



Queen's Croft High School

SPECIAL EDUCATIONAL NEEDS POLICY AND SEN INFORMATION REPORT

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Queen's Croft governors, staff, parents and stakeholders collaborate to develop educational attainment, social and communication skills and emotional resilience in every individual pupil with a view to supporting their lifelong inclusion in wider society.

OUR VISION

Pupils of Queen's Croft will feel safe at school and secure in being able to discover and explore their individual ambitions and interests both inside and outside of their school environment

Pupils at Queen's Croft will be offered an education where delivery is of the highest standard and appropriately nurtures, supports and challenges their social, educational and personal development

Pupils at Queen's Croft will be helped to develop a transferable toolkit of skills and offered appropriate opportunities to support their transition into wider society

The Queen's Croft community celebrates individual success by ensuring that everyone has their voice, contributions and achievements fully recognised and fairly rewarded

OUR VALUES

KINDNESS: Every member of the Queen's Croft community demonstrate kindness, compassion and consideration in every action and interaction

INCLUSION: The school environment, every activity and every project is designed to be fully inclusive

RESPECT: We demonstrate respect for other people, organisations and the environment in everything we do

COMMUNITY: We will demonstrate meaningful interactions to show that Queen's Croft High School is influential and at the heart of the local community

LEARNING: We offer exceptional learning opportunities through our teaching, pastoral and enrichment practice to support our pupils in achieving their full potential

SUCCESS: We recognise success in the pupils' experience of Queen's Croft High School and in their individual destinations including further education, work, family life and social context.

1. Aims

Our SEN policy and information report aims to:

- To ensure access to an appropriate broad and balanced curriculum for all pupils, with the curriculum adapted where appropriate to meet the specific needs of individuals
- To identify and provide for pupils who have special educational needs and additional needs including the use of outside agencies and support services
- To work within the guidance provided in the SEN Code of Practice 2014 and to develop and maintain partnership and high levels of engagement with parents
- To provide support and advice for all staff working with special educational needs pupils

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 SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which 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 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

The Code of Practice describes four broad categories of need:

- 1 Communication and Interaction
- 2 Cognition and Learning

- 3 Social, mental and emotional health
- 4 Sensory and /or physical

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Julia Lloyd-Jones.

The SENCO will:

- Work with the headteacher and governors to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils receive appropriate support and high quality teaching
- 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 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 headteacher 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 up to date

4.2 The headteacher

The headteacher will:

- Work with the SENCO and governors to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners

4.3 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 SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Queen's Croft High School is a generic special school catering for children with a range of special educational needs. These include, but are not limited to:

- Moderate learning difficulties
- Severe learning difficulties
- Autistic Spectrum Disorders
- Profound and Multiple learning difficulties
- Visual impairment
- Hearing Impairment
- Emotional, Social and Behavioural difficulties

The school serves a wide geographical area around Lichfield but also taking pupils from Birmingham, Walsall, Wolverhampton and other local authorities.

5.2 Supporting pupils and parents

Parents are encouraged to look at the Staffordshire local offer (regulation 3a) which can be found on the Staffordshire County Council website

Links with other agencies to support the family and pupil can be found at www.staffordshirecares.info/marketplace

Our school admission arrangements can be found on our school website

Middle Leaders have responsibility for ensuring children are registered for any national tests and examinations which are achievable Parents will be invited into school for regular meetings to discuss the progress of their children. Annual statement/EHC Plan reviews will be supplemented by termly progress review reports and consultation evenings.

A weekly newsletter is published to let parents and carers know about key events in school and about what the pupils have been doing that week. The school website is regularly updated to ensure that our parents are well-informed.

Support services for parents of pupils with SEN include:

- Parent Partnership

<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx>

General enquiries to Parent Partnership can be made on 01785 356921 during office hours or through email to spps@staffordshire.gov.uk.

• *Parent In The Know* newsletters are published by Staffordshire County Council and can be accessed at:

<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/newsletter/newsletters.aspx>

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5.3 Assessing and reviewing pupils' progress towards outcomes

We will follow the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO 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

The assessment will be reviewed regularly.

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.

5.4 Supporting children at school with medical conditions

Queen's Croft High School is committed to supporting children with medical conditions and follows guidance in this regard set out in the Equality Act 2010 and Supporting Children at School with Medical Conditions 2014. The school's policy on supporting children at school with medical conditions is published on the school website. The Deputy Headteacher has overall responsibility for managing the needs of children with medical conditions. She liaises closely with the School Nurse service and the community paediatric team and leads a group of staff with personal care responsibilities in school

5.5 Supporting pupils moving between phases and preparing for adulthood

Queen's Croft High School recognises the importance of a successful transition and that every pupil is individual.

Prior to pupils transitioning into Queen's Croft High School in Year 7, staff members liaise with their previous provision to ensure a smooth transition. This is led by the Head of Key Stage 3. A series of transition visits are planned which are informed by both the family and the pupil's current setting. Where possible, a member of staff from Queen's Croft High School will attend the annual review meeting.

Transition within the school is planned for each year and every pupil is supported with the changes that they may encounter. Where there is a change in teacher there are meetings planned to hand over important information. Families are invited into school at the end of the year to meet the new class teacher so that they can be confident about their child's transition. Where appropriate the pupils will be given social stories to support them in their transition.

For our pupils in Post-16, we offer a curriculum that focuses on becoming independent, accessing the local community and gaining vocational skills to support them into adulthood. The Post-16 curriculum offer includes Retail, Hospitality and Catering and Land-based studies. Pupils also work towards achieving the Duke of Edinburgh Bronze Award.

Queen's Croft High School aims to ensure that all pupils feel confident and secure in their learning environment at all stages.

5.6 Our approach to teaching pupils with SEN and adaptations to the curriculum and learning environment

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

The school curriculum differs depending on the needs of the needs of each individual group and the individual students in each group. Those pupils for whom it is appropriate follow a curriculum that is little different to a mainstream curriculum, with specialist teachers and moving around between classrooms. Some of our pupils follow a curriculum that is more closely modelled on a primary curriculum, with pupils spending most of their learning time with the same class teacher. Other pupils, with more complex needs, follow a sensory curriculum. All pupils follow a curriculum that is designed to maximise the success and achievement of each individual pupil. This is supported by our interactive sensory room and our OMI Interactive Projection system.

All subjects are taught in a way that makes them as relevant and meaningful as possible to our pupils. A wide range of teaching strategies are used to ensure the best learning experience for the pupils irrespective of their learning difficulty or disability.

All of our specialist teaching and classrooms enable pupils to make good progress which can be clearly monitored. When we feel a child is making exceptional progress, we may explore a partnership with local high schools.

Throughout the school, pupils access our Forest School and outdoor classroom. These are extremely beneficial in supporting the development of a range of personal and social skills in addition to fostering a love of the environment in our pupils.

Children may (and do) enter the school at any stage in the school year, although we aim to take the majority of new pupils at the beginning of the academic year. Pupils are taught in classes and groups, which are set by ability. The curriculum covers all National Curriculum subjects and RE. In addition, careers, youth award, and health education may appear on the timetable for certain age groups. A copy of the Sex Education Policy can be found on the school web site.

ICT is taught as a discrete subject. In addition, it is part of each separate curriculum area. We have two computer suites and the whole school is networked.

E-Safety is an extremely important aspect of the curriculum and we expect this to be reinforced at home.

Pupils will gain an accreditation for courses undertaken where it is appropriate.

RE is taught throughout school for one lesson a week. If, after discussion with the headteacher, parents wish to remove their child from RE or collective worship, they have a right to do so.

Children are taught a PSHE curriculum that helps them to understand the world around them and the way in which they interact with it. Children are supported to develop a range of strategies to keep themselves safe and healthy in preparation for successfully accessing adult life.

Pupils have Communication and Interaction lessons to support in the development of their communication and social skills. We have an in-house Makaton tutor and Makaton is used throughout the school where appropriate. Picture Exchange Communication System (PECS) and Communication in Print are used to support pupils access the curriculum. A Speech and Language therapist the visits school.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Our staff are trained in SCIP-r de-escalation and positive handling techniques. Where pupils need extra support with their behaviour, we have a Nurture Group with a higher staff ratio, where pupils can work on individualized programmes. Individual Behaviour Support Plans, enable staff across the school to support a pupil with their individual behavioural needs.

5.7 Additional support for learning

We work with the following agencies to provide support for pupils with SEN:

- **Child and Adolescence Mental Health Service (CAMHS)**
- **Midlands Psychology Service (MPS)**
- **Children's Learning Disability Team**
- **Adult Learning Disability Team**
- **Speech and Language Team**
- **Teacher of the Hearing Impaired**
- **Occupational Therapy**
- **Physiotherapy**
- **Educational Psychology Service**
- **Clinical Psychologists**
- **Social Services**
- **School Nurse**

5.8 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term (Individual Progress Steps)
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils

Annual reviews are led by the class teacher or Head of Key Stage. It is their responsibility to ensure that all the documentation and information are prepared for the meeting and submit the paper work to the SENCO within 48 hours of the meeting. This paperwork is checked and then submitted to the appropriate local authority. The decision to amend an Educational, Health and Care Plan (EHCP) is taken by the local authority based on the information prepared by the school. Each

pupils' EHCP is stored on their electronic pupil file, together with annual review paperwork and any relevant reports.

5.9 Enabling pupils to engage in activities available to those in the school

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

All pupils are encouraged to go on our residential trips.

All pupils are encouraged to take part in sports day, school plays and special workshops

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

The school's Accessibility Plan is published on the school website. The school takes all possible measures to ensure that no pupil is treated less favourably than any other pupil because of their disability. As a special school, we are wheelchair accessible and take any necessary steps to support the inclusion of all pupils, regardless of need.

5.10 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils are encouraged to be part of the school council
- A listening service operates in school
- Small pupil:staff ratios ensure that staff know our pupils well and are able to support their emotional and social development
- The curriculum is adapted to include Forest School and Communication and Interaction classes
- Nurture Group
- We have a zero tolerance approach to bullying.

5.11 Complaints about SEN provision

Complaints about provision in our school should be made to the Head of Key Stage 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

5.12 The local authority local offer

Our local authority's local offer is published here:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

6. Monitoring arrangements

This policy and information report will be reviewed by Julia Lloyd-Jones **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions