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# Queen Elizabeth's School

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

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### 1. AIMS AND OBJECTIVES

- 1.1 The culture, practice, management and deployment of resources in the School are designed to ensure that the needs of every pupil are met and our Mission achieved. The School's Mission is to produce young men who are confident, able and responsible. In order to achieve this aim, the School values the abilities and achievements of all of its pupils and is committed to providing, for each pupil, the best possible environment for learning, enabling them to achieve the highest possible standards and optimum qualifications for the next stages of their life and education.
- 1.2 The Governing Body and teaching staff will endeavour to ensure that the necessary provision is made for any pupil who has special educational needs or a disability ("SEND").
- 1.3 It is our aim that pupils with SEND join in the activities of the School together with pupils who do not have SEND, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other pupils in the School and the efficient use of resources.
- 1.4 The aim of the School's provision is to:
- provide high quality teaching differentiated for individuals;
  - develop a consistent, whole-school approach to SEND;
  - to provide a differentiated curriculum appropriate to the individual pupil's needs and abilities;
  - ensure the identification of all pupils requiring SEND provision as early as possible in their School career;
  - provide access to a full curriculum and enable participation in all School activities wherever possible;
  - promote skills of independent learning;
  - provide extra support for physical, behavioural, emotional or social difficulties to ensure the well-being and social development of those pupils with SEND;
  - involve the parents in the education of their child and keep them fully informed of their child's progress and attainment;
  - seek to involve and work collaboratively with outside agencies when appropriate;
  - ensure continuity of provision; and
  - endeavour to use resources effectively.
- 1.5 The School has particular regard to the Special Educational Needs and Disability Code of Practice (2014), as well as all other relevant legislation, when carrying out its duties towards all pupils with SEND. The School's other Policies which deal with aspects of pastoral care will also be followed and integrated into our approach to SEND at all times.

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## 2. DEFINITION OF SEND

- 2.1 A child is considered to have SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- 2.2 Children have a learning difficulty or disability if they
- have a significantly greater difficulty in learning than the majority of their peers in the national cohort; or
  - have a disability which prevents or hinders them from making use of educational facilities provided to their peers.
- 2.3 Children may have needs and requirements which fall into at least one of the following four areas, although some children may have inter-related needs, and the impairment, difficulties or disability may be permanent or temporary:
- Physical and sensory impairment, including medical conditions;
  - Cognition and learning;
  - Communication and interaction;
  - Social, emotional and mental health difficulties.

## 3. ROLES AND RESPONSIBILITIES

- 3.1 The contribution of all teaching and support staff, parents and pupils, is essential in achieving the aims of this Policy. All teachers are teachers of pupils with SEND, and they are responsible for following the School's procedures for identifying, assessing and making provision for meeting those needs.
- 3.2 The "responsible person" for co-ordinating the day-to-day provision of education for pupils with special educational needs is the School's Special Educational Needs Co-ordinator ("SENCo"). The role of the SENCo is to:
- oversee the day-to-day operation of the School's SEND policy;
  - liaise with and advise teachers;
  - co-ordinate provision for pupils with additional needs;
  - oversee the records on all pupils with additional needs;
  - liaise with the parents of pupils with additional needs;
  - contribute to the in-service training of staff;
  - monitor and review any action taken to support any pupil;
  - ensure that appropriate records are kept; and
  - liaise with outside agencies (including Local Authority support and educational psychology services, health and social services, and voluntary bodies).
  - make arrangements to ensure smooth transition when a child transfers to the School from primary education;

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- liaise with the potential next providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned to university or elsewhere, taking into account the pupil's SEND.

#### **4. ARRANGEMENTS FOR CO-ORDINATING THE PROVISION OF EDUCATION FOR PUPILS WITH SEND**

- 4.1 The SEND provision at Queen Elizabeth's School has been structured to operate within existing School policies and arrangements.
- 4.2 The SENCo has responsibility for co-ordinating the provision of education for pupils with SEND, as explained in section 2 above. The SENCo will usually take the primary lead in liaising with the pupil himself, other staff, parents and outside agencies (where necessary).
- 4.3 Each member of teaching staff must be familiar with the School's SEND Policy and procedures and is issued with a summary guide to SEND at Queen Elizabeth's.
- 4.4 Teachers are made aware of pupils with SEND at the start of each academic year.
- 4.5 The SEND Profile is published at the start of the academic year and is updated as changes occur throughout the year. Changes are announced to all staff using the School intranet.
- 4.6 The provision of specific facilities for pupils with SEND will be considered on an individual basis.

#### **5. ADMISSION AND INCLUSION**

- 5.1 The School's access arrangements for admission aim to create equality of opportunity and as level a playing field as possible for applicants with SEND as for other pupils. Therefore, pupils with SEND who apply for admission will be given the practical extra support appropriate to their needs in relation to the sitting of the School's Entrance Test. There are no other different measures or standards which will be applied to applicants with SEND.
- 5.2 If a parent requests that the School is named in a child's Education, Health and Care Plan, consideration will first be given to the suitability of the School for the ability of the child as determined by the School's Entrance Test. If the score obtained meets the minimum standard required by the governors, consideration will then be given to the compatibility of the child's admission with the efficient education of others.
- 5.3 The School operates a "whole school" approach to SEND, which involves all staff adhering to a model of best practice. The staff of the School are

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committed to identifying and providing for the needs of all pupils in a wholly inclusive environment.

- 5.4 Pupils with SEND are regarded as full members of the School community.
- 5.5 The School operates an equal opportunities policy so that pupils with SEND are afforded the same rights as other pupils. All pupils should have access to a broad and balanced curriculum.
- 5.6 Parents of pupils with particular needs should approach the SENCo for more information and to discuss how their son's needs can be met.

## **6. IDENTIFICATION AND ASSESSMENT**

- 6.1 Information which identifies SEND is usually found in the following ways:
  - ❑ Information may come from primary schools;
  - ❑ Information may come from doctors or other outside agencies such as those relating to issues of child protection;
  - ❑ Each pupil in the new intake is tested using the University of Durham's MidYIS programme before the October half-term in his first year. The results are used as an early indicator and standardised baseline of ability;
  - ❑ There is regular assessment in all subjects and all year groups to monitor work and progress;
  - ❑ Teachers may raise concerns with the SENCo, who will then investigate this further through discussion with relevant staff;
  - ❑ 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;
  - ❑ Parents may raise concerns.
- 6.2 The progress of children with SEND will be regularly reviewed.
- 6.3 If a pupil fails to make progress despite the provision of extra support, the School will consider whether it would be appropriate to arrange for the pupil's assessment for an EHC Plan by the Local Authority.
- 6.4 Detailed records will be kept of the pupils with additional needs. All information about pupils and their educational needs will be kept securely and access given only to those members of staff who require it in the course of their work.

## **7. SUPPORTING PUPILS WITH MEDICAL CONDITIONS**

- 7.1 Pupils may be classified as having SEND because of a medical condition (Clause 2.3). Such pupils may in addition have a learning difficulty or disability

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but the management of the medical condition alone may require special educational provision and support.

- 7.2 The School will take measures to ensure, as far as practicable, that pupils with medical conditions are able to access the same opportunities as any other pupil, both within and outside the curriculum. In this respect, those with medical conditions will be supported in the same way as all other pupils with SEND.
- 7.3 There may be overlap in terms of a pupil's special needs as a result of a disability, learning difficulty or medical condition. However, the management and care of those with medical conditions has elements particular to it which may not apply to other pupils who have SEND but no medical condition.

### **Provision of care for those with medical conditions**

- 7.4 The School will take into account that the medical conditions of affected pupils will impact upon their quality of life and may be life-threatening.
- 7.5 In addition to educational impacts, there may be social and emotional impacts associated with medical conditions. The School is aware that some children may become anxious or self-conscious about their condition and will take measures, through its bespoke pastoral support programme, to support the pupil emotionally.
- 7.6 To ensure that effective support is provided, the School will work co-operatively with health professionals, social care professionals (where necessary), the Local Authority, parents and the affected pupils themselves.
- 7.7 Long-term absences and frequent hospital appointments due to health problems have the potential to affect a pupil's educational attainment. Teachers will take steps to minimise the impact of any absences, by, for example, the provision of schoolwork to be completed at home, and parents will try to arrange medical appointments outside of school hours so far as possible, so that pupils do not fall behind their peers.
- 7.8 When the School is first notified that a pupil has a medical condition, whether this is because he is a new pupil or there has been a new diagnosis, the SENCo will liaise with the parents and, if appropriate, health professionals to decide upon the regime of care that will be required to suit that individual child's needs. Consideration will be given as to whether an Individual Healthcare Plan (see point 7.9) should be drawn up.
- 7.9 Some, although not all, pupils who have a medical condition will require an Individual Healthcare Plan (IHP):
- The IHP provides clarity as to what should be done, when and by whom in terms of everyday management of the medical condition, care provision on School trips and in the case of emergency. This will

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- take into account the pupil's symptoms, treatment (including medication), triggers, and social and emotional needs;
- ❑ When a pupil's medical condition is made known to the School, the SENCo will consider, in conjunction with other senior staff, appropriate healthcare professionals and parents, whether an IHP is appropriate and if so will call a meeting of the relevant parties with the purpose of drawing one up;
  - ❑ The IHP will be reviewed annually, or earlier if evidence is presented that the child's needs have changed.
- 7.10 Suitable training will be given to members of School staff who provide support to pupils with a medical condition, including the correct procedure to follow in an emergency. However, staff will only administer prescription medicines or undertake medical procedures at School in exceptional circumstances. If necessary and possible, arrangements will be made with parents and/or health professionals in this regard.
- 7.11 Therefore the School will support arrangements for pupils who are competent to manage their own health needs and medicines. This will be recorded within a pupil's IHP if there is one.
- 7.12 With regard to the management of medicines:
- ❑ The School keeps a supply of non-prescription painkilling medicine in the Medical Room; this will only be given to pupils under 16 with their parents' written consent;
  - ❑ Pupils who use Epipens must have two in-date Epipens and need to have access to both of them at School. Pupils must keep one Epipen on their person at all times and must hand the spare one in immediately to the Medical Room for safe storage;
  - ❑ Pupils who keep a spare inhaler at School may store it in the Medical Room;
  - ❑ The storage of any other medication in the School's Medical Room will require the consideration and approval of an Assistant Head;
  - ❑ The School will keep a record of all medicines administered to individual pupils;
  - ❑ When no longer required, medicines will be returned to the parents for safe disposal.
- 7.13 The School will actively support pupils with medical conditions to participate in extra-curricular activities, sporting activities, and trips and visits. This will include considering what reasonable adjustments might be made to enable such pupils to participate and the carrying out of risk assessments.
- 7.14 The School will maintain the level of liability insurance which is appropriate to the risk involved in supporting pupils with a medical condition.

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**8. ACCESS TO THE CURRICULUM**

- 8.1 We will provide a curriculum which is accessible to all of our pupils. Therefore:
- 8.2 Where pupils have SEND, the School will make provision to ensure that they have access to all areas of the curriculum;
- 8.3 Other than in exceptional cases, the School will make full use of classroom and School resources before drawing on external support;
- 8.4 If necessary, the Headmaster and/or an Assistant Head and parents will discuss arrangements for disapplying pupils from aspects of the School's curriculum;
- 8.5 The curriculum will be differentiated to meet the needs of individual pupils, and where necessary personalised;
- 8.6 Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will, where appropriate and necessary, take account of SEND;
- 8.7 Heads of Year will co-ordinate work for any pupils with long-term absences, as appropriate.

**9. INDEPENDENT LEARNING WILL BE ENCOURAGED AND MONITORED**

- 9.1 All SEND provision is ultimately in place to ensure a move to independence;
- 9.2 The School will work to ensure that pupils and their parents are fully aware of their individual needs and targets;
- 9.3 All pupils, including those with SEND, are consulted and involved in the review of their educational progress. SEND 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;
- 9.4 Teachers of pupils who require additional support are made aware of these pupils' areas of strength and concerns, and how they might provide appropriate support.

**10. DEPLOYMENT AND ALLOCATION OF RESOURCES**

- 10.1 The School's provision for SEND is met from the School's core budget. Resources are allocated from the budget available based on the needs of pupils;

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- 10.2 The Local Authority makes funding available to the School to support any pupils who have an EHC Plan;
- 10.3 Specific resources available are:
- ❑ subject clinics and revision classes, as appropriate;
  - ❑ the peer mentoring scheme;
  - ❑ staff mentors may be assigned to boys to help support their difficulties;
  - ❑ specialised resource materials e.g. modified test papers, examination scribes or use of laptops;
  - ❑ access to outside agencies and specialists, including for the training of staff ; electronic records maintained using software integrated into the central pupil database.

## 11. TRAINING

- 11.1 The following arrangements are in place relating to in-service training:
- ❑ Specialist conferences, Local Authority workshops and the delivery of courses by experts in their field are regularly attended by the SENCo and other staff involved in the pastoral protection of pupils;
  - ❑ All staff are provided with a detailed document outlining the needs of all pupils with SEND;
  - ❑ New members of staff are given a copy of the Staff Guide to Special Educational Needs and Disability;
  - ❑ The School's SEND procedures are part of the induction programme for new teaching staff;
  - ❑ The School is committed to providing and facilitating attendance at in-service training in the area of SEND.

## 12. PARTNERSHIP WITH PARENTS

- 12.1 It is recognised that the support and encouragement of parents is very important for those pupils with SEND;
- 12.2 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;
- 12.3 Parents will always be kept informed about the SEND of their children or if the School considers that any special educational provision is required for their child. Parental involvement is encouraged and sought by the School at all stages of the provision of support;
- 12.4 The parents of pupils who fail the internal review (whether or not they have SEND) meet with the Form Tutor to discuss possible ways forward;



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- 12.5 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.

### **13. PARTNERSHIP WITH OUTSIDE AGENCIES**

- 13.1 The School is committed to effective joint working with external support agencies including local health professionals, social service departments, specialist Local Authority support services, the Education Welfare Service and other providers;
- 13.2 Parents are encouraged, where appropriate, to consult their GP or the Child and Adolescent and Mental Health Services ("CAMHS") for guidance;
- 13.3 The School can make referrals, with parental consent and involvement, to the School-based CAMHS (Secondary Project) if short term involvement of this outside agency would be sufficient.

### **14. EVALUATING SUCCESS**

- 14.1 The effectiveness of this Policy is monitored by the SENCo, the School's Senior Management Team and the School Governor responsible for SEND.
- 14.2 The Governor responsible for SEND will present a formal report to the full Governing Body annually. The Governors will thereby gauge the success of the Policy primarily by considering whether the needs of all pupils with SEND have been met and whether pupils with SEND have achieved their targets.

### **15. COMPLAINTS**

- 15.1 Any concerns or complaints about SEND provision should be addressed in the first instance to the SENCo, who will respond by meeting with the parents to discuss the situation.
- 15.2 If this does not resolve the situation, then the School will deal with the complaints in accordance with Stage One of the procedure outlined in the School's Complaints Policy.

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LINKED  
POLICIES

- School Priorities for Development 2016 - 2020*
- Governors' Statement of Education*
- Admissions Policy*
- Bullying Policy*
- Complaints Policy*
- Discipline Policy*
- Equal Opportunities Policy*
- Home-School Agreement*
- Safeguarding Policy*

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LINKED  
LEGISLATION  
AND  
REFERENCE  
MATERIALS

- Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014)
- Supporting pupils at school with medical needs* - Statutory guidance for governing bodies of maintained schools and proprietors of academies in England
- The Equality Act 2010
- The Education Act 1996 and associated Regulations
- Index for Inclusion*, Centre for Studies on Inclusive Education

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Approved by the Governing Body on 16 June 2016

Signed .....

B.R. Martin, Chairman of the Governing Body