



QUEENS' SCHOOL

SEND Information Report

1. How does the school know if students need extra help?

- Information is gathered from primary schools and SEN status transferred over on our SIMs system.
- The requirement of additional support is identified through thorough and individualised assessment of the students, including: observation, regular teacher assessment, testing and diagnostic assessment.
- We will monitor the progress of all students during the year and intervene whenever the progress of a student is below expectation.

2. How will school staff support my child?

- Subject teachers adapt resources to meet individual needs, through Quality First Teaching.
- Teaching assistants work on specific learning/social development interventions.
- Outside Agencies.
- Peer support e.g. Buddies.

3. How will I know how my child is doing?

- All students undertake baseline CATS assessment.
- Student progress, attitude to learning and any concerns are tracked and parents are regularly informed of progress.
- Individual student support meetings are held with staff and parents
- Parents' Evenings.

4. How will the learning and development provision be matched to my child's needs?

- Students with SEND are inclusively educated within an age appropriate class with their peers.
- Teaching and resources are differentiated within the classroom to ensure students are able to achieve objectives.
- If additional support is identified students take part in planned, evidence-based intervention, as necessary.
- Support is personalised and targeted.
- Detailed SEN register which provides personal strategies to meet student's needs, plus specific detailed advice for certain disabilities ie dyslexia, ADHD.

5. What support will there be for my child's overall wellbeing?

- Some Learning Support work with students on a 1-1 basis and in groups to develop social and emotional skills, in conjunction with Learning Support if required.
- All extra-curricular activities are targeted to develop and enhance well-being
- The Learning Support Team supports parents and/or students as needed.
- Students are educated for the vast majority of the day in their class with peers, including opportunities for mixed-ability collaboration.
- Key workers are identified for students who need access to 1-1 emotional support.

- The Learning Support Team and key workers are available for parents/carers to respond to queries, concerns and, on the rare occasion, any crisis.
- 6. What specialist services and expertise are available at or accessed by the school?**
- We seek advice from the Advisory Support Team, Speech and Language therapist,
 - Educational Psychologist and medical professionals, counselling and bereavement support, as required.
- 7. What training have the staff, supporting students and young people with SEND, had or are having?**
- Regular training, which is disseminated amongst all staff.
 - Support from Outside Agencies to deliver whole staff training.
 - All staff, teaching and support, have annual Level 1 training in Child Protection.
 - Targeted training to meet individual specific needs.
- 8. How will you help me to support my child's learning?**
- Parents' Evening meetings with subject teachers.
 - Individual student support parental consultations for young people identified as having a Special Educational Need.
 - Dedicated Student Support Team who works with parents and students.
 - Relevant information about how parents can support their child at home is shared via the Smart Homework system.
 - Annual reports to parents.
- 9. How will I be involved in discussions about and planning for my child's education?**
- You will be invited to Parents' Evening meetings with the subject teachers.
 - There will be individual parental consultations for students identified as having SEN, and you will be encouraged to help shape provision for your child.
 - You will be able to contact a member of the Learning Support Team if you have any concerns.
- 10. How will my child be included in activities outside the classroom including school trips?**
- All students from Year 7 are expected to actively participate in the life of the school through extra-curricular activities.
 - All students are allocated to one of the four Houses and are actively encouraged to participate in house events.
 - We offer targeted extra-curricular activities which support social development and interaction.
 - Suitable arrangements are made for students to access all other extra-curricular activities e.g. additional 1-1 support if required.
- 11. How accessible is the school environment?**
- We meet the statutory requirements of the Disability Discrimination Act (DDA), 1995.
 - We meet the statutory requirements of the Equalities Act (2010).
 - Resources and teaching are differentiated according to individual student needs.
 - We access support from outside agencies, such as Advisory teachers, CAMHS, Educational Psychologists etc.
 - Appropriate members of staff regularly take part in training and disseminate this as required.

12. Who can I contact for further information?

- For further information contact the SENCO.

13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

- We liaise with local junior schools and offer additional meetings, visits and preparation for students who find transition more difficult.
- Our students take part in Transition Evening, Transition Day, with additional support, as necessary.
- Through discussions with the students and parents/carers, we identify short, medium and long term desired outcomes and consider the long term aspiration of young people
- We incorporate the teaching of basic key skills necessary for a successful educational career and future adult life.
- We offer social skill interventions for students who need additional support for transition.
- We work closely with outside agencies to ensure that students leaving Queens' are well prepared for their next placement and life beyond our school community.

14. How are the school's resources allocated and matched to student's special educational needs?

- Resources are allocated on the basis of a student's rate of progress and level of need.
- Class work is differentiated in small groups and individually when required.
- Class-based TAs work alongside the class teacher to support students with SEND.
- Links are forged between subject teachers and intervention staff to ensure continuity of learning and updates on student progress.
- Student provision, targets and outcomes are evaluated regularly and resources are deployed accordingly to ensure the best possible outcomes for all young people.

15. How is the decision made about how much support my child will receive?

- The level of support will depend upon the student's level of need and will be made after consultation with the young person, parents/carers.

16. How can I find information about the Local Authority's Local Offer of services and provision for students and young people with special educational needs and disability?

- Please visit the Herts Direct website.