

The culture, practice, management and deployment of resources in the School are designed to ensure all children's needs are met and our mission\* achieved.

It is our aim that pupils with Special Educational Needs (SEN) join in the activities of the School together with pupils who do not have special educational needs, so far as that is reasonably practical and compatible with the:

- ❑ pupil receiving the necessary special educational provision;
- ❑ efficient education of other pupils in the School; and
- ❑ efficient use of resources.

The aim of the School's provision is to:

- ❑ develop a consistent, whole-school approach to SEN;
- ❑ identify pupils with additional needs;
- ❑ involve the parents in the education of their child;
- ❑ seek to involve outside agencies when appropriate;
- ❑ ensure continuity of provision;
- ❑ provide access to a full curriculum wherever possible;
- ❑ promote skills of independent learning; and
- ❑ endeavour to use resources effectively.

The role of the School's Special Educational Needs Co-ordinator (SENCo) is to:

- ❑ Oversee the day-to-day operation of the School's SEN policy;
- ❑ Liaise with and advise teachers;
- ❑ Coordinate provision for pupils with additional needs;
- ❑ Oversee the records on all pupils with additional needs;
- ❑ Liaise with parents of pupils with additional needs;
- ❑ Contribute to the in-service training of staff; and
- ❑ Liaise with external agencies including LA support and educational psychology services, the Connexions PA, health and social services and voluntary bodies.

The SEN provision at Queen Elizabeth's has been structured to operate within the School's Pastoral Development Plan and existing policies and arrangements.

The contributions of teaching and support staff, as well as parents and pupils, in the delivery of this policy is essential.

\*The School's Mission is to produce boys who are confident, able and responsible.

### **DEVELOP A CONSISTENT, WHOLE SCHOOL APPROACH TO SEN:**

- ❑ Each member of teaching staff is familiar with the School's procedure and is issued with a copy of the Staff Guide to Special Educational Needs, which runs alongside their department handbook and the School's Development Plan.
- ❑ Teachers are made aware of pupils with special educational needs at the start of each academic year.
- ❑ The SEN Profile is published at the start of the academic year and is updated as changes occur throughout the year. A note highlighting changes is included in the weekly bulletin and a current version of the report is available on the intranet at all times.

### **IDENTIFICATION OF ADDITIONAL NEEDS:**

- ❑ The new intake are tested using the University of Durham's MidYIS programme before the October half term in their first year. The results are used as an early indicator and standardised baseline.
- ❑ There is regular assessment in all subjects and all year groups to monitor work and progress.
- ❑ Year Heads and Form Tutors may refer boys to the SENCo as they follow the pastoral plan or following the internal review of their year group in the autumn term.
- ❑ Parents may raise concerns.
- ❑ Information may come from doctors or other outside agencies such as those relating to issues of Child Protection.
- ❑ Information may come from primary schools.

### **PARENTS WILL BE INVOLVED IN THE EDUCATION OF THEIR CHILD:**

- ❑ Parents may raise concerns with the School for further investigation.
- ❑ The parental briefing at the start of each academic year provides parents with curriculum information and guidance to support their son's learning throughout the year.
- ❑ The parents of boys who fail the internal review meet with the tutor to discuss possible solutions to problems.
- ❑ The School has a duty to inform parents if special educational provision is required.
- ❑ Parents are encouraged to contribute their knowledge and understanding of their child and to raise any concerns they may have about their child's needs and the provision that is being made for them.
- ❑ Parents are invited to attend an annual review meeting if their son is at Stage P or above.
- ❑ Targets on Individual Education Plans (IEP's) may include the need for parental support and involvement.
- ❑ Parents are kept informed of additional support and outcomes resulting from interventions.

### **OUTSIDE AGENCIES:**

- ❑ Parents are encouraged, where appropriate, to refer to their GP or the Child Adolescent and Mental Health Service (CAMHS) for guidance.
- ❑ The School also has access to specified linked experts such as local health professionals, social service departments, specialist LA support services and other providers such as the Connexions Service.

The Education Welfare Service may be used.

**CONTINUITY OF PROVISION WILL BE ENSURED:**

- ❑ New staff are given a copy of the Staff Guide to Special Educational Needs.
- ❑ The School's SEN procedures are part of the induction programme for new staff.
- ❑ Bespoke tutoring records are transferred to new Form Tutors.
- ❑ The Pastoral Plan and the Code of Practice are followed at all times.

**ACCESS TO THE FULL CURRICULUM:**

- ❑ Arrangements are made as appropriate for those who cannot access the full curriculum.
- ❑ Where necessary the Headmaster and parents will discuss and agree on arrangements for disapplying pupils from the National Curriculum.
- ❑ Heads of Year co-ordinate work for those pupils with long-term absences.

**INDEPENDENT LEARNING WILL BE ENCOURAGED AND MONITORED:**

- ❑ SEN provision makes use of the bespoke tutoring and target setting system; all pupils see their tutors on a regular basis to evaluate work and monitor progress.
- ❑ Individual Education Plans (IEP) and Action Plans are drawn up by the Special Educational Needs Co-ordinator (SENCo), reviewed by the Form Tutor and Year Head and monitored thereafter as appropriate.
- ❑ The Plans detail concerns and strengths and endeavour to provide a balance of positive feedback to motivate the pupil to work with the strategies proposed to help overcome or alleviate difficulties and facilitate access to the curriculum.
- ❑ Homework diaries and personal organisers are used to encourage pupils to record work accurately and reflect on their work practices.
- ❑ Provision using IT will be investigated for pupils with learning difficulties.

**RESOURCES:**

- ❑ Pupils are encouraged to make use of subject clinics and revision classes as appropriate.
- ❑ Pupils may be referred to the peer mentoring scheme.
- ❑ Learning mentors are assigned to boys to help support their difficulties.
- ❑ Specialised resource materials and training is available to all staff.
- ❑ Access to outside agencies and specialists involved in providing guidance and support to the pupil, staff and parents.
- ❑ Electronic records are maintained using dedicated software integrated into the central pupil database.
- ❑ Individual pupil files are maintained.
- ❑ The SEN office is available for interviews and meetings.

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**LINKED POLICIES**

- ❑ The School Development Plan
- ❑ The Staff Development Plan
- ❑ Building and Site Development
- ❑ SEN Policy
- ❑ The Pastoral Development Plan
- ❑ Behaviour Management Policy
- ❑ Equal Opportunities Policy
- ❑ Curriculum Policies
- ❑ Home School Agreement
- ❑ Admissions Policy
- ❑ The Accessibility Plan
- ❑ The Disability Equality Scheme

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**LINKED  
LEGISLATION AND  
REFERENCE  
MATERIALS**

- ❑ The Disability Discrimination Act 1995 (as amended by SENDA 2001)
  - ❑ Accessible Schools: Planning to increase access to schools for disabled pupils DfES (2002)
  - ❑ Disability Rights Commission - Code of Practice for Schools (2002)
  - ❑ Index for Inclusion, CSIE
  - ❑ OFSTED Handbook: Evaluating Educational Inclusion
  - ❑ SEN Code of Practice (2001)
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