

## **HOW DOES THE SCHOOL KNOW IF STUDENTS NEED EXTRA HELP AND WHAT SHOULD I DO IF I THINK MY CHILD HAS SPECIAL EDUCATIONAL NEEDS?**

At Queen Elizabeth's Grammar School, Ashbourne Academy students are identified as having SEND through a variety of ways including the following:-

- Liaison with previous school (primary or secondary if a transfer is involved)
- Child performing below age expected levels
- Concerns raised by parents/carers
- Concerns raised by the student themselves
- Concerns raised by teachers
- Liaison with Multi-Agencies
- Health diagnosis through a paediatrician

## **HOW WILL I RAISE CONCERNS IF I NEED TO**

- If you think that your child may have special educational needs that have not been previously identified then you should contact the school and ask to make an appointment with the Leader of Extended Learning, Debby Meadows.
- We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to be the same with us.

## **HOW WILL SCHOOL SUPPORT MY CHILD?**

- School staff will support individuals at a level appropriate to their needs through effective differentiation in the classroom, which is called Quality First teaching.
- The Extended Learning Department aims to ensure the fullest possible access to the curriculum and equal opportunities for students on the Extended Learning Register with Special and Additional Educational Needs.
- The provision is reviewed regularly during the year to ensure it addresses the needs of current students.
- We are able to offer specific interventions, such as Lexia (reading programme), a numeracy support programme, work on social skills and communication, as well as tailoring to students' needs where appropriate.

## **WHO WILL OVERSEE, PLAN, WORK WITH MY CHILD AND HOW OFTEN?**

- Miss Meadows oversees all support and progress of any child requiring additional support across the school.
- The subject teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made.
- There may be a Teaching Assistant working with your child either individually or as part of a group; if this is seen as necessary. The regularity and intended outcome of these sessions will be explained to parents when the support starts.

### **WHO WILL EXPLAIN THIS TO ME?**

- If we feel that your child requires additional support we will contact with you to at least once a term (this could be as part of Parent's evening or meeting with your child's SEND mentor) to discuss your child's needs, support and progress.
- For further information the Miss Meadows is available to discuss support in more detail.

### **HOW ARE THE GOVERNORS INVOLVED AND WHAT ARE THEIR RESPONSIBILITIES?**

- Miss Meadows (Leader of Extended Learning) reports to the Governors regularly to inform them about the progress of students with SEND; this report does not refer to individual students and confidentiality is maintained at all times.
- One of the Governors is responsible for SEND and meets regularly with Miss Meadows. They also report to the Governors to keep all informed.
- The Governors agree priorities for spending within the SEND budget with the overall aim that all students receive the support they need in order to make progress.

### **HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?**

- The Extended Learning Department aims to ensure the fullest possible access to the curriculum for students with Special and Additional Educational needs. The provision is reviewed regularly throughout the year to ensure it addresses the needs of current students.
- In Key Stage 4, the school offers alternative pathways to ensure that students are able to achieve their maximum potential by being matched to the pathway which addresses their learning needs while still presenting some challenge.

### **WHAT ARE THE SCHOOL'S APPROACHES TO DIFFERENTIATION AND HOW WILL THAT HELP MY CHILD?**

- All work within class is pitched at an appropriate level so that all students are able to access according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated. The benefit of this type of differentiation is that all students can access a lesson and learn at their level.
- Students who have dyslexia will be supported by the staff in Extended Learning in terms of resources and strategies, as well as differentiation by their subject teachers in the classroom and with their homework.

### **HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?**

### **WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?**

- As a parent you will receive regular formal reports from subject staff. In addition to this there are the Parents' Evenings which provide an opportunity to meet with subject staff and discuss progress.

- We offer an open door policy where you are welcome any time to make an appointment to meet with Miss Meadows to discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.
- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- Students with an Education, Health and Care(EHC) Plan or Statement of SEND will also have an Annual Review Meeting and outside agencies may be invited to attend. We consider that the parents/carer's views are a vital part of the review, as well as the views of your child, and therefore request your attendance and support for your child at these reviews.

### **HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING**

- As a school we measure students' progress in learning against national expectations and age related expectations. The teachers continually assess each child and note areas where they are improving and where further support is needed. As a school, we track progress from entry at Year 7 through to Year 13, using a variety of different methods including Cognitive Ability Tests , Reading and Spelling ages.
- Students who are not making expected progress are picked up through Review meetings with Pastoral and Curriculum Leaders. In these meetings a discussion takes place concerning why individual students are experiencing difficulty and what further support can be given to aid their progression. If your child is discussed at one of these meetings parents will be informed.
- When the child's progress is reviewed comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

### **WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?**

#### **WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL**

- We are an inclusive school; we welcome and celebrate diversity. All staff believe that students having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our students.
- The Progress Team Leaders, Miss Brown (KS3) and Mr Hallam (KS4), have overall responsibility for the pastoral and social care of every child in their key stages, therefore the pastoral team, through the Progress Leaders and Form Tutors, would be the parents' first point of contact. If further support is required the Progress Leader liaises with Miss Meadows for further advice and support. This may involve working alongside outside agencies such as Health and Social Services.

#### **HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES**

- The school has a policy regarding the administration and managing of medicines on the school site. Parents need to contact the School Office if medication is recommended by Health Professionals to be taken during the school day. On a day to day basis Mrs Walker

generally oversee the administration of any medicines. As a staff we have regular training and updates of conditions and medication affecting individual students so that several named staff are able to manage medical situations.

#### **WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE**

- As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils. If a child has behavioural difficulties a plan is written with the students and parents to identify the specific issues, put relevant support in place and set targets.
- After any behaviour incident we expect students to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve the outcome.
- Attendance of every child is monitored on a daily basis by Student Services. Lateness and absence are recorded and reported upon to the pastoral team.

#### **HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?**

- We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised.
- Students who have Additional Educational Needs, are able to meet to discuss issues weekly with their designated SEND mentor.
- There is an annual student questionnaire where we actively seek the viewpoints of students especially concerning being able to speak to an adult if they have a worry.
- If your child has Statement of SEND or EHC Plan their views will be sought before any review meetings.

#### **WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?**

- Our Leader of ELD is currently undertaking the SENCo qualification ( The National SENCo Award) and will shortly be an accredited specialist assessor (a post graduate university course).
- As a school we work closely with any external agencies that we feel are relevant to individual students' needs within our school including: - Behaviour Intervention; Health including – GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists; occupational therapists; social services including social workers, MAT workers and Educational Psychologists.

#### **WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH DSEN HAD OR ARE CURRENTLY HAVING?**

- The Extended Learning Team has specialist trained staff to meet our students' needs. Training is regularly reviewed and developed further should further needs arise with new students or the changing needs of current students.

## **HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING SCHOOL TRIPS?**

- All students are included in all parts of the school curriculum and we aim for all students to be included on school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

## **HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?**

- The school site is wheelchair accessible with disabled toilets that are large enough to accommodate changing. The school has lifts to enable those with restricted mobility to access the upper floors.
- We liaise with the Local Authority EAL Team who assist us in supporting our families with English as an additional language, as and when this is required.

## **HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL AND TRANSFERING TO A NEW SCHOOL?**

- We encourage all new students to visit the school prior to starting when they will meet their buddy and be shown around the school. For students with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We would also visit them in their current school in the Spring of Year 6, but also earlier if this is deemed to be appropriate. Our additional transition programme includes a weekly visit for students to QEGS during the summer term, and includes two meet and greet sessions for parents to meet with the SEND team. These are in addition to the two general Y6 days in school during the latter half of the summer term.
- We liaise closely with staff when receiving and transferring students to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has complex needs then there will be a transition meeting during which we will invite staff from both schools to attend.

## **HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO CHILDREN'S DSEN NEEDS?**

- We ensure that all students who have Special Educational needs are met to the best of the school's ability with the funds available.
- We have a team of TAs who are funded from the SEND budget and deliver programmes designed to meet groups of students' needs.
- The budget is allocated on a needs basis. The students who have the most complex needs are given the most support often involving a TA.

## **HOW IS THE DECISION MADE ABOUT WHAT TYPE AND HOW MUCH SUPPORT MY CHILD WILL RECEIVE?**

- Miss Meadows will discuss the child's needs and what support would be appropriate. Different students will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going discussions with parents

## **HOW DO WE KNOW IF IT HAS HAD AN IMPACT?**

- By reviewing students' targets at their reviews, and through their weekly mentoring meetings, and ensuring they are being met.
- The child is making progress academically against national/age expected levels and the gap is narrowing – they are catching up to their peers or expected age levels.
- Through verbal feedback from the teachers, parent and student.
- Students may be removed from the Extended Learning register when they have 'caught up' or made sufficient progress, and no longer have needs beyond those met by Quality First teaching.

## **WHO CAN I CONTACT FOR FURTHER INFORMATION?**

- First point of contact would be your child's Form Tutor/Progress Leader to share your concerns.
- You could also arrange to meet the Miss Meadows (Leader of ELD).
- Look at the SEND policy on our website
- Contact Parent Partnership
- Contact IPSEA (Independent Parental Special Education Advice) - [www.ipsea.org.uk](http://www.ipsea.org.uk)

## **WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?**

Contact the school Admin office on 01335-343685 ext 1736 to arrange to meet with Miss Meadows, who would willingly discuss how our school could meet your child's needs.