



QUEENS' SCHOOL

Dare to be Great

SEND Information Report

Aim

This report outlines how Queens' School identifies, supports and monitors students with special educational needs and disabilities (SEND). It complies with the requirements of:

- The Children and Families Act 2014
- The SEND Regulations 2014,
- The SEND Code of Practice (2015)
- The Equality Act 2010.

Our school is committed to providing an inclusive learning environment where all students are supported to achieve their full potential. High-quality teaching, combined with targeted support, enables students with SEND to make progress academically, socially and emotionally.

1. How the school identifies students who may need additional support

Information about students with SEND is gathered during the transition process from primary school. During the summer term, school staff liaise with primary schools to collect relevant SEND information through transfer documentation and, where appropriate, through meetings with key professionals and parents or carers for students with complex needs.

SEND information is transferred electronically through the school management system and recorded to ensure continuity of support. Staff may also attend transition events organised by external services, such as the **START programme**, to identify vulnerable students and plan additional support where necessary.

All SEND information is recorded on the school systems so that staff are aware of students' needs and the strategies required to support them. Individual SEND plans are created through provision mapping systems and shared with relevant staff.

Students may be identified as requiring additional support through a range of assessment methods including:

- Teacher observation and assessment
- Monitoring of academic progress
- Diagnostic assessment tools
- Literacy and numeracy assessments
- Referrals from teaching staff where concerns about learning arise.

Where a student's progress falls below expectations, additional assessment and support may be implemented.

2. How School Staff Support Students with SEND

All teachers are responsible for supporting students with SEND through **inclusive Quality First Teaching** and adaptive teaching strategies.

Staff use approaches informed by the **Education Endowment Foundation's 'Five-a-Day' principles** to support learners with SEND.

Teachers may seek additional support from the Learning Support Department if they have concerns about a student's learning or progress.

Learning Support Practitioners (LSPs) work alongside teachers to support students in lessons. In some cases, LSPs deliver targeted interventions in small groups or on a one-to-one basis.

Interventions may include:

- Literacy programmes
- Paired reading support
- Numeracy interventions
- Individual support sessions with trained staff

Students are also supported by pastoral staff, including Directors of Learning and Student Support Managers. Students with more complex needs may receive additional support from the SENDCo, Deputy SENDCo, Learning Support Manager or Mental Health Lead.

3. How Parents and Carers Are Kept Informed

The school closely monitors students' progress, attitude to learning and wellbeing.

Parents and carers are kept informed through:

- Regular school reports
- Online behaviour and progress systems
- Parent Consultation Evenings
- Parent Information Evenings at transitions

Where concerns arise, individual meetings with the year team or Learning Support Department can be arranged. See contact detail in [section 17 \(Contact for further information\)](#)

Parents are also invited to meet with staff involved in delivering specific interventions to discuss their child's progress and strategies for support.

4. Matching Learning Provision to Students' Needs

Students with SEND are educated within an inclusive classroom environment alongside their peers.

Teaching and resources are adapted to ensure students can access the curriculum and achieve their learning objectives. Where appropriate, students may receive additional support from a Learning Support Practitioner in lessons.

Some students may also receive targeted support within the Learning Support Department, which may include:

- Pre-learning activities
- Small group teaching
- One-to-one support
- Quiet working environments

Students with SEND have individual support plans which outline their targets, strategies and expected outcomes. These plans are shared with staff to ensure consistent support across subjects.

5. Support for Students' Wellbeing

The school recognises the importance of supporting students' social and emotional wellbeing.

Support may be provided through:

- One-to-one mentoring
- Small group support sessions
- Pastoral support from year teams
- Access to the Mental Health Lead or trained staff

Students may be assigned a key worker where additional emotional support is required. Staff work collaboratively with families to ensure that appropriate support is in place.

The school also promotes wellbeing through a range of extra-curricular activities designed to support students' personal development and social interaction.

6. Specialist Services and External Support

Where appropriate, the school works with a range of external professionals to support students with SEND.

These services may include:

- Educational Psychology Service
- Physical and Sensory Support Service
- Access to Education for Refugees and Travellers
- Specialist Advisory Service (5–25)
- Paediatric Services, including:

- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Chessbrook Outreach Service
- CAMHS (Child and Adolescent Mental Health Service)
- Connexions
- ESTMA (Educational Support Team for Medical Absence)
- School Nursing Service
- Family Support Workers
- Communication and Autism Support Services
- Intensive Family Support Teams
- Targeted Youth Support
- Specific Learning Difficulties (SpLD) Services
- Services for Young People
- Young Carers Support Services

These professionals provide guidance and recommendations which help inform individual support plans.

7. Staff Training and Expertise

Staff receive regular training to ensure they can effectively support students with SEND.

Training may include:

- Adaptive teaching strategies
- Inclusive classroom practice
- Autism awareness
- Dyslexia support
- ADHD and SEMH support
- Speech and language needs

All staff also receive annual safeguarding training.

Learning Support Practitioners undertake specialist training in the four broad areas of SEND and may also complete tutoring qualifications in English, mathematics or languages.

8. Supporting Parents to Help Their Child's Learning

The school works in partnership with parents to support students' learning.

Parents are encouraged to attend:

- Parent Consultation Evenings
- SEND information events
- Individual support meetings

Information about supporting learning at home is also available through the school website and other communication platforms.

9. Involving Parents in Planning Their Child's Education

Parents are involved in decisions about their child's education through regular communication with teachers, pastoral staff and the Learning Support Department.

Parents may request meetings with staff to discuss concerns, review progress and plan appropriate support strategies.

10. Inclusion in Activities and School Trips

The school is committed to ensuring that students with SEND can participate fully in school life.

Students are encouraged to take part in:

- Extra-curricular clubs and activities
- House competitions and events
- Educational visits and school trips.

Where necessary, reasonable adjustments are made to ensure students can participate safely and successfully.

11. Accessibility of the School Environment

The school meets the requirements of the **Equality Act 2010** and works to ensure the learning environment is accessible for all students.

Reasonable adjustments may include:

- Adapted teaching materials
- Specialist equipment
- Support from external professionals
- Staff training to support specific needs.

The school also maintains an **Accessibility Plan** to ensure continued improvement in access to the curriculum, the physical environment and information.

12. Supporting Transition

The school supports students during key transition stages.

This includes:

- Liaison with primary schools before students join the school
- Additional transition visits for students who require extra support
- Transition programmes to support social and academic adjustment.

For students moving to further education or employment, the school works with external agencies and careers services to ensure students are well prepared for their next stage of education or life.

13. Allocation of Resources

Resources are allocated according to the level of need and the progress of individual students.

Support may include:

- Adaptive classroom teaching
- In-class support from Learning Support Practitioners
- Targeted intervention programmes
- Small group or one-to-one support

Provision is regularly reviewed to ensure it remains effective and meets students' needs.

14. Decisions About Levels of Support

The level of support provided to students is based on an individual assessment of need.

Decisions are made in consultation with:

- Students
- Parents and carers
- School staff
- External professionals where appropriate

15. The Local Authority Local Offer

Information about services and support available for children and young people with SEND in Hertfordshire can be found through the Local Authority Local Offer:

<https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx>

16. Linked Policies and Documents

This report should be read alongside the following school policies:

- SEND Policy
- SEND Core Offer
- Behaviour for Learning Policy
- Complaints Policy
- Accessibility Plan.

17. Contact for Further Information

For further information about SEND provision at the school, parents and carers should contact:

Special Educational Needs Coordinator (SENDCo): Sarah Vaughan

Email: SEND@queens.herts.sch.uk

Telephone: 01923 224465

If parents wish to raise a concern or complaint, they should follow the procedures outlined in the school's **Complaints Policy**.

Review date: January 2027

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