’s Head of Year to see if the issue can be resolved quickly.

If the issue is not resolved:

Contact Mr David Marchant, Headteacher. He will work with you to address your concerns.

If you wish to take the complaint further:

Request a copy of the school’s Complaint Procedure (also available on our website), and contact the Chair of Governors, Maggie Robson. The policy will tell you how to do this.

We are committed to working with you to resolve any concern promptly and fairly.