Queen Mary's Grammar School

Special Educational Needs and Disabilities (SEND) arrangements

Approved by the Mercian Trust September 2026

The renewal will be September 2027

The Vision for SEND Provision at Queen Mary's Grammar School.

"SEND students and families at QMGS know that they are accepted, included, understood and supported."

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 SEND or are disabled, including those who do not have Education, Health and Care plans (EHCP). 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 SEND and their parents, and disabled young people and those with SEND, and service providers in its development and review

(Source SEND Code of Practice 2014)

The following link will take you to the Walsall SEND Local Offer

The SEN information specified in Schedule 1 to the Special Educational Needs and Disability Regulations 2014 – statutory guidance is available in paragraphs 6.79 to 6.82 of the SEND code of practice: 0 to 25 years

What is our 'Information Report'?

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

The kind of SEND provision made at QMGS

Children and young people with SEND have different needs, but the general presumption is that all children with SEND 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 SEND at QMGS.

What is the definition of Special Educational Needs?

The Children and Families Act 2014 states that: A child or young person has SEND if they have "…a learning difficulty or disability which calls for special educational provision to be made for them."

A child of compulsory school age or a young person has a learning difficulty or disability if they:

• have a significantly greater difficulty in learning than the majority of others of the same age; or

• have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

How we solve disputes and problems

QMGS takes its responsibilities towards students and parents 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 SENDCo to arrange a meeting to discuss the complaint and to agree an acceptable resolution. The Head teacher and other members of the Senior Leadership Team (SLT) can also assist at this stage.

If the complaint cannot be resolved, please refer to the QM complaints policy on the school website.

SEND Mediation and dispute resolution Walsall

At times you may disagree with advice or guidance given to you by your local authority. SEND 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. Mediation home - Kids

What to do if you're unhappy with SEND services | Send - Walsall

Information about how QMGS identifies students not making progress and assesses students with SEND

- Concerns may be raised by parents/carers, external agencies, teachers, the student's previous school or the student 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 student's knowledge and/or skills.
- School tracking of attainment outcomes indicates lack of expected rate of student progress.
- Observations of the student indicate that they have additional needs and/or barriers to their learning.

Information about how the school makes provision for student with SEND whether or not the student has an EHCP.

All students will be provided with high quality teaching (or quality first teaching) that is differentiated to meet the needs of all learners.

The quality of classroom teaching provided to students with SEND is monitored through a number of processes that include:

• Learning walks by the senior leadership team, the Special Educational Needs and Disabilities Coordinator (SENDCO), external verifiers.
• Ongoing assessment of progress made by students with SEND.
• Work sampling and scrutiny of planning to ensure effective matching of work to student need.
• Teacher meetings with a member of the SEND team to provide advice and guidance on meeting the needs of students with SEND.
• Student and parent communication on the quality and effectiveness of interventions.
• Attendance and behaviour records.
• Students 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 students have individual targets set in line with national outcomes to ensure ambition. Parents are informed of these via Parents' Evenings/review meetings.
• Student attainment is monitored termly. Those failing to make expected levels of progress are identified quickly. Discussions about this progress will take place between the student, subject teacher, Head of Department, Head of Year and a member of the SEND team.
• 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 student, and if required, provision to the teacher of additional strategies to further support the success of the student.
• Where it is decided during this early discussion that special educational provision is required to support increased rates, a referral for SEND assessment will be discussed with parents.

How will I be informed if there is a concern about my child's progress?

If a student is identified as not making progress the school will contact, you by phone or email and if necessary, 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 student may receive
- discuss any referrals to outside professionals to support a student's learning
- listen to student voice

Arrangements for parents to communicate with the school about their child's special educational needs.

- If you have concerns about your child's progress, you should initially speak to your child's Head of Year or Subject Head of Department.
- If you are not satisfied that the concerns are being managed and that your child is still not making progress, you should speak to the SENDCO or a member of the SEND team.
- Additionally, for students with SEND, termly contact with the family will be available by the school to discuss, review and reflect on progress and develop plans for the next steps.

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

Arrangements for consulting young people with SEND

The SEND Code of Practice (2014) provides post-16 students with the right to make sole decisions about their SEND 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-centered planning which takes place at each school transition /termly review meeting. Listening to students is an important part of ensuring the provision is right for them.

Who at the school has responsibility for SEND pupils?

Mercian MAT oversight: Mr. Conrad Bourne (Director for SEND)

Assistant Headteacher for Pupil Welfare and DSL (Designated Safeguarding Lead): Mr. Graham Collins

Assistant Headteacher and SENDCo: Mrs Nicola Youngman

Assistant SENDCo: Mrs Sarah Swain

SEND Governor – Mr. Tim Lawrence

SENDco – Mrs N. Youngman

Responsible for:

- co-ordinating all the support for students with SEND and developing the school's SEND policy to make sure all students get a consistent, high-quality response to meeting their needs in the school.
- ensuring that parents are:
    - involved in supporting a student's learning
    - kept informed about the support a pupil is receiving
    - involved in reviewing their progress
- liaising with outside agencies to help support a student'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 students in this school are known) and making sure that student's progress and needs are recorded.
- providing specialist support for teachers and support staff so they can help students with SEND achieve the best possible progress.

Head of Year, Head of Department and Subject Teacher

Responsible for:

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

Responsible for:

- the day-to-day management of all aspects of the school, which includes the support for students with SEND.
- delegating responsibility to the Deputy Head, SENDCo, HOD and class teachers for ensuring that student's needs are met.
- ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEND Governor – Mr. T Lawrence

- To act as the champion for students with SEND and inclusion needs
- To ensure that the school is fulfilling its duties to students with SEND

Mercian Trust SEND Policy

QMGS is part of the Mercian Trust. Please find their SEND Policy here

Our approach to working with SEND students.

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

At QMGS we have introduced a framework to support high quality teaching (QFT) in lessons as follows:

- Inclusivity
- Structures and routines
- Effective Subject Knowledge
- Retrieval Practice
- Cognitive load

For your child this would mean:

- that the teacher has the highest possible expectations for all students in their class.
- the teacher using the 5 points of the framework mentioned above to build QFT
- that all teaching is based on building on what a student already knows they can do and can understand.
- different ways of teaching are in place so that a student is fully involved in learning in class. This may involve things like using practical learning.
- specific strategies (which may be suggested by the SEND team) are in place to support student learning.
- the teacher will have carefully checked on a student's progress and will have decided that the student 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 students in their class, even where students 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.

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

- specific resources and strategies will be used to support SEND students individually and in groups.
- planning, teaching and classroom interactions will be adapted, where necessary, to meet SEND students' learning needs.

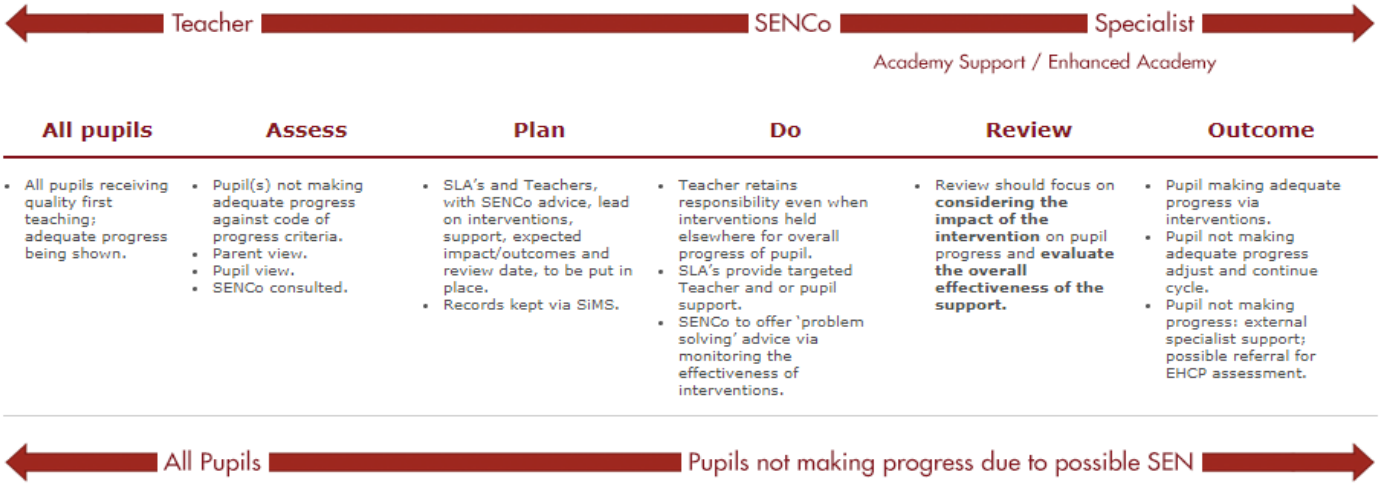
- additional support, beyond quality first teaching, may need to be provided within the classroom setting to meet the needs of students with SEND.

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

- The SENDCo's role is to support the teaching staff in planning for students with SEND.
- The school provides training for all staff to improve the teaching and learning of student including those with SEND.
- The SENDCo creates CPD opportunities for teaching staff to get to know their students with SEND challenges better.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific students in their class.

The Graduated Response

This process enables professionals working with students with SEND to develop strategies and practices that will enable students 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.



The Single Category

The SEND Code of Practice introduced the 'single category' known as Special Needs Support, to identify where students are in their learning progress and to recognise the different needs they may have rather than putting them into categories of support. A student 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 student has been identified by a teacher and SEND team 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 Specific Learning Difficulties (SPLD) or Sensory Service (for students with a hearing or visual need).
- outside agencies such as the Speech and Language Therapy (SALT) Service, school nurses, CAMHS, Reflexions or Education Psychologist.
- or from a professional within the Mercian Trust Clinical Team.

For a student and family this would mean:

- they have been identified by a teacher, with advice from the SENDCOo, (or you will have raised your concerns) as needing more specialist input instead of or in addition to quality first teaching.
- parents/carers can be asked to come to a meeting to discuss student progress and help plan possible ways forward.
- parents/carers may be asked to give permission for the school to refer a student to a specialist professional e.g. a member of the Mercian Clinical team, a speech and language therapist or educational psychologist. This will help the school and you better understand a student's particular needs and provide the support they need.
- the specialist professional may work with your child to understand their needs and make recommendations, which may include:
    - making changes to the way a student 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 student attend a group run by school staff under the guidance of the outside professional e.g. a social skills group
    - suggesting the student attend a group or receive individual support from an outside agency
    - the school may suggest that a student 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 students 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 student will have been identified by a teacher or teaching assistant, with advice from the SENDCo, as needing a particularly high level of support. Usually, a student 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, Children and Adolescent Mental Health Services (CAMHS) or Educational Psychology (EP) services.

For your child this would mean:

- the school (or you) can request that Walsall Children's Services carry out a statutory assessment of a student's needs. This is a legal process which sets out the type of support that will be provided for a student after the

school has sent in the request to Walsall Children's Services (with a lot of information about the student, including some from you). They will decide whether they think a student'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 student to write a report outlining the student's needs. If they do not think the student 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 student'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 student 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 student's views and opinions fully included.
- Additional adults may be used to support the student 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.

If a parent feels their child requires an EHCP, please contact the SEND team to talk this through so that we can work together to provide the right support.

The SEND Register at QMGS

- The student may be on the SEND register as a **"E"** code indicating they have an EHCP, Education and Health Care Plan. This means the student has been awarded an EHC plan by the local authority which is a legal document that outlines the extra level of support and provision required for that student.
- The student may be put onto the SEND register as a **"K"** code indicating they are on School Support. This means the student requires provision which is "additional to and different from".
- The student may be put onto the SEND register as an **"R"** Code which means the student is being monitored but at this time does not need any provision which is "additional to or different from".
- A student may move "up" and "down" the register depending on their needs. The student can go on and off the register depending on their current needs.
- Parents/carers will be informed if their child is on the SEND register.
- The SEND Team will work hard to develop positive relationships with families and student and ensure clear communication channels.

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 students already receiving extra support
    - the students needing extra support
    - the students 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 can provide support for SEND students in the school?

- Social and Emotional Mental Health mentors
- Learning Support Assistants
- Learning mentors
- Mercian Trust Clinical Team
- 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)
- Occupational Therapy (OT) (provided by the NHS but funded by Walsall Children's Services)
- Reflexions Team
- CAMHS
- WPH

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 Assistant Head, Mr. Graham Collins. Where a student 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 students are free to drop in at any time.

Where it is felt a student would benefit from the intervention of additional help from the Mercian Clinical team or an outside agency a referral may be made to the designated school nurse, positive step, WPH (a counselling service that offers weekly slots for pupils from QMGS) or CAMHS (a team of NHS services that work with children and young people who have difficulties with their emotional or behavioral wellbeing).

Whole school initiatives to prevent bullying:

Queen Mary's Grammar School is committed to protecting its students from bullying and wishes ultimately to eradicate it from the community. The Designated Teacher for Anti-bullying, Miss Rahila Naguthney, Assistant Head 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

Any students who wants support with any issues relating to bullying are encouraged to speak to any member of staff such as their form tutor or Head of Year. They can also come to the Welfare Hub and speak to a member of the SEND team or an SEMH mentor. Another option is to follow the wellbeing QR code which will take you to a wellbeing email address where you can communicate a need for support which then be actioned, and appropriate support provided.

How is the school accessible for students with SEND?

All parts of the QMGS site are accessible to students with physical disabilities. Movement between floors takes place via lifts at the corner of the quadrangle (outside Q7/Q11) or in the science block where the lift on the ground floor will allow you to access all floors of the Science block.

Specialist equipment is provided for students 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 students with SEND.

Equality and the law

Please find details about the school's equality policy following the link below or accessing it through the school website.
https://qmgs.walsall.sch.uk/policies/

Exams and Access Arrangements

Please find details about Exams and Access Arrangements in the school's exams policy using the link below or accessing it through the school website.

Transition

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

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

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

- We will contact the primary school SENDCO and obtain as much information as possible about the needs of the student.
- We will arrange additional opportunities for SEND students to attend the school to familiarise themselves with their new surroundings, meet staff and existing students.
- We will ensure that we receive all up to date records.
- We will ask the primary school to complete a student transfer document in order for us to prepare for transition from primary school.
- Please see our **video** that helps introduce a school day at QMGS. QMGS SEND 2026

When moving between key stages in the school:

In Year 11:

- Each year 11 student and their parents will meet at the beginning of the Spring Term with a member of the Senior Leadership Team. The student'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.

- A member of the SEND team will be available to attend this meeting if necessary or requested.

- All SEND students will receive targeted support for further education/employment. School careers advisers will work with students to identify their most appropriate career pathway and how their aspirations can be achieved.

When a SEND student is moving from another school into our Sixth Form

- We will contact the previous school and obtain as much information as possible about the needs of the pupil.
- We will ensure that we receive all up-to-date records.
- We will ensure the students with SEND know who the SEND and Pastoral teams are within school early in the new term, so they have access to support.

Available Transition Information

- We work hard to provide transition information on the school website such as a virtual tour and welcome video from key members of our community.

  https://qmgs.walsall.sch.uk/year-6-7-transition/

  https://qmgs.walsall.sch.uk/6th-form-admissions/

How does the governing body ensure SEND students 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.

Accessibility Policy

The accessibility Policy can be found on our school website under the policy tab here.

The Accessibility plan has been prepared under paragraph 3 of Schedule 10 to the Equality Act 2010 to:

- increase the extent to which disabled pupils can participate in the curriculum
- improve the physical environment to increase the extent to which disabled pupils can take advantage of the educational benefits, facilities or services provided or offered
- improve the way disabled pupils can access information that is easily accessible to pupils who are not disabled

SEND overview:

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

As Special Educational Needs Coordinator (SENDCO) and SEND 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.
- Help prepare your child for adulthood, so they are able to live a happy, independent and healthy adult life.

As a parent/carer, 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.

Further Support and Advice for Parents

A new SENDIASS service has been launched in Walsall. Family Action will be providing the service for Walsall which will allow increased capacity. Parents, carers and young people are able to contact this service if they need independent advice, support and advocacy regarding SEND.

Walsall SENDIASS | SENDIASS

https://www.family-action.org.uk/what-we-do/children-families/walsall-sendiass/

Independent Provider of Special Education Advice (known as IPSEA) is a registered charity (number 327691) operating in England. IPSEA offers free and independent legally based information, advice and support to help get the right education for children and young people with all kinds of special educational needs and disabilities (SEND).

https://www.ipsea.org.uk/

Further sources of information from QMGS

PADLET: QMGS has put together a range of information, websites and links that may be of use from the world of special educational needs and disabilities and pupil premium. This is accessible through this **PADLET link**. We hope you find it a useful source of information.

The school website: Welfare at QMGS Queen Mary's Grammar School - Welfare at QMGS

Contact - Please feel free to contact members of the SEND team if you have any further queries:

Mrs. N. Youngman, SENDCO *n.youngman@qmgs.merciantrust.org.uk*

Mrs. S. Swain, Assistant SENDCo *s.swain@qmgs.merciantrust.org.uk*

School enquires *enquiries@qmgs.mercaintrust.org.uk*