



QUEENS' SCHOOL

Dare to be Great

Special Educational Needs and Disability (SEND) Policy

1. Introduction

This document should be read in conjunction with the School's SEND Information Report which can be found on the Queens' School website or click on the link

<https://www.queens.herts.sch.uk/?s=SEN+information+report>.

This policy has been written with regard to:

- Section 6 of the 2014 Special Educational Needs and Disability (SEND) Code of Practice: 0-25 years.
- Regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014.
- The Equality Act 2010.
- Section 69(2) of the Children and Families Act 2014.
- Links to other school policies.
- Medical Policy.
- Equality Policy.
- Admissions Policy.
- Child Protection Policy.

2. Aims

At Queens' School we have high expectations and set suitable targets for all students. All students are entitled to access the full school curriculum with reasonable adjustments being made where necessary and to take part in every aspect of school life, unless there is a specified modification or disapplication outlined in an individual student's Educational, Health and Care Plan (EHCP).

Queens' aim is one of inclusion: that is to help individuals realise their potential academically and socially, enabling them to benefit from the opportunities offered at school. It is, therefore, the school's aim to provide all staff and students with strategies to support the needs of our students in a supportive environment and to give them meaningful access to the curriculum offer.

The school recognises that nationally students with Special Educational Needs and Disabilities (SEND) are more likely to be excluded from school and is committed to try to continue to ensure that this is not the case at Queens' by providing appropriate support wherever possible.

3. Definition of Special Educational Needs and Disability (SEND)

A student has a Special Educational Need or Disability (SEND) if:

‘they have a learning difficulty or disability which calls for special educational provision to be made for him/her. At compulsory school age this means that he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools’. (2014 SEN Code of Practice).

SEND and provision falls under four broad areas:

- Communication and Interaction.
- Cognition and Learning.
- Social, Emotional and Mental Health.
- Sensory or Physical.

Some students with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as having a disability will require this provision.

Every student’s skills and attainment will be assessed on entry at Queens’ School. The school will also have expectations that any young person who has a disability under the Equality Act 2010 has been identified at transition and, if so, will consider what reasonable adjustments may need to be made.

All teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from Learning Support Practitioners (LSPs) and specialist staff. High quality first teaching, differentiated for individual students is the first step in responding to pupil who have, or may have Special Educational Needs and Disabilities (SEND). Subject teachers’ regular assessment of students will help identify those who are making less than expected progress. Reviews of the quality of teaching should include teachers’ understanding of strategies to support students. The Learning Support Department assess all students on entry to Queens’ School through the use of a Lucid assessment. Lucid scores a student’s ability to recognise words, their reading comprehension accuracy, reading speed, spelling age, hand writing and typing speed. The analysis of this data allows the department to put interventions in place where necessary. Students with Special Educational Needs and Disabilities (SEND) or students identified through the Lucid assessment will then access targeted interventions to support their needs.

In deciding whether a student has Special Educational Needs and Disabilities (SEND), information should be gathered on student progress from baseline assessments and standardised screening or assessment, and information from primary schools, parents, teachers and the students.

Any decision on whether Special Educational Needs and Disabilities (SEND) provision is required must start with the desired outcomes, including the views of the student and the parents, as outlined in the 2014 Special Educational Needs and Disabilities (SEND) Code of Practice. This should then determine the support that is needed. We may also draw on the knowledge of outside professionals and agencies.

4. A Graduated Approach to Learning

Where a student is identified as having a Special Educational Need and/or Disability (SEND), action should be taken to remove the barriers to learning. This support should take a four part cycle. This is known as the ‘graduated approach’.

The four parts to the cycle are: Assess, Plan, Do, and Review.

Assess: The class teacher and the Special Educational Needs and Disabilities Coordinator (SENDCo) clearly analyse a student's needs before identifying a student as requiring SEND support with a view to removing barriers to learning.

Plan: Parents must be notified whenever it is decided that a student is to be provided with Special Educational Needs and/or Disability support.

Do: The subject teacher should remain responsible for working with the student on a daily basis. They retain responsibility for the student's learning and progress.

Review: The effectiveness of the support should be reviewed in line with an agreed date.

5. Managing students' needs on the Special Educational Needs and Disability register

The Special Educational Needs and Disabilities (SEND) register is maintained on the school 'U' drive. Students receiving support additional to, and different from, the normal differentiated curriculum are recorded on the school's SIMS SEND Register. We keep a log of all reasonable adjustments in the SEND register, including Access Arrangements and we also hold a personal timetable for each student detailing the amount of support offered and where it is allocated to. Students are identified on Sims with the following codes.

N – Students who have previously been identified as having SEND. These students are often students who were identified as having SEND in their primary school. This information is useful for monitoring purposes.

K – SEND Support.

E – Education, Health and Care Plan (EHCP).

The SEND register on the staff 'U' Drive has additional information and is updated regularly by the Special Educational Needs and Disabilities Coordinator (SENDCo) and/or Special Educational Needs and Disabilities Administrator. This details all of the students Special Educational Needs and/or Disabilities (SEND).

Other students are recorded as Monitoring (MON). This indicates that they may have had a special educational need or are generally low level in terms of their ability and require monitoring by the teachers and the SENDCo. It may also indicate students who having previously been identified as having SEND, often in their primary setting.

All staff can access to SIMS information about current levels of attainment and relevant codes for SEND.

On the 'U' Drive students are recorded in the following categories:

Monitor – the SEND monitoring category shows that a number of teachers have raised a concern and therefore school are monitoring this concern. Teachers and support staff should have regular dialogue with the Learning Support Department whilst a student is being monitored. Sometimes a student will be placed on the SEND register as having SEND support (K) if regular intervention and support is required to support the needs of the student. Students are also placed in this category if information from their primary setting recommends that we may need to monitor them, particularly

if the primary setting have recently removed the student from their SEND register or feel they may need to be placed on the SEND register in the future. Their needs should be met through Quality First Teaching without the need for reasonable adjustments to be made. If the student requires greater support and interventions, the student should be placed on the SEND register and identified as SEND Support (K).

Special Educational Needs and Disabilities (SEND) Support – The child is officially placed on the SEND register and recorded as K- SEND Support. These are students receiving support ‘additional to, and different from’, the normal differentiated curriculum. Additional interventions may be used to support learning to enable students to make better progress. These students will access additional interventions in small groups or 1:1 and may access additional adult support in and/or out of the classroom setting. Students identified in this category will have a SEND plan written in provision maps and this is accessible for all staff on Class Charts, linked to the student’s Class Charts tile. Targets are identified for the student, linked to their Special Educational Need an/or Disability and specific strategies to support the student’s SEND are also identified for teaching and support staff to implement in their teaching and support. These students have an identified keyworker, also identified on their SEND plan. This allows all staff to quickly identify who the student’s key support worker is, should they need to discuss concerns or request additional support and guidance for the student.

Education Health and Care Plan (EHCP) – The child is officially placed on the SEND register and recorded as E – Education Health and Care Plan. These are students receiving support ‘additional to, and different from’, the normal differentiated curriculum. These students have high levels of SEND or complex SEND. An Education Health and Care Plan (EHCP) is a legal document supporting the students SEND, including any identified health needs throughout their education and into adulthood, should the student remain in education. The EHCP identifies a student’s main SEND, short and long term outcomes, as well as who and how a student can be supported in meeting these outcomes. The timetable of a student with an EHCP can be substantially modified to meet their needs, if required. Interventions and additional adult support may be used to support the needs and learning of students with an EHCP, both in and outside the classroom setting. This may be 1:1 or small group interventions. In addition to a student having an EHCP, students identified in this category will have a SEND plan written in provision maps and this is accessible for all staff on Class Charts, linked to the student’s Class Charts tile. Targets are identified for the student, linked to their Special Educational Need an/or Disability and specific strategies to support the student’s SEND are also identified for teaching and support staff to implement in their teaching and support. These students have an identified keyworker, also identified on their SEND plan. This allows all staff to quickly identify who the student’s key support worker is, should they need to discuss concerns or request additional support and guidance for the student.

Defining a student as having SEND does not mean that they will automatically be placed on the SEND register if they are making expected levels of progress. Equally, if a registered student who has received SEND support begins to make their expected progress without further SEND support, the student will be removed from the SEND register.

With regards to supporting students at school with medical conditions, we recognise that students with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some students have more severe medical conditions and require a Medical Care Plan. Such a plan allow us to support the needs of students in school with more severe medical conditions. Students with medical needs are identified on the school’s medical register and on Sims. All students identified as having medical needs are identified on Class Charts. Staff will see this identified on the student’s Class Charts tile, alerting staff to an identified medical need and therefore alerting staff to view the

student's medical information on Sims. Such students, particularly students with more severe medical needs and therefore medical Care Plans, are supported by the school's Matron. Matron updates the Medical Care plans through Provision Map which is linked to Class Charts. Students with medical needs and SEND, will have a SEND plan in addition to a Medical Care Plan.

6. Partnership with parents

In the first instance, the Learning Support Department actively encourages parents/carers to contact the Form Tutor, Student Support Manager or Director of Learning if they have any concerns regarding their son/daughter's progress. The Form Tutor will then gather relevant information from teaching staff and monitor progress. Any concerns should be discussed with the student's Director of Learning. If the Year team have concerns regarding the student's effort, behaviour or homework, they may decide to set targets and monitor the student through the Assessment for Learning/Progress reporting system in the first instance. This intervention may prove effective and sufficient intervention to support the student's learning. If however no progress is made or further learning assessments are required, the Director of Learning will approach the SENDCo. The SENDCo and Learning Support Department may conduct further tests or may refer a student for outside professional support, with consent from the parent/carer.

Parents and carers will be fully informed of any additional intervention programmes in place for their son or daughter. Parents of students with SEND support or EHCPs have the opportunity to meet with the SENDCo at Parent Consultation Evenings. Other meetings may occur with the SENDCo and teaching staff as and when necessary. Parents of students with EHCPs attend Annual Reviews with the SENDCo and professionals supporting their child. If a parent is unable to attend the annual review, a mutually convenient time is arranged. If the parent is still unable to attend, the parent's views are gathered prior to the annual review. Students with an EHCP are invited to their annual review. If they do not want to attend, their views are gathered prior to their annual review.

7. Record keeping, monitoring and data management

At Queens' we use a wide variety of data to assess and monitor our SEND students including KS2 data, Progress Checks, Reading, spelling and writing tests administered in years 7, 8 & 9 and additional tests undertaken by the SENDCo as deemed necessary by staff or parents. Access Arrangement tests are conducted in Year 10 and Year 12 for identified students. Students are identified by the SENDCo and formally assessed by a specialist assessor.

The progress of students with SEND is evaluated through the normal report and monitoring cycle. Intervention actions are implemented where necessary. The impact of interventions accessed by SEND students is measured through additional Lucid assessments.

8. Working with external partners

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.

9. Supporting Transition

All documentation about Special Educational Needs and Disabilities included in a student's record is transferred between schools. Feeder primary schools are contacted and visited within the summer term prior to transfer between Key Stage 2 and 3. The SENDCo attends the Year 6 Annual Reviews of students with an Education Health and Care Plan and is fully involved in the transfer programme aimed at targeted Year 6 students who may need extra support with the transition process. Comprehensive transfer forms are issued to primary schools requesting SEND information about students, including how a student is identified on their SEND register. Primary schools are expected to provide information regarding intervention programmes and levels of support in place for their SEND students, thus allowing Queens' to ensure smooth transitions between schools.

This induction programme is for parents and students covering four days over a four week period, to help support those who may be more vulnerable and find it harder to settle. This includes outreach work with Chessbrook and sample Queens' lessons. The students and parents are involved in a presentation afternoon during the last session where successes are celebrated and the programme is reflected upon. We also offer transition support on 'county day' where all Year 6's are offered a day's visit to the school. The most vulnerable Year 6 students are invited to attend an additional day at Queens' School to support their transition. Parents of these students have the opportunity to arrange a 1:1 meeting with the SENDCo.

Records of students who leave at the end of Year 11 are kept and stored in school and relevant documentation is forwarded to Post-16 placements.

10. Staff Training

The SENDCo provides INSET for NQTs, newly appointed staff and PGCE students. Whole school INSET is provided on a regular basis for all staff through briefings and drop down days. Learning Support Practitioners (LSPs), the Inclusive Learning coordinator and the SENDCo attend regular CPD to development knowledge and understanding. LSPs specialise in one area on SEND so attend appropriate CPD and termly meetings where appropriate.

11. Linked Policies / Documents

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

SLT: Mrs Vaughan

Committee: C&S

Trustee Approved: September 2026

Review date: Annual

Queens' School (Bushey) Ltd (registered number: 076506090)



QUEENS' SCHOOL
Dare to be Great

Equality and Diversity Impact Assessment

Aim and Objectives				
Queens' School is committed to promoting fairness in opportunity. We therefore conduct Equality and Diversity Impact Assessments on policies to understand their potential effects on different groups of people.				

Policy Assessment				
	Positive Impact	Negative Impact	No Impact	Findings
Race			✓	
Religion and/or belief			✓	
Sex (Gender)			✓	
Gender Identity			✓	
Disability	✓			More likely to be affected
Age			✓	
Sexual orientation			✓	
Marriage and/or civil partnership			✓	
Pregnancy and/or maternity (including surrogacy and adoption)			✓	
Other identified group (e.g. carers)			✓	

Action Planning		
How do you intend to mitigate or eliminate any negative impact identified?	If a positive impact is identified, how do you intend to promote or develop this opportunity?	Where negative impact has been identified, can it be justified? If so, explain how.
	Reasonable adjustments	

Monitor and Review
The policy will be monitored through feedback from stakeholders