



SEN Policy (SEN Support at Queensbridge School 2026/27)	
Lead Governor & Member of SLT:	Mrs J Klaces & Ms R Wheeler
To be approved by:	Full Governing Body
Frequency of review:	Annually
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Next review date:	September 2027

Special Educational Needs and Disabilities Policy – Preface.

At Queensbridge School, we believe that all teachers are teachers of pupils with special educational needs and disabilities. We operate a person-centred approach to SEND provision by considering the needs of the whole child, whilst working closely with parents/carers and external professionals. The Head Teacher and the Governing Body at Queensbridge School are fully committed to ensuring that all pupils have equality of opportunity to excel and develop as individuals. All pupils will have access to high quality teaching and support and be equipped with the necessary skills to become responsible members of society and meet the challenges of life beyond school.

Queensbridge holds the expectation that all pupils with SEND should be willing to work hard to understand the importance of accessing the support they both need and deserve to maximise their achievements. This is an essential life skill.

We take a 'strengths-based approach,' focusing on what pupils with SEND **can** do and then building on this. We encourage parents/carers to do the same.

We aim to ensure our pupils with SEND feel challenged, empowered, happy and secure at Queensbridge.

We celebrate differences. We have regular 'Celebrating Differences' assemblies based on the voices of our students with SEND themselves so that feel 'seen' and validated. We have a dedicated 'Celebrating Differences' section in the library so pupils can see that they are well represented in literature.

Regular SEND training is delivered to all staff; SEND training runs like a golden thread through all training and all planning. Our policy is 'Inclusion by Design' not as an add on.

Pupils with SEND access the full curriculum. As we are an Arts School, particular value is placed on all aspects of our Arts curriculum. We recognise that pupils with SEND particularly benefit from participating in all Arts subjects to reduce social isolation, build self-esteem, social skills and develop their ability to express thoughts and feelings effectively.

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability Code of Practice 0 – 25 years (2015) and the Equality Act (2010).

In line with the Code of Practice 0 – 25 years (2015) this policy will be reviewed annually.

Key Objectives of the SEND Policy

The underpinning objective of the SEND policy is to improve the outcomes and progression opportunities for every pupil with a Special Educational Need and Disability (SEND) in line with the Special Educational Needs Code of Practice (2015).

This will be achieved by:

- Making SEND provision an integral part of our school development plan to ensure that SEND sits at the heart of everything we want to achieve as a school.
- Ensuring that the needs of the pupils with SEND are met with dignity and kindness.
- Striving to ensure our practice in all aspects of school life is inclusive by design.
- Reducing barriers to achievement to meet the needs of the individual and making reasonable adjustments for pupils with SEND at both key stages 3 and 4, where possible and appropriate.
- Enabling identified pupils with SEND to reach their full potential whilst at Queensbridge School.
- Increasing the confidence and resilience of our pupils with SEND and encouraging them to be involved in the planning of their own support and provision and advocating for their own needs whilst in school and as they prepare for adulthood.
- Enabling all SEND pupils to join in the full extent of the wider learning and extra-curricular offer.
- Supporting a successful transition of pupils with SEND as they move from Year 6 to Year 7.
- Supporting a successful transition of pupils with SEND for life beyond school and as they prepare for adulthood.
- Working with relevant external agencies to identify and assess pupils with SEND as early as possible and offering relevant support and provision where a need is identified.
- Working in close partnership with parents/carers, whose knowledge and experience of their child is vital in building a picture of their strengths and needs and how we can best support their learning in the school setting.
- Working in partnership with the teachers, students, parents/carers, and other agencies in implementing the SEND Code of Practice 2015, and the national SEND reform programme, in our setting,
- Ensuring that all pupils with the greatest levels of need, have a QB Learning Profile in place that includes details of their SEND history, specific needs, strengths, reasonable adjustments, and any access arrangements in place.
- Ensuring that appropriate staffing and funding is in place for pupils with SEND.

- Ensuring that staff are appropriately trained to meet the requirements of students' needs.
- Ensuring that all school developments and policies take account of fully inclusive principles.

Identifying Pupils with SEND

The SEND Code of Practice (2015) states that a child or young person has Special Educational Needs (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her, beyond that of most of their peers.

A learning difficulty means that the student has significantly greater difficulty in learning than most students of the same age. Or it may mean that a student has a disability, which needs different educational facilities from those generally provided by schools for students of the same age.

The SEND Code of Practice (2015) identifies four broad areas of need:

Cognition and Learning - A wide ranging category. Pupils may learn at a slower pace. Some may have memory and organisational difficulties. Some will have moderate learning difficulties (MLD) severe learning difficulties (SLD) profound and multiple learning difficulties (PMLD) It also includes specific learning difficulties (SpLD) such as dyslexia, dyspraxia, dyscalculia, and dysgraphia.

Communication and Interaction - Pupils may have speech, language and communication needs (SLCN). They may find using and/or understanding language challenging. Pupils may find it challenging understanding social rules of communication and have a diagnosis of autistic spectrum disorder (ASD)

Social, Emotional and Mental Health Difficulties - Pupils in this category may manifest as withdrawn, isolated, challenging or may struggle to manage their relationships with other pupils. Some mental health difficulties can include anxiety, depression, self-harming, substance misuse and eating disorders. Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD) and Attachment Disorder (AD) are also included in this category.

Sensory and Physical Needs - Pupils in this category may have a visual impairment (VI) hearing impairment (HI) multi-sensory impairment (MSI) or a physical disability (PD) Most sensory or physical needs requires specialist ongoing support and specialist equipment.

A child could be on the SEN register for any of the above. Pupils may have more than one area of need. In line with the Code of Practice 0 – 25 years (2015) we are required to identify the primary area of need from the four categories stated, and a secondary area of need if there is more than one.

A Graduated Approach to SEND Support

Importantly, most pupils with SEND have been identified before entry to secondary school and steps taken to meet their needs. However, if we have a concern about a pupil who has not already been identified, our aim is to begin monitoring and supporting the pupil as quickly as possible. Queensbridge School practises the recommended graduated approach of: Assess, Plan, Do and Review. Our process for this is as follows:

- Class teachers gather relevant evidence: pupil observations, work samples, assessment data, discussion with Raising Achievement Assistants working with the pupil.
- The teacher arranges a meeting with the SENDCO or Assistant SENDCO to discuss concerns. A decision will be made whether to take this further or whether to provide support and monitor the situation more widely.
- If we decide to progress the concern, The SEND team will contact the parent/carer to discuss the concerns, needs, strengths, strategies and **plan** next steps.
- Parents/carers will always be made aware that school is to make special educational provision for their child and will be asked to give consent for any outside agency involvement.
- Raising Achievement Assistants will be deployed to meet the additional needs of pupils on the SEND Register. When required, they meet with pupils individually to gain their views about what is working/not working and identify actions. This will inform school staff how to best support the pupil. Listening to and working with our pupils is very important at Queensbridge School.
- To **do** the plan, the subject teacher remains responsible for working with the pupil.
- The interventions are formally **reviewed** termly against expected impact on progress considering the views of the parent and pupil.

The pupil is added to the whole school provision map system, and a QB Pupil Learning Profile is created and shared. The QB Pupil Learning Profile is **updated**, as necessary.

At every stage of the identification process, parents/carers and teachers are kept updated.

It is important to consider the following that may impact on progress and attainment but are not special educational needs:

- Disability (the Code of Practice outlines the “reasonable adjustment “duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare

- English as an Additional Language
- Being in receipt of Pupil Premium
- Being a Looked After Child and Previously Looked After
- Being a child of a Serviceman/woman

For higher levels of need we may need to seek the advice and guidance of an external agency. Decisions are made about referrals to these services through discussions with students, parents/carers, class teachers and SENDCO.

Parents/carers consent will always be sought prior to any assessment by external agencies. There will often be a long waiting list for us to access these services.

These are services that school must buy into.

- Language, Learning and Strategic Support Team (LLSS)
- Sensory and Physical Difficulties Support Service (including the Physical Difficulties Support Service (PDSS), Hearing Support Team (HST) and Vision Support Team (VST)
- Educational Psychologist (EP)
- Communication and Autism Team (CAT team)
- Speech and Language Therapist (SALT)
- Occupational Therapy Service
- Special School Outreach Service (SSOS)

The SEND Team work closely with the Safeguarding Team. Where there is a Safeguarding concern about a child with SEND then the Safeguarding Team and SENDCO work closely together, and a joint decision-making process implemented. 'Team Around the Child' meetings are held as necessary to share information about targeted pupils and action plan; the SENDCO always attends.

Managing Students on the SEND register

At Queensbridge we maintain a register of those pupils who receive SEND support in the form of additional resources, interventions, and reasonable adjustments to cater for their needs. This register is compiled by the SENDCO and Assistant SENDCO and managed day to day by the SEND Administrator. This register includes pupils at school support level, those with an SSPP (SEND Support Provision Plan) those with an EHCP (Educational and Health Care Plan) and those for whom we make reasonable adjustments to meet their needs.

This register categorises SEND pupils into the four broad areas of need as stipulated in the Code of Practice 2015. This list feeds into our provision

mapping system and provides us with vital information that informs our whole school planning and training.

Making and Managing Provisions for Pupils with SEND

Following placement on the SEND register and if considered necessary, a plan of support is then agreed in conjunction with the pupil, parents/carers, and school staff. If outside agencies are involved, then they too are invited to take part in this planning.

Where pupils require additional support, this follows a graduated approach and is reviewed regularly. Interventions may be planned for individuals or groups of pupils who share similar needs. Information is shared with all staff by the means of our provision mapping system and the creation of a QB Learning Profile. The profile includes details of the pupil's SEND history, specific needs, strengths, reasonable adjustments, and any access arrangements in place. The profile is often updated; for example, following a meeting with a parent/ carer, amendments might be made and all staff working with the pupil will be informed.

Information is also shared with staff through regular 'SEND Updates' briefings, emails, 'Pupil in Focus' discussions and training sessions. Parents/carers of pupils with SEND are given a SEND Information Brochure. There are SEND and EAL areas on SharePoint where staff can find essential, up to date SEND information and helpful training resources. The SENDCO delivers a 'SEND Update' once a week to the Senior Leadership Team.

A provision mapping tool is used to map and manage any provisions that are ***additional to and different from*** an already highly differentiated curriculum and high-quality teaching repertoire. The provision mapping is co-ordinated by the SEND team but is fed into by the whole school, who provide the various provisions on a day-to-day basis.

Criteria for Being Removed from the School SEND Register

If a pupil makes exceptional progress, and all parties involved in the support for the pupil agree that the barrier to learning has been removed or the gap between them and their peers has closed sufficiently, then the pupil will be removed from the school SEND register. This decision would only be made using our school assessment data, evidence from any standardised testing and following consultation with subject teachers, the SEND team, any outside agencies involved, the student and parents/carers.

Supporting the Families of Pupils with SEND

At Queensbridge, our intention is to create a close working partnership with the parents and carers of pupils with SEND. We incorporate parent/carers views in assessments and reviews of SEND provision and we aim to keep everyone fully informed about school procedures relating to SEND.

The teaching SENDCO, the non-teaching Assistant SENDCO and the SEND Administrator can be contacted via email on SEND@queensbridge.bham.sch.uk. When we receive your email, you will receive an immediate acknowledgement of receipt and then a member of the SEND Team will aim to respond to your query within 48 hours. If it is felt that your query can be dealt with pastorally, then it will be directed to the relevant member of the Pastoral Team.

Families of pupils with SEND are strongly advised to become familiar and to regularly look at the **Birmingham Local Offer** (localofferbirmingham.co.uk) which can be found on our school website. There you will find more information on the wide range of services that are available to support all areas of your child or young person's life. This includes support with education, physical and mental health, social care, leisure activities and moving towards independence and adulthood. The local offer gives help, advice, and information about all the services available for children and young people from birth to 25 years with any form of special educational need or disability.

We regularly advise parents/carers where there are high quality and free courses, seminars, and workshops available that relate to the SEND need of their child or young person. However, these can all be found on the **Birmingham Local Offer** website.

We will always seek parental consent before engaging any specialist outside agency involvement with pupils with SEND. We consider any reports and recommendations from such professionals and implement strategies that are recommended where we have the necessary resources available within our school context.

The SEND team will always be present at parent consultations and school events. We welcome parent views, ideas, and feedback about our provision for pupils with SEND. We also welcome conversations about concerns that parents/carers may have that they feel have not been covered in their interactions with subject specific staff.

Responsibilities

The Class Teacher - teachers at Queensbridge have high ambitions and set challenging targets for all pupils that they teach, including pupils with SEND. Class teachers across all subjects are responsible for high quality teaching and tracking

pupil progress against targets and long-term outcomes. High quality teaching, differentiated for individual pupils is the first and most impactful step in responding to pupils who have or who may have SEND. Additional intervention and support may sometimes be necessary at subject level.

EAL Coordinator – Responsible for ensuring that all pupils with English as an additional Language are happy, learn well and can achieve their potential at Queensbridge and beyond.

Pupils arriving from overseas receive a warm welcome and the support they need to develop their English proficiency and become fully integrated into our school community. Through careful assessment, continued monitoring, adapted resources and a range of small learning groups, all our EAL pupils have full access to the educational opportunities provided at Queensbridge.

Raising Achievement Assistants Subject Links – Under the guidance of the subject lead, Raising Achievement Assistants develop a specialised grasp of the pedagogical demands, skills, and content of the subject in which they are based. Subject specialist Raising Achievement Assistants have meaningful, subject specific interactions with pupils with SEND, moving pupils towards independence. Raising Achievement Assistants are familiar with subject long terms plans, schemes of work and cycle assessments demand. Currently there are a small number of Raising Achievement Assistants who are allocated to specific subject areas; not all subjects have a link Raising Achievement Assistant.

Raising Achievement Assistants (RAAs) Key Areas of Responsibility - Under the guidance of the SENDCO. Lead RAA roles include;

- Exam Access Arrangements
- Speech and Language Support Interventions
- Autism Spectrum Condition and Social, Emotional and Mental Health Needs including P(LAC) pupil interventions
- Adaptive Teaching and Curriculum Interventions for Pupils with Complex Needs.

The SENDCO – The SENDCO at Queensbridge, takes overall responsibility for co-ordinating the provision for pupils with SEND and is a DSL and member of the Senior Leadership Team. They have overall strategic responsibility for the provision and will provide guidance, support, and training to all the adults in the school that work directly with pupils. The SENDCO is responsible for reviewing and where necessary improving teachers' understanding of the full range of SEND needs that make up our school community. The SEND team will regularly liaise with subject

specialist Raising Achievement Assistants to evaluate the impact of the support being offered in subject areas to pupils with SEND.

The SEND Governor - The (SEND) Code of Practice 2015 states there should be a member of the governing body with specific oversight of the school's arrangements for SEND. The SENDCO will work alongside the Head Teacher and the SEND Governors to make decisions about the direction and development of SEND in our school. The SEND Governor has a role in helping to raise awareness of SEND issues at governing body meetings. They will give up-to-date information to the governing body on the quality and effectiveness of SEND and disability provision within the school in conjunction with the SENDCO.

The Head Teacher and Senior Leadership Team – Will ensure that Queensbridge holds ambitious expectations for all pupils with SEND and that we sustain cultures and practices that enable pupils to access the curriculum and learn effectively. They will also ensure that Queensbridge fulfils its statutory duties regarding the SEND code of practice.

SEND Complaints or Concerns

At Queensbridge, we pride ourselves on positive working relationship with all our parents and carers. In the event of a complaint, we will always work closely with parents/carers to resolve matters effectively and satisfactorily. All complaints will be dealt with promptly and in line with our complaints procedure statement policy. If the complaint or concern is in relation to SEND, in the first instance please contact the SEND team at SEND@queensbridge.bham.sch.uk. If we cannot resolve the matter to your satisfaction, then you may contact the Head Teacher. The complaints procedure statement is on our school website.

Reviewing the SEND Policy

As set out in the SEND Code of Practice 2015, this policy will be reviewed annually. The SENDCO, SLT, The Head Teacher and the Governors will all be involved in the review process through discussion.

Key Members of Staff Involved in SEND

Ms Rachel Wheeler - SENDCO

Mrs Clair Sanders – Assistant SENDCO – Non-Teaching

Mrs Natasha Parker - SEND Administrator

Mrs Jo Klaces – SEND Link Governor

