

Queen Mary's Grammar School SEND Information report

Updated 01/10/2018

What is the local offer?

Local authorities **must** publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available.

The Walsall local offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review

(Source SEND Code of Practice 2014)

What is our 'Information Report'?

Our Information Report provides specific information for children and young people with special educational needs and disabilities (SEND) and their parents or carers about what support young people and their families can expect from the school.

The kind of special educational needs (SEN) for which provision is made at QMGS

Children and young people with SEN have different needs, but the general presumption is that all children with SEN are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake, in partnership with parents, to provide all that is required to meet the needs of pupils with SEN at QMGS.

Information about how the school identifies pupils not making progress and assesses pupils with SEN

- Concerns may be raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves, regarding concerns relating to their levels of progress or inclusion in the curriculum.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates a gap in the pupil's knowledge and/or skills.

- School tracking of attainment outcomes indicates lack of expected rate of pupil progress.
- Observations of the pupil indicate that they have additional needs.

Information about how the school makes provision for pupils with SEN whether or not the pupil has an EHCP.

All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

- Classroom observation by the senior leadership team, the SENCo, external verifiers
- Ongoing assessment of progress made by pupils with SEND
- Work sampling and scrutiny of planning to ensure effective matching of work to pupil need
- Teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND
- Pupil and parent feedback on the quality and effectiveness of interventions
- Attendance and behaviour records
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum
- All pupils have individual targets set in line with national outcomes to ensure ambition. Parents are informed of these via Parents' Evenings/review meetings.
- Pupil attainment is monitored by comparing termly attainment grades with STAR grades. Those failing to make expected levels of progress are identified very quickly. Discussions about this progress will take place between the pupil, subject teacher, Head of Year and SENCo.
- Additional action to increase the rate of progress will be then identified and recorded. This will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
- Where it is decided during this early discussion that special educational provision is required to support increased rates, a referral for SEN assessment will be discussed with parents.

How we solve disputes and problems

SEN Mediation and dispute resolution Walsall

At times you may disagree with advice or guidance given to you by your local authority. SEN Mediation is a service to support parents or young people to resolve disagreements with the local authority. Mediation can be used before deciding whether to appeal to the SEND Tribunal about decisions of an assessment or an EHC plan. The contact details for Walsall's mediation service are;

KIDS West Midlands:
249 Birmingham Road,
Wylde Green,
Sutton Coldfield,
West Midlands B72 1EA

t.0121 355 2707

w. <https://www.kids.org.uk/EventIsen-mediation-service-walsall>

How will I be informed if there is a concern about pupil progress?

If a pupil is identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have
- plan any additional support a pupil may receive
- discuss any referrals to outside professionals to support a pupil's learning

Arrangements for consulting parents about their child's special educational needs

- If you have concerns about your child's progress you should initially speak to your child's form tutor.
- If you are not satisfied that the concerns are being managed and that your child is still not making progress you should speak to their Head of Year or the SENCO.
- Additionally for SEN pupils, termly meetings are held to review progress and develop next steps plans.

If you are still not satisfied you can speak to the school's SEND Governor, via the clerk.

Who at the school has responsibility for SEN pupils?

Mercian MAT oversight: Mr Conrad Bourne (Director of social mobility)

SENCo: Mr Conrad Bourne

Assistant Head for Pupil Welfare (including day-to-day responsibility for meeting the needs of pupils with SEN): Mr Graham Collins

Assistant SENCO: Mrs Sarah Swain

Responsible for:

- co-ordinating all the support for pupils with special educational needs or disabilities (SEND) and developing the school's SEND policy to make sure all pupils get a consistent, high quality response to meeting their needs in the school.
- ensuring that parents are:
 - involved in supporting a pupil's learning
 - kept informed about the support a pupil is receiving
 - involved in reviewing their progress
- liaising with outside agencies to help support a pupil's learning e.g. speech and language therapy, educational psychology etc.
- updating the school's **single category** (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that pupil's progress and needs are recorded.
- providing specialist support for teachers and support staff so they can help pupils with SEND achieve the best possible progress.

Head of Year and Subject Teacher

Responsible for:

- checking on the progress of a pupil and identifying, planning and delivering any additional help a pupil may need (this could be things like targeted work, additional support) and letting the SENCo know as necessary.
- supporting the 'Assessment, Plan, Do, Review' cycle and sharing information to support pupil progress outcomes.
- ensuring that all staff working with a pupil are helped to deliver the planned work/programme for that pupil, 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 programme is followed in the classroom.

Head Teacher

Responsible for:

- the day to day management of all aspects of the school, which includes the support for pupils with SEND.
- delegating responsibility to the Deputy Head/SENCo and class teachers for ensuring that pupil's needs are met.

- ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEN Governor

Responsible for:

making sure necessary support is put in place for any pupil who has SEND.

Our approach to working with SEN pupils

Effective teacher input via excellent targeted classroom teaching also known as quality first teaching.

For your child this would mean:

- that the teacher has the highest possible expectations for all pupils in their class.
- that all teaching is based on building on what a pupil already knows they can do and can understand.
- different ways of teaching are in place so that a pupil is fully involved in learning in class. This may involve things like using practical learning.
- specific strategies (which may be suggested by the SENCO) are in place to support pupil learning.
- the teacher will have carefully checked on a pupil's progress and will have decided that the pupil has gaps in their understanding /learning and needs some extra support to help them make the best possible progress.

The Teacher Standards (2012) re-assert that all teachers are responsible for the progress and attainment of the pupils in their class, even where pupils access additional adult support. This means that providing an appropriate curriculum, testing knowledge and measuring progress needs to be appropriate to the starting point of the learner.

The Graduated Response

This process enables professionals working with pupils with an SEND to develop strategies and practices that will enable pupils to make continued progress and achieve positive outcomes in their learning. The process is known as the Assess, Plan, Do and Review (APDR) cycle, shown below.



All pupils	Assess	Plan	Do	Review	Outcome
<ul style="list-style-type: none"> All pupils receiving quality first teaching; adequate progress being shown. 	<ul style="list-style-type: none"> Pupil(s) not making adequate progress against code of progress criteria. Parent view. Pupil view. SENCo consulted. 	<ul style="list-style-type: none"> SLA's and Teachers, with SENCo advice, lead on interventions, support, expected impact/outcomes and review date, to be put in place. Records kept via SIMS. 	<ul style="list-style-type: none"> Teacher retains responsibility even when interventions held elsewhere for overall progress of pupil. SLA's provide targeted Teacher and or pupil support. SENCo to offer 'problem solving' advice via monitoring the effectiveness of interventions. 	<ul style="list-style-type: none"> Review should focus on considering the impact of the intervention on pupil progress and evaluate the overall effectiveness of the support. 	<ul style="list-style-type: none"> Pupil making adequate progress via interventions. Pupil not making adequate progress adjust and continue cycle. Pupil not making progress; external specialist support; possible referral for EHCP assessment.



The Single Category

The new SEN Code of Practice has introduced the 'single category' to identify where pupils are in their learning progress and to recognise the different needs they may have rather than putting them into categories of support. A pupil on the single category will typically receive specialist support from outside agencies e.g. speech and language therapy or occupational therapy groups and/or individual support.

School support

This means the pupil has been identified by a Teacher as needing some extra specialist support in the school from a professional outside the school. This may be from:

- Walsall Children's Services central services such as SPLD or Sensory Service (for students with a hearing or visual need).
- outside agencies such as the Speech and Language Therapy (SALT) Service.

For a pupil this would mean:

- they have been identified by a teacher, with advice from the SENCo, (or you will have raised your concerns) as needing more specialist input instead of or in addition to quality first teaching.
- parents/carers will be asked to come to a meeting to discuss pupil progress and help plan possible ways forward.
- parents/carers may be asked to give permission for the school to refer a pupil to a specialist professional e.g. a speech and language therapist or educational psychologist. This will help the school and you better understand a pupil's particular needs and provide the support they need.
- the specialist professional will work with your child to understand their needs and make recommendations, which may include:

- making changes to the way a pupil is supported in class e.g. some individual support or changing some aspects of teaching to support them better
- setting targets which will include their specific expertise
- suggesting the pupil attend a group run by school staff under the guidance of the outside professional e.g. a social skills group
- suggesting the pupil attend a group or receive individual support from an outside agency
- the school may suggest that a pupil needs some agreed individual support in the school. They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for pupils with specific barriers to learning that cannot be overcome through precision teaching and intervention groups.

Specified individual support - Education Health and Care Plan

This may be accessed through an Education, Health and Care Plan (EHCP), formerly a statement of special educational needs. This means a pupil will have been identified by a teacher or teaching assistant, with advice from the SENCo, as needing a particularly high level of support. Usually a pupil will also need specialist support in the school from a professional outside the school. This may be from:

- Walsall Children's Services central services such as SPLD or Sensory Service (for students with a hearing or visual need)
- outside agencies such as the Speech and Language Therapy (SALT) Service, the NHS or social care.

For your child this would mean:

- the school (or you) can request that Walsall Children's Services carry out a statutory assessment of a pupil's needs. This is a legal process which sets out the type of support that will be provided for a pupil after the school has sent in the request to Walsall Children's Services (with a lot of information about the pupil, including some from you). They will decide whether they think a pupil's needs (as described in the application provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with the pupil to write a report outlining the pupil's needs. If they do not think the pupil needs this, they will ask the school to continue with enhanced support.
- After the reports have all been sent to Walsall Children's Services, they will decide if the pupil's needs are severe, complex and lifelong and that they need more targeted resources. If this is the case they will write an EHC plan. If this is not the case, they will ask the school to continue with the support at school

support and also set up a meeting in the school to ensure a plan is in place to ensure your child makes as much progress as possible.

- The EHC plan will outline the type of support the pupil will receive, whose responsibility it will be to deliver that support, the cost of that support, how the support should be used and what strategies must be put in place. It will also have the pupil's views and opinions fully included.
- Additional adults may be used to support the pupil with whole class learning, run individual programmes or run small groups including your child.

This type of support is available for children whose learning needs are:

- severe, complex and lifelong.
- significantly over and above those the school normally offers pupils.

How are SEND resources allocated in the school?

- The budget, received from the school education grant, includes resources for supporting children with SEND.
- The Head Teacher decides on the budget for SEND in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher and the governing body discuss all the information they have about SEND in the school, including:
 - the pupils already receiving extra support
 - the pupils needing extra support
 - the pupils who have been identified as not making as much progress as would be expected and who may need additional resources and support.

All resources / training and support are reviewed regularly and changes made as needed.

Which other people provide support for SEN pupils in the school?

- Learning mentors
- Educational Psychology Service staff
- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy (SALT) (provided by the NHS but funded by Walsall Children's Services)
- CAMHS
- WPH
- IBSS

Who provides support in the school for improving emotional and social development, including arrangements for looked after children?

Overall responsibility for emotional and social development, along with arrangements for Looked After Children, lies with the Pastoral Assistant Head. Where a pupil is deemed to need more support than that provided by their Form / Group Tutor or Head of Year, they may be referred to one of the school's SEMH mentors. This support usually takes the form of a weekly meeting, though all pupils are free to drop in at any time.

Where it is felt a pupil would benefit from the intervention of additional help from an outside agency a referral may be made to the designated school nurse, WPH (a counselling service that offers weekly slots for pupils from QMGS), IBSS (a service that supports Walsall schools in managing pupils' behaviour) or CAMHS (a team of NHS services that work with children and young people who have difficulties with their emotional or behavioural wellbeing.)

Whole school initiatives to prevent bullying:

Queen Mary's Grammar School is committed to protecting its pupils from bullying, and wishes ultimately to eradicate it from the community. The Designated Teacher for Anti-bullying (a member of the SLT) is responsible for making sure:

- everyone in the school knows what QMGS regards as bullying
- all staff are trained to be alert to any potential instances of bullying

All student planners contain a **bullying report form** which can be detached and handed in to reception (or any member of staff a pupil feels they can approach). This will then be referred to the Designated Teacher and dealt with appropriately.

How is the school accessible for pupils with SEND?

All parts of the QMGS site are accessible to pupils with physical disabilities. Movement between floors takes place via lifts at the corner of the quadrangle (outside Q7/ Q11) or in the science block (next to S7).

Specialist equipment is provided for pupils with SEND to ensure their safety and allow full access to the curriculum.

We endeavour to ensure that all extra-curricular activities are accessible to pupils with SEND.

How does the school support SEND pupils during transition both within and from the school?

We recognise that transitions can prove challenging for pupils with SEND and we take steps to ensure that any move is as smooth as possible.

When a SEND pupil is moving from a primary school to our school:

- We will contact the primary school SENCo and obtain as much information as possible about the needs of the pupil.
- We will arrange additional opportunities for SEND pupils to attend the school to familiarise themselves with their new surroundings, meet staff and existing pupils.
- We will ensure that we receive all up to date records.
- We will ask the primary school to complete a pupil profile in order for us to prepare for reception from primary school.

When moving between key stages in the school:

In Year 11:

- Each year 11 pupil and their parents will meet at the beginning of the Spring Term with a member of the Senior Leadership Team. The pupil's academic performance is reviewed and their plans for key stage 5 are discussed. Additional support is put in place via the mentoring scheme where this is deemed beneficial.
- All SEND pupils will receive targeted support for further education/employment. School careers advisers will work with pupils to identify their most appropriate career pathway and how their aspirations can be achieved.

How is teaching adapted to meet the needs of SEND pupils?

- specific resources and strategies will be used to support SEND pupils individually and in groups.
- planning, teaching and classroom interactions will be adapted, where necessary, to meet SEND pupils' learning needs.
- additional support, beyond quality first teaching, may need to be provided within the classroom setting to meet the needs of pupils with SEND.

How are teachers supported to work with SEND pupils and what training do they have?

- The SENCo's role is to support the teaching staff in planning for children with SEND.
- The school provides training for all staff to improve the teaching and learning of children including those with SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

SEND overview for parents and carers

At our school we aim to work in partnership with parents and carers to help us do our very best for the pupils we serve.

As Special Educational Needs Coordinator (SENCo) and SEN Team at QMGS, we will do our very best to:

- Ensure that you are informed if your child is newly identified as needing additional help and support with their learning.
- Ensure that we are as accessible as possible to parents and carers (although we may not always be available immediately)
- Listen to parents and carers and use the information you provide to help us plan support for your child.
- Make parents and carers aware of what can be done at home to support the learning strategies used in the school and to provide a consistency of approach.
- Organise meetings at a time to suit everyone, including parents /carers, and agree to carry out the actions of the meeting (or let everyone know why we can't)
- Read any reports about your child sent to the school by professionals or other services, share them with other staff as appropriate and act on them as soon as possible.
- Ensure that your child's identified individual learning needs are met with appropriate support - regardless of whether they have a diagnosis of a particular condition.
- Give parents the opportunity to be involved in planning support and in reviewing your child's progress towards the targets in their support plan.
- Inform teaching staff and others working with your child (for example lunch staff) of your child's special needs, any special support that is needed and what works for them.
- Work with parents and others involved to carefully plan your child's move into the school (or from the school) according to their individual needs.

As a parent/carers, it would be helpful if you would keep in touch and:

- Let the school know if anything has happened at home that is likely to upset or affect your child.
- Ensure that we have your correct contact details.

- Tell us if your child's special needs have changed in any way or if you receive a professional report that may help us in planning to meet your child's needs.
- Inform us of any concerns or worries so they can be dealt with.
- If you would like to meet SEN staff, then please request an appointment in advance, unless it is urgent. This allows time to gather the necessary information and arrange for the appropriate staff to attend.

Arrangements for consulting young people with SEN

The SEND Code of Practice (2014) provides post-16 pupils with the right to make sole decisions about their SEN and be consulted about their decisions although they can involve parents or others in supporting them in those decisions.

At QMGS young people are supported in making their decisions via person-centred planning which takes place at each school transition /termly review meeting.

How does the governing body ensure SEN pupils have the correct equipment and are provided with the appropriate facilities?

As part of the SEND pupil transition programme, detailed planning takes place between school, parents, pupils, young people and external agencies to secure all appropriate resources to enable the pupil/young person to fully access all areas of the curriculum and school facilities.