



Queen Mary's Grammar School

Special Educational Needs & Disabilities (SEND) and Equality Policy

Approved by the Local Governing Board, November 2017

Introduction

The School places great importance on equality and ensuring that the needs of ALL pupils are met. The School fully recognises that some children will require additional help to access the curriculum and participate fully in learning. This policy takes account of the SEND code of practice 2015, Equality Act 2010, Children and Families Act 2014 and the Disability Discrimination Act 2005.

The 0-25yrs SEN and Disabilities Code of Practice 2015 affects the way pupils with Special Educational Needs and Disabilities (SEND) are supported in schools. The approach began in September 2014 and places pupils at the centre of planning. The key principles of the legislation are:

1. Education, Health and Care Plans (EHCP) will replace Statements of Special Educational Needs. Assessments for additional educational needs will follow the EHC guidelines from September 2014. (Existing statements will remain in force until all children and young people have completed the transition, which will be within three years).
2. School Action and School Action Plus will cease and be replaced by a single school-based category for children who need extra specialist support.
3. Pupils and their families should be involved in discussions about the support they need, so they can share their knowledge and feed back to the school on the young person's progress.
4. Require schools to publish a Special Educational Needs Information Report setting out, and explaining, the SEND support in school.

The School recognises that some pupils need increased support to access learning because:

- They have a significantly greater difficulty in learning than the majority of pupils of the same age.
- They have a disability, as defined under the Equality Act, which affects their ability to access and benefit from the educational opportunities generally enjoyed by pupils of the same age.

We will try to ensure that all barriers to equal access in our schools are removed or overcome. We monitor and track progress of all pupils so that the support provided is as effective as possible. We welcome the full engagement of parents and carers and where necessary seek support and advice from specialists outside school to ensure we develop and maintain a range of flexible resources to meet the needs of all pupils.

Special Educational Needs QMGS means that a pupil could have:

- Specific Learning Difficulties, such as Dyslexia and/or Dyspraxia.
- Communication and Interaction Needs, such as Autistic Spectrum Disorders.
- Behaviour, Emotional and/or Social Development Needs.
- Mental Health Needs.
- Sensory (such as hearing/visual impairment) or Physical Needs
- Speech and Language Difficulties.
- Medical or Health conditions which may slow down progress and /or involve treatment that effects education.

The school will know when pupils need help if:

- Concerns are raised by parents/carers, teachers or the pupil.
- Pupils are making less than the expected progress given their age and individual circumstances, paying particular attention to the advice given by the SEND and Disabilities Code of Practice 2014 regarding the progress of academically bright pupils: "Equally it should not be assumed that attainment in line with (or exceeding) chronological age means that there is no learning difficulty or disability."
- If there is a marked and noticeable change in the pupil's behaviour or progress.

The particular Special Educational Needs of a pupil at QMGS are identified and assessed through:

- Assessment of the pupil including observations
- The involvement of outside agencies who assess individual pupils and recommend interventions for school to follow.
- A constant monitoring review cycle of progress during all interventions.

Pupils with Medical Needs

Where pupils/young people with SEN also have a medical condition, their provision is planned and delivered in a coordinated way with a Health Care Plan. The school adheres to the procedures specified in the School Medical Policy as laid out in the “DfE Guidance for Supporting Pupils at School with Medical Conditions April 2014.”

Roles and Responsibilities of staff at QMGS

The SENDCO: Mr Ram Saran (assisted by Mrs Sarah Swain) is responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school’s SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that parents are involved in supporting their child’s learning, kept informed about the support your child is getting, involved in reviewing how their child is doing.
- Liaising with all the other people who may be coming into school to help support your child’s learning e.g. Visual Impairment Advisors, CAMHS, and Educational Psychologists, etc...
- Updating the school’s SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are records of each child’s progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Apply for all Access Arrangements and Reasonable Adjustments for students following guidance from the Joint Council for Qualifications.

Class/subject teachers are responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENDCO know as necessary.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school’s SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Head of School: Mr R Langton is responsible for:

- The day to day management of all aspects of the school, this includes the support for pupils with SEND.
- He will give responsibility to the SENCO and class/subject teachers but is still responsible for ensuring that your child’s needs are met.
- He ensures that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEND Governor: Mrs J. Bonner (this is subject to change after formation of the MAT) is responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND

The SEND provision available to pupils at QMGS covers the following areas:

- Subject teacher input via targeted classroom teaching
- Implementation of specifically tailored support strategies or programmes into classroom based teaching.
- Appropriate differentiation of classroom based tasks and activities.
- Specialised one-to-one support, such as Counselling etc.
- Peer/teacher mentoring opportunities.
- Provision of specialist support equipment, IT or modified resources.
- Referral to external agencies such as Child and Adolescent Mental Health Services, School Nurse, Educational Psychology Services, Speech and Language Therapy etc.

- All pupils with sensory needs have access to a supportive school environment. Sensory audits of school site undertaken and recommendations implemented.

There will also be pupils who receive specified individual support funded by the Local Authority:

- This type of support is available for pupils whose learning needs are severe, complex and lifelong.
- This is provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP).
- The Statement/EHC Plan will outline the number of hours and financial assistance your son will receive from the Local Authority. Short-term and long-term outcomes will be specified.

Decisions about how much support a pupils receives are made in consultation with:

- Teachers
- Head of Years
- Senior Leadership Team.
- Pupil
- Parents/guardians
- Other support staff/agencies involved

Decisions are based upon the tracking of pupil progress. The School will match the curriculum (where appropriate) to the pupils needs by;

- Differentiation of work by subject teacher.
- Allocation of a Teaching Assistant to support more specific needs
- Provision of an Individual Education Plan which sets targets
- Provision of specialist equipment, IT or modified resources.
- Differentiation of curriculum under exceptional circumstances

The school will monitor and evaluate SEND provision using the following strategies

- Tracking based on internal assessment data (STAR estimates)
- Formal test results are monitored
- Review meetings are held regularly
- Where necessary, pupils will have an Individual Education Plan (IEP) where progress against targets will be regularly reviewed and updated.
- The progress of pupils with a Statement of SEND/EHC Plan will be formally reviewed at an Annual Review Meeting.

Equality and the Law

There are a number of statutory duties that must be met by every school in line with legislation from the Disability Equality Duty (2005) and the Equality Act (2010). Under the Equality Act 2010, it is unlawful to discriminate against a student or prospective pupil by treating them less favourably on the basis of a 'protected characteristic.' The protected characteristics are:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

The Equality Act 2010 introduced a single Public Sector Equality Duty which applies to public bodies, including academies. The School will have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act;
- Advance equality and opportunity between people who share a prohibited characteristic and people who do not share it by removing or minimising disadvantages suffered by people with a particular characteristic;
- Taking steps to meet the particular needs of people who have a particular characteristic;
- Encouraging people who have a particular characteristic to participate fully in any activities;
- Foster good relationships across all characteristics, between people who share a protected characteristic and people who do not share it.

Having due regard in this context means that when significant decisions are being taken, thought will be given to the equality implications.

Disability

The Equality Act 2010 defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

In the case of mental illness, the person must demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities. Legal duties include taking steps to meet disabled people's needs even if this requires more favourable treatment.

Disability Discrimination Act 2005 and Examinations

It is against the law for a school or other education provider to treat disabled students unfavourably. This includes:

- direct discrimination, for example refusing admission to a student because of disability
- indirect discrimination, for example only providing application forms in one format that may not be accessible
- discrimination arising from a disability, for example a disabled pupil is prevented from going outside at break time because it takes too long to get there
- harassment, for example a teacher shouts at a disabled student for not paying attention when the student's disability stops them from easily concentrating
- victimisation, for example suspending a disabled student because they've complained about harassment

The Disability Discrimination Act 2005 extends the application of the DDA to general qualifications. All exam centre staff must ensure that access arrangements and special consideration regulations and guidance are consistent with the law.

Candidates who may require access arrangements are identified during the admissions process and via teacher referral. Making these special arrangements and submitting completed access arrangement applications to the awarding bodies is the responsibility of the SENCO.

Invigilators are notified of any students with special arrangements via the seating plans.

Further details of the schools access arrangements can be found in the policy '*Examinations Policy*' approved in January 2016.

Parents Rights and Responsibilities

All parents are encouraged to contribute to their child's education. This may be through:

- Meetings/discussions with school teachers/support staff.
- Attendance at Parents' Evenings.
- Parental Information Evenings.
- Review meetings with school and outside agencies involved.
- The SENCO is available to meet with parents to discuss pupil progress and/or any concerns/worries parents may have. This contact can also be maintained via email.

Parents will be kept informed of their child's progress using the following methods:

- Discuss with teaching staff at the annual parents' evening or other calendared reviews (e.g. in Years 7 and 11)
- Provision of termly List Grades and annual School report
- Review/progress meetings with SENDCO, which may also be attended by subject teachers and Head of Year when appropriate.
- Review/progress meetings with specialist professionals and external agencies.
- Comments made by staff in School's planner

Pastoral Care

The School offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include:

- Members of staff, such as form tutor, Head of Year, Head of Pastoral Care, School Counsellor, SENCO, all being readily available to pupils who wish to discuss issues or concerns
- Opportunities for peer/teacher mentoring.
- Social club runs at lunchtimes for those who struggle with non-contact time.
- Referrals to outside agencies can be made when needed e.g. Child and Mental Health Adolescent Services (CAMHS).
- Open-door policy by Heads of Year, SENCO for all pupils during the school day.

Staff Training to support pupils with SEND

Staff have a variety of qualifications and expertise pertaining to SEND within school. This includes knowledge of:

- Specific Learning Difficulties, Dyslexia, Dyspraxia.
- Autistic Spectrum Disorders.
- Social, Emotional and Behavioural Needs.
- Whole school training is provided on SEND issues. Individual teachers attend in-school and external training relevant to the needs of specific pupils in their class.
- Training on pupils medical issues

Activities and School Trips

As an inclusive school, we aim to ensure that activities and school trips are available to all:

- Risk assessments are carried out and procedures are put in place to enable all pupils to participate.
- "Reasonable adjustments" are made for those pupils with additional, medical and/or physical needs.
- If it is deemed that an intensive level of one-to-one support is required then a Teaching Assistant or Inclusion Support Officer will accompany the pupil during their activity or trip.
- Appropriate provision of specialist equipment is provided such as a laptop, magnifier etc.
- Advice and guidance from specialist agencies is sought and followed.

Accessible Learning Environment

We endeavour to provide an appropriate and accessible learning environment within school, facilities we have at present include:

- Ramps around entrances to school buildings where necessary for disabled persons to gain access to facilities.
- Toilet adapted for disabled users.
- White visibility stripes on steps.
- Provision of lifts
- Provision of specialist equipment

The requirements of each disabled person for access to the school and its facilities will be assessed individually, and reasonable adjustments made to cater for them.

Significant Changes to Access Arrangements for September 2017

Students with a diagnosis of;

- Autistic Spectrum Disorder (ASD)
- Social, Mental and Emotional Needs
- Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD)

can now be awarded 25% extra time for examinations if the candidate continues to have persistent/significant difficulties and there is evidence that this is having a substantial impact in the classroom.

Pupil Transition

The School will prepare and support all pupils when joining the school, or when transferring between phases of education, or in preparation for adulthood and independent living.

Many strategies are in place to enable pupil transition to be as smooth as possible. These include:

- Discussions and meetings between previous or receiving schools, colleges, universities or other organisations, prior to the pupil joining/leaving.
- The School endeavours to pass on/receive all relevant information and records regarding pupils. Received information is disseminated throughout school, and appropriate recommendations/advice implemented.
- All new pupils attend an induction day in July and parents have a welcome meeting with a member of the SLT.
- Pupils complete an induction programme in September. Parent/pupil information evenings and open days also facilitate transition.
- Additional visits are also arranged for pupils who need extra time in their new school
- All pupils will participate in focused learning about aspects of transition to support their understanding and management of the changes ahead
- All school SEND review meetings include transition discussions, and take advice from parents, teachers and other professionals involved.

Arrangements for the admission of disabled persons as pupils at the school

Applicants to the School for entry into Year 7 may apply for special arrangements in the sitting of the entrance exam. Such considerations will be taken into account when planning the location and arrangements of the test, in accordance with rules and regulations set out by the provider of the exam (CEM).

Complaints

QM takes its responsibilities towards pupils and parents of pupils with special educational needs and disabilities very seriously. However, should parents ever feel that things are going wrong, then we recognise that it is very important to be able to use informal and formal complaint procedures to remedy the situation as soon as possible.

In the first instance, parents should contact the school Special Educational Needs Coordinator. A meeting will be arranged to discuss the complaint and to agree an acceptable resolution to the problem. The Head Teacher and other members of the SLT of the school can also assist at this stage in settling the complaint to the agreement of all involved.

Should this not be the case, and the complaint cannot be resolved, the school Governing Body recognises its duty to comply with The Education Regulations 2010, and the procedures specified in the School Complaints Policy should now be followed.

If you wish to discuss your child's Special Educational Needs, or find out more about the provision available, then please contact the school SENCO, Mr Ram Saran via the school office. You may also wish to contact the School Governor with responsibility for Special Educational Needs, Mrs J Bonner (this is subject to change after formation of the MAT). Please contact the school office to arrange a meeting.

Local Authority Offer

The Local Authority local offer can be found on the school website under Curriculum/ SEND/local offer: http://www.qmgs.walsall.sch.uk/_content/2015_curriculum_send_local_offer.pdf

The member of staff responsible for this policy is: Mr R. Saran (Assistant Head, SENDCo, DSL)