



QUEENS' SCHOOL

Dare to be Great

SEND Information Report

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

- Information is gathered from primary schools during the summer term. A team of staff liaise with primary schools, gather SEND information via transfer documentation, and sometimes have 1:1 meetings with key professionals and/or parents/carers, for children with particularly complex needs. All SEND information, including a student's SEND status is transferred over on our SIMs system via a CTF file.
- All SEND information on individual students is highlighted on our school system, Class Charts. This allows ALL staff to clearly see if a student has any SEND and indicates to staff the SEND plan to meet their needs, including specific strategies.
- The requirement of additional support is identified through an individualised assessment of the students, including: observation, regular teacher assessment, testing and diagnostic assessment through a Lucid Exact assessment. This assessment gives a student's current standard score in word recognition, reading comprehension accuracy, reading speed, spelling, typing and handwriting speed. This assessment indicates strengths in basic literacy skills and areas requiring support and intervention.
- We will monitor the progress of all students during the year and intervene whenever the progress of a student is below expectation should a student require learning support.

2. How will school staff support my child?

- Subject teachers use adaptive teaching methods to meet the individual needs of students through inclusive, quality first teaching.
- Subject teachers contact learning support if they have any concerns about a student's learning.
- Learning Support Practitioners (LSPs) work closely with SEND students in the classroom to support their learning. Sometimes LSPs work with small groups of students in the learning support department, delivering literacy and numeracy interventions. Some students, identified through the Lucid assessments will access Spellzone and/or Lexia UK - Powerup, paired reading and 1:1 LSP support.
- Staff work closely with professionals from outside agencies to better support students in school with SEND.
- All students are supported by their Director of Learning (DOL) and Student Support Manager (SSM). More vulnerable students or students with more complex SEND may need additional support from the SENDCo, Inclusive Learning Coordinator and/or Mental Health Lead.
- Staff use needs specific strategies that have been identified to meet the needs of SEND students, as identified in Class Charts and The Queens' Way - SEND

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

- Student progress, attitude to learning and any concerns are tracked. Parents are regularly informed through reporting and ClassCharts.
- Parent Consultation Evenings take place each year which parent/carers are invited to attend.
- Individual meetings with the year team and/or learning support can be arranged, should there be a concern.

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. If required, an LSP may support students within the classroom setting.
- Teaching and resources are adapted within the classroom through inclusive Quality First Teaching, to ensure students are able to achieve objectives. Sometimes students work 1:1 with an LSP in the learning support department if the teacher and LSP feel it is necessary and more appropriate. This gives a greater opportunity for pre-learning, greater differentiation and a quiet space for 1:1 discussions and learning to take place.
- If additional support is identified students take part in planned, evidence-based intervention, as necessary.
- Support is personalised and targeted. Students have a personalised SEND plan with targets, outcomes and strategies. Staff have access to this plan to better support students with SEND.
- SEND students are identified on ClassCharts with personal strategies to meet the needs of students, plus specific detailed advice for certain disabilities/disorders/difficulties i.e. Dyslexia, ADHD.

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

- Some staff in school will work with students on a 1-1 basis and/or in groups to develop social and emotional skills, in conjunction with Learning Support if required. The member of staff identified may be an LSP, the Inclusive Learning coordinator, Student Support Manager, SENDCo, Director of Learning or Mental Health Lead. This is dependent on a student's needs and who is the most appropriate person to work with the student. Often this can come down to relationships and who a student feels the most at ease with.
- All extra-curricular activities are targeted to develop and enhance well-being.
- The Learning Support, Inclusive and Pastoral teams support 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?

External agencies are contacted as and when required. Agencies include:

- Educational Psychology Service.
- Physical and Sensory.
- Access to Education for Refugees and Travellers.
- Specialist advisory Service 5-25.

- Paediatric Service – Speech and Language; Occupational Therapy; Physiotherapy.
- Chessbrook Outreach Service.
- CAMHS (Children and Adolescent Mental Health Service).
- Connexions
- ESTMA (Educational Support Team for Medical Absence).
- School Nurse.
- Family Support Worker.
- Communication and Autism.
- Intensive Family Support Teams.
- Targeted Youth Support.
- Specific Learning Difficulties (SpLd).
- YC Hertfordshire.
- Young Carers.

7. What training have the staff, supporting students and young people with SEND, had or are having?

- Throughout the school year staff access regular staff training, supporting Inclusive Quality First Teaching, Adaptive Teaching, Teaching and Learning including SEND specific training. ALL staff including support staff, trainee staff, newly qualified teachers, newly appointed staff and existing and experienced members of staff are expected to attend this training.
- Sometimes support from outside agencies is requested to deliver whole staff training around specific SEND.
- All staff, teaching and support, have annual Level 1 training in Child Protection.
- Targeted training to meet the individual needs of some students is arranged for key staff.

8. How will you help me to support my child's learning?

- Parent Consultation Evenings allow parents the opportunity to talk directly to teaching staff and support staff working and supporting your child. This is a perfect opportunity for you to work collaboratively with staff in supporting your child both at home and in school.
- Individual student support parental consultation meetings are arranged for young people should they be required.
- Dedicated Learning Support and Student Support teams who works with parents and students.
- Relevant information about how parents can support their child at home is shared on the Queens' School website.
- 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' Evenings with the subject teachers.
- You will be able to contact a member of the Learning Support/Year team if you have any concerns. Parent consultation meetings can be arranged to discuss concerns/support in further detail.

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 adapted according to individual student needs.
- We access support from outside agencies, such as Advisory teachers, CAMHS, Educational Psychologists, SALT 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 Sarah Vaughan, Assistant Headteacher: SENDCo on 01923 224465 or via email at vaughasa@queens.herts.sch.uk

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 primary schools and offer additional meetings, visits and preparation for students who find transition more difficult.
- Our students take part in Transition Evening, County 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 adapted through Quality First Teaching. Some students are supported in class by an LSP. Some students work in small groups or 1:1 in learning support, as and when is required.
- Class-based LSPs work alongside the class teacher to support students with SEND if required.
- 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 and if necessary supporting professionals.

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 Hertfordshire's local offer. Please click on the link below.
<https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx>

17. Linked Policies / Documents

- SEND Policy
- SEND Core Offer
- SEND Information Report
- Behaviour for Learning Policy

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Queens' School (Bushey) Ltd [Registered Number: 07650609]