**SEN Policy**  
*(SEN Support at Queensbridge School 2016/17)*

<table>
<thead>
<tr>
<th>Description</th>
<th>Details</th>
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<tbody>
<tr>
<td>Lead Governor &amp; Member of SLT:</td>
<td>Mrs T Everett &amp; Miss K Squires</td>
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<tr>
<td>To be approved by:</td>
<td>Full Governing Body</td>
</tr>
<tr>
<td>Frequency of review:</td>
<td>Annually</td>
</tr>
<tr>
<td>Date approved:</td>
<td>September 2016</td>
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<td>Next review date:</td>
<td>September 2017</td>
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*Queensbridge School*  
Queensbridge Road, Moseley, Birmingham B13 8QB
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- Differentiation: How will teaching be adapted for your child with learning needs or SEND
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Professionals who support children with special educational needs/ and or disabilities (SEND)

Who are the best people to talk to in this school about my child’s difficulties with learning/ special educational needs/disability (SEND)?

<table>
<thead>
<tr>
<th>Class/Subject Teacher, Form Tutor or Guidance and Achievement Leader</th>
<th>Responsible for:</th>
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<tr>
<td>□ Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child’s individual needs (also known as differentiation).</td>
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<td>□ Ensuring that you child receives the correct guidance and pastoral support to make academic progress.</td>
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<tr>
<th>Acting Deputy Head Teacher for Pastoral and Special Educational Needs Co-Ordinator (SENCO)</th>
<th>Responsible for:</th>
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<tr>
<td>□ Ensuring that all members of staff working with your child in school are aware of your child’s individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.</td>
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<tr>
<td>□ Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.</td>
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<tr>
<td>□ Ensuring that the school’s SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.</td>
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<tr>
<td>□ Coordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school’s SEND Policy to make</td>
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sure all children get a consistent, high quality response to meeting their needs in school. The SENCO ensures that you are:

- Involved in supporting your child’s learning

- Kept informed about the support your child is getting

- Involved in reviewing how they are doing and part of planning ahead for them.

- Liaising with all the other people who may be coming into school to help support your child’s learning e.g. Speech and Language Therapy and the Educational Psychology Service.

- Updating the school’s SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child’s progress and needs.

- To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.

- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.

- The day-to-day management of all aspects of the Inclusion department, including the support for children with SEN and/or disabilities.

- Ensuring the SENCO role is delivered in accordance statutory guidance and in line with the
<table>
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<tr>
<th>Role</th>
<th>Responsibilities</th>
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<tr>
<td><strong>School policy</strong></td>
<td>Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND.</td>
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| **Additional Adults** | - Teaching Assistants work with the class teacher to identify areas of support for students with SEN.  
- Teaching Assistants attend all training opportunities related to SEN and differentiation.  
- Most Teaching Assistants are classroom based practitioners, but in addition deliver specific SEN programmes outside of the classroom.  
- Several Teaching Assistants are linked to departments. This enables them to gain sufficient subject specific knowledge to support pupils to make expected or good progress. |
| **The Teaching Assistants’ main priorities are to:** |  
- Support pupils to access the curriculum  
- Empower students to develop effective strategies that enable them to become independent learners  
- Support the implementation of differentiation and specialist support strategies in the classroom  
- Keep students focused on learning activities during lesson |
| **Headteacher** | Responsible for:  
- The day-to-day management of all aspects of the school, including the support for children with SEN and/or disabilities.  
- S/he will give responsibility to the SENCO and class/subject teachers but is still responsible for |
ensuring that your child’s needs are met.

- Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND

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<tr>
<th>SEND Governor</th>
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<td></td>
<td>- Making sure that the school has an up to date SEND Policy</td>
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<td>- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school</td>
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<td></td>
<td>- Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.</td>
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<td>- Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.</td>
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**What are the different types of support available for children with SEN and/or disabilities in this school?**

<table>
<thead>
<tr>
<th>Types of support provided</th>
<th>What would this mean for your child</th>
<th>Who can get this kind of support?</th>
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<tr>
<td>Class teacher input via good/outstanding classroom teaching.</td>
<td>□ The teacher will have the highest possible expectations for your child and all pupils in their class. □ All teaching is based on building on what your child already knows, can do and can understand. □ Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child. □ Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task.</td>
<td>All children in school receive this.</td>
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Specific small group work.  
This group may be:

- Facilitated by a Therapist, Psychologist, Teacher or Higher Level Teaching Assistant who has received specific training to run these groups.

- Run outside of the classroom in our Inclusion centre.

- These are often called Intervention groups by schools.

Stage of SEND Code of Practice: School Support.  
This means the student has been identified as requiring additional support in school.

- The class teacher and SENCO monitor the progress of students. Where gaps in understanding or learning are identified, additional support is assigned to help the student make better progress.

- Targeted and highly personalised interventions can reduce the barriers to learning and support the student to make faster progress.

- Support is offered in mainstream classes, in small withdrawal groups or on a one-one basis.

Any child who has specific gaps in their understanding of a subject/area of learning.

Some of the children accessing intervention groups may be at the stage of the SEND Code of Practice called School Support, which means they have been identified by the class teacher as needing some extra support in school.

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Stage of SEN Code of Practice: School Support  
This means they have been identified by the class teacher/SENCO as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority

- If your child has been identified as needing more specialist input instead of, or in addition to, good and outstanding classroom teaching and intervention groups, referrals will be made to outside agencies to advise

Children with specific barriers to learning that cannot be overcome through whole class good/outstanding teaching and intervention groups.
| Central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need) | and support the school in enabling your child to make progress.  
- Before referrals are made you will be contacted to discuss your child's progress and help plan possible ways forward.  
- If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission | Specified Individual support for your child of more than 20 hours in school.  
This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of individual and small group teaching (more than 20 hours a week), which cannot be provided from the resources already delegated to the school.  
Usually, if your child | The school (or you) can request that the Local Authority carry out a statutory assessment of your child’s needs.  
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child’s needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is | Children whose learning needs are:  
- Severe, complex and lifelong  
- Need more than 20 hours of support in school |
requires this high level of support they may also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational therapy service, Physiotherapy and or CAMHS

the case they will ask you and all professionals involved with your child to write a report outlining your child’s needs. If they do not think your child needs this, they will ask the school to continue with the support at School Action Plus.

After the reports have all been sent in the Local Authority will decide if your child’s needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support at School Support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

The EHC Plan will
outlines the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short-term goals for your child.

The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.
Who are the other people providing services to children with SEND in this school?

Directly funded by the school:

- Non-Teaching Heads of Year
- Learning Leaders
- Additional hours purchased for Pupil and School Support (PSS)
- Transition support at KS2-3, 3-4 and 4-5
- Teaching Assistants

Provided by Local Authority but delivered in school (the 'local offer'):

- Communication and Autism Team (C.A.T)
- Educational Psychology Service (Statutory work only)
- Sensory Service for children with visual or hearing needs
- Community Physiotherapy
- Professional training for school staff to deliver medical interventions
- Parent Partnership Service (to support families through the SEN processes and procedures).
- School Nurse

**Intervention sessions**

In KS3 students are targeted for intervention support with their reading/spelling and Maths.

Students work in small groups or on a one-to-one basis under the guidance of a Teaching Assistant. This intervention is for a short period and aims to refocus and reintegrate students back into their lessons.
During intervention, students work towards achieving personalised short term targets which focus on key areas including:

- Raising self-esteem and confidence in the classroom
- Increasing motivation in the classroom
- Improving communication and language skills
- Raising attainment and grades in subjects
- Improving literacy and numeracy skills
- Reducing the gap between SEN and Non-SEN pupils
Staff Training: How are the adults in school helped to work with children with SEND and what training do they have?

The SENCO’s role is to support the class teacher in planning for children with SEND.

The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia, differentiation, etc.

Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school’s approach for children with an SEND.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the ASD Outreach service, PSS and Sensory service or medical /health training to support staff in implementing care plans.

Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Headteacher or the Acting DHT for Inclusion/SEN.
Monitoring student progress How do we measure the progress of your child and how we keep you informed?

- Your child's progress is continually monitored by the subject teacher.

- His/her progress is reviewed formally every term. For KS3, a National Curriculum level is assigned to indicate the current level and predicted levels. For KS4, GCSE grades indicate the student's current and predicted level. Individual Support Teachers also use reading age and spelling age tests. End of term reports also provide information regarding the student's attendance, classwork, homework and behaviour.

- If the student is below Level 1, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.

- The progress of students with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the student's education.

- The SENCO will monitor your child's progress within any individual or group provisions that they take part in.

- You may be invited to meet with the SENCO for a termly Individual Education Plan (IEP) to set more specific targets for students aimed at addressing specific areas of difficulty or concern.

- You will also be invited to Parent Consultation Evenings calendared throughout the academic year. How will the school let me know if they have any concerns about my child's learning in school? Queensbridge has robust measures for tracking student progress. When classroom teaching is not meeting the needs of a student, the teacher will raise this with the SENCO. If your child is then identified as not making progress the school will make a decision about whether to monitor this or set up an intervention group and will discuss this with you.

If your child is still not making expected progress the school will discuss with you

- Any concerns you may have

- Any further interventions or referrals to outside professionals to support your child's learning

- How we could work together, to support your child at home/school.
Differentiation: How will the teaching be adapted for my child with learning needs or SEND?

Planning and teaching will be adapted on a daily basis if needed to meet your child’s learning needs and increase your child’s access to what is on offer. Class Teachers plan lessons according to the specific needs of all groups of students in their class, and will ensure and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible.

Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary. Specific resources and strategies will be used to support your child individually and in groups.

How will we support your child when they are new to our school, moving classes or leaving the school?

We recognise that ‘moving on’ can be difficult for a child with SEN and or disabilities and take steps to ensure that any transition is a smooth as possible.

How will we support your child with identified special needs starting at school?

- We will first invite you to visit the school with your child to have a look around and speak to staff

- You will be invited to attend a meeting with the Head or Year, the Acting Deputy Headteacher with Responsibility for Pastoral and SEN may also attend this meeting.

- If other professionals are involved, a Team Around the Child (TAC) meeting, or an Annual Review will be held to discuss your child’s needs, share strategies used, and ensure provision is put in place before your child starts.

- We may suggest adaptations to the settling in period to help your child to settle more easily
For students moving to us from Primary School

- The SENCO will attend the Local Authority KS2-3 Transition Day to discuss the specific needs of your child with the SENCO of their primary school.

- Your child will attend a small group work in their primary school, to support their understanding of the changes ahead. This may include creating a ‘Personal Passport’, which includes information about themselves for their new school.

- You will be invited to visit us on Year 6 Induction parents evening, held in June, and Year 6 Induction day, held in July. We may arrange additional visits to the school for students who may difficulty making the transition. This will be discussed with you.

- Our a member of our Transition Team may visit your child in their primary school on several occasions. Where students are ‘Looked After’ or have an EHC, we will attend the year 6 PEP or Annual Review.

- You may be invited to meet with the schools link Educational Psychologist to provide you with the opportunity to discuss effective home or school support that may further support your child to make the transition.

- The SENCO will pass Information on to the new subject teachers and form tutors.

- Student who have SEN student profiles are shared with staff. The profiles outline the student’s specific areas of difficulty and recommended strategies for support.

- Staff are able to access the school data base to gather appropriate information to aid classroom support.

- Access arrangements and full specific learning difficulties reports can be requested. These reports can support the transition from Post 16 into Higher Education.

- We can be contacted by the new school or college for discussions about specific support. We may also be able to attend the reintegration meetings at the new school.

- We will make sure that all records about your child are passed on as soon as possible.

- We will provide evidence of additional classroom or exam based support.
What support do we have for you as a parent of child with an SEND? The Acting Deputy Headteacher with responsibility for Pastoral and SEN is available to meet with you to discuss your child's progress or any concerns/worries you may have. All information from outside professionals will be shared with you in person or via a written report. The SENCO will share any new assessments and support strategies suggested by outside agencies with you. You will be notified when new support measures are implemented and invited to discuss these with the SENCO. Homework will be adjusted as needed to your child's individual needs. Keep us informed about effective strategies that support your child in the home. This can support the school to help the student transfer appropriate effective strategies into the classroom.
How is extra support allocated to children and how do they move between the different levels?

The school budget, received from Birmingham LA, includes money for supporting children with SEN. The Headteacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school. The Headteacher and the acting Deputy Headteacher with Responsibility for Inclusion discuss all the information they have about SEN in the school, including:

- Students getting extra support already
- Students needing extra support
- Students who have been identified as not making as much progress as would be expected. A decision is then made about existing and new resources, training or support for the school. All resources, training and support are reviewed regularly and changes made as needed.

How have we made this school physically accessible to children with SEND?

- We ensure that equipment used is accessible to all children regardless of their needs. We undertake a standard accessibility plan which is reviewed annually or whenever a student with specific needs joins the school. Adoptions are made to our specialist classrooms to ensure that students are able to participate in all lessons. The school is accessible to children with physical disability via ramps and a lift.
Raising a Concern - How can I let the school know I am concerned about my child’s progress in school?

If you have concerns about your child’s progress, you should speak to your child’s Subject Teacher, Form Tutor or Head of Year initially.

If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the Acting Deputy Headteacher with responsibility of Pastoral and SEN.

If you are still not happy you can request to meet with the Headteacher by contacting the Headteacher’s PA on 0121 464 5566. The Headteacher’s PA is also able to help you make a formal complaint in accordance with our complaints procedure.
Frequently Asked Questions

My child is having problems with learning. How do I find out what his/her particular difficulties are?

There are several options open to you. We recommend that you discuss the difficulties with the Subject Teacher in the first instance. Alternatively, you can contact the SENCO directly. The Admin Assistant is on duty to take your call between 9:30am and 4pm. You are welcome to leave a message and we will return your call at the earliest opportunity.

My child is not dyslexic but has trouble reading and writing. What can the SEN department do?

If your child’s skills are particularly weak, we may withdraw him/her from lessons for additional literacy support with an Individual Support teacher or trained Teaching Assistant. We will also provide in class support where possible, monitor academic progress and assign further support if sufficient progress is not being made.

My child has been diagnosed with dyslexia. What can the SEN department provide?

Students with mild dyslexia receive support in class via differentiation from subject teachers and may also benefit from support from a Teaching Assistant. Their progress is monitored and additional support may be provided should progress slow. Students with moderate or severe dyslexia will be offered additional literacy support outside of the classroom such as the Toe-by-Toe programme. Staff receive guidance to support students with dyslexia from the SENCO and via specific training.

My child has an EHC. How will the school ensure that he/she gets the support to which he/she is entitled?

The school has a responsibility to ensure that child’s needs are met as outlined in the EHC plan or Statement. As well as Annual Reviews, we will meet with parents every term to discuss pastoral and academic issues. Support is provided to students in line with the recommendations of the EHC Plan or recent annual review. Students with EHC Plans each have a keyworker who works with them during registration periods. For students with ASD, the keyworker will also be responsible for reading social stories. Staff receive specific advice for each student and are expected to deliver differentiation work during lesson times. Reasonable adjustments are made when applying the school policies, in particular the behaviour policy.