

# TQEA SEN Information Report

September 2020

Improving Education Together.

## Academy Transformation Trust's Offer on Special Educational Needs and Disability.

### Academy Transformation Trust Mission statement:

The Trust is committed to providing excellence for all pupils and supporting every child within our academies to achieve. As a Trust we make every effort to be a truly inclusive. We welcome everybody into our Academy community and aim to support every child to reach their full potential.

### We believe that:

- All children deserve a first class education
- All schools can be transformed to being judged as outstanding
- All pupils can and should, leave education well prepared for their life ahead academically, personally, emotionally and professionally
- All of our staff feel valued and supported in reaching their full professional potential

The Academy recognises that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them and, as defined in the Code of Practice 2014, a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The Academy makes provision in accordance with the Code of Practice [2014], the Children and Families Act [2014], Index for Inclusion [updated 2001] the Equality Act [2010], regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations.

Special Educational Needs or disability is identified in terms of communication and interaction, cognition and learning, Social, emotional and mental health difficulties and sensory and/or physical needs. The identification of SEND should be built into the overall approach to monitoring the progress and development of all pupils. The Academy believes that each child or young person and their parents have a right to be involved in the decision making process and in making choices. The Academy is

committed to working in partnership with the child or young person, parents, carers and outside agencies in order to effectively identify needs, provide the necessary support for the child/young person and monitor the progress of all children and young people.

Our SEN policy and our practice aim to reflect these principles. Special Educational Needs or disability is identified in terms of learning, communication, interaction, and emotional health, physical and sensory needs. The identification of SEND should be built into the overall approach to monitoring the progress and development of all pupils. ATT believes that each child and their parents have a right to be involved in making decisions and exercising choices.

ATT and our Academies are committed to working in partnership with the child, parents, carers and outside agencies to identify needs, provide support for them and monitor the progress of all students.

The Trust's objectives for SEND provision in all our academies

- To ensure pupils have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the child's needs and ability.
- To ensure the identification of all pupils requiring SEND provision as soon as possible.
- To ensure SEND pupils take as full a part in the life of the academy as possible.
- To ensure SEN pupils are listened to, particularly in relation to keeping them safe.
- To ensure parents are kept fully informed of their child's progress and attainment.
- To ensure that SEND pupils are involved in making decisions affecting their future SEND provision.
- To liaise with specialists and other agencies to access specialist support for pupils and parents.

## The Queen Elizabeth Academy (September 2020)

Review date September 2021

At The Queen Elizabeth Academy (TQEA) we aim to be fully inclusive and meet the needs of all of our pupils, regardless of age or ability in full alignment with the ATT SEN statement. This document outlines our provisions for Special Educational Needs pupils to demonstrate how we are successful in overcoming barriers to learning.

Whilst this is a comprehensive document, please contact the SENCo, Shiv Ressel, to discuss your child's individual needs.  
[s.ressel@tqea.org.uk](mailto:s.ressel@tqea.org.uk)/ 01827 712477.

Impartial support and advice is also available from Warwickshire SEND Information, Advice and Support Service (SENDIAS)  
<https://www.family-action.org.uk/> SENDIAS can be contacted by telephone: 024 7636 6054 or email [wias@family-action.org.uk](mailto:wias@family-action.org.uk)

	General	Specific area focus			
		Communication and interaction	Cognition and learning	Social, emotional and mental health	Sensory and / or physical
<b>How does TQEA know if my child needs extra help?</b>	<ul style="list-style-type: none"> <li>• Liaison with primary/previous school</li> <li>• Concerns raised by parents/carers</li> <li>• Concerns raised by teaching staff or non-teaching staff such as a counsellor, learning mentor or other external agencies</li> <li>• Communication from external agencies such as GPs or mental health professionals</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour monitoring system</li> <li>• Observed behaviour by members of staff</li> </ul>	<ul style="list-style-type: none"> <li>• Student's progress is below expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Observations through the pastoral system.</li> <li>• Observed behaviour by members of staff</li> </ul>	<ul style="list-style-type: none"> <li>• Communication between medical professionals</li> </ul>

<p><b>What should I do if I think my child may have a special educational need or disability?</b></p>	<ul style="list-style-type: none"> <li>• Contact Mrs Ressel, SENCo (Special Educational Needs Co-ordinator) to arrange an appointment</li> </ul>	<ul style="list-style-type: none"> <li>• Speak to the SENCo</li> </ul>	<ul style="list-style-type: none"> <li>• Speak to the SENCo</li> </ul>	<ul style="list-style-type: none"> <li>• Speak to the SENCo or go to the GP and keep the SENCo informed</li> </ul>	<ul style="list-style-type: none"> <li>• Speak to the SENCo or go to the GP and keep the SENCo informed</li> </ul>
<p><b>How will I know how TQEA supports my child?</b></p>	<ul style="list-style-type: none"> <li>• The SENCo regularly analyses data for the students with special educational needs or disabilities and reports to the Outcomes Team and the Principal.</li> <li>• The SENCo will always seek parental / carer consent before any formal assessment is undertaken</li> <li>• Regular meetings with key contacts at the school such as Teachers, the SENCo or key worker for your child</li> <li>• Formal meetings such as Annual Reviews where appropriate</li> <li>• Informal meetings such as termly SEN coffee morning</li> <li>• The SENCo is available at all Progress Evenings</li> <li>• The SENCo reports to Governors regarding the progress and support of the SEND students</li> </ul>	<ul style="list-style-type: none"> <li>• Copies of reports as appropriate for example from an autism support specialist</li> <li>• Opportunities to meet the Specialist Teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Copies of any assessment undertaken such as dyslexia screener or learning profiles</li> <li>• Opportunities to meet the Specialist Teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Copies of reports as appropriate for example from an Educational Psychologist (EP)</li> <li>• Opportunities to meet the Educational Psychologist (EP)</li> </ul>	<ul style="list-style-type: none"> <li>• Copies of reports from professionals such as those from the Integrated Disability Service (IDS) i.e. teachers of the blind / deaf</li> <li>• Opportunities to meet a member from the Specialist team can be arranged</li> </ul>

	<ul style="list-style-type: none"> <li>• Pupils with an Education Health Care Plan (EHCP) will have a Personal Additional Needs Document (PAND) which seeks parental input each term</li> <li>• The SENCO will contact you where there are particular concerns.</li> <li>• Parents/carers are always welcome to contact the school to make an appointment to share any concerns</li> <li>• There is an appointed SEND Governor (Mrs Webb) who monitors the work of the Support for Learning Department</li> <li>• All students on the SEND register will have a Learning Passport which outlines their individual needs and suggests teaching strategies that can be used to support their learning. This will be sent home annually</li> </ul>				
<p><b>How will the curriculum be matched to my child's needs?</b></p>	<ul style="list-style-type: none"> <li>• Students streamed according to ability in core subjects (English, Maths, Science)</li> <li>• High quality teaching and learning activities, matched to</li> </ul>	<ul style="list-style-type: none"> <li>• Support through nurture group sessions where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• In class Support and challenge delivered by teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Support through nurture group sessions where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Risk Assessments to ensure accessibility to the curriculum</li> </ul>

	<p>individual student needs, delivered by Teachers</p> <ul style="list-style-type: none"> <li>• Focused, targeted literacy and numeracy lessons for key stage 3 pupils who require support</li> <li>• Students with SEND placed in smaller groups where possible</li> <li>• Teaching Assistant support across the curriculum, where appropriate</li> <li>• Attempts made to create alternative pathways where possible</li> <li>• Additional services and provision available through discussion and negotiation with the SENCo</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunity to attend a communication group</li> </ul>	<ul style="list-style-type: none"> <li>• Personalised advice when making option choices</li> </ul>		<ul style="list-style-type: none"> <li>• Support and personalised learning opportunities in PE</li> <li>• Partnership working with external support professionals such as physiotherapists.</li> </ul>
<p><b>How will I know how my child is doing?</b></p>	<ul style="list-style-type: none"> <li>• Student Progress Evenings</li> <li>• Student Progress Reports (Report+)</li> <li>• Annual Reviews (for pupils with an EHCP)</li> <li>• Meetings/telephone contact with the SENCO</li> <li>• Every child with SEN has a named key worker within the Learning Support Department. Key workers can be reached by telephone or email</li> <li>• Informal discussions such as SEN coffee mornings</li> </ul>				
<p><b>How will you help me to support my child's learning?</b></p>	<ul style="list-style-type: none"> <li>• SEND parent and carers coffee morning – a great forum to share ideas and support strategies</li> <li>• Home school communication</li> <li>• Enhanced transition support</li> </ul>	<ul style="list-style-type: none"> <li>• Provide reading and resources to help support parents of ASD pupils</li> <li>• Provide information on autism awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Homework clubs</li> <li>• Reading groups</li> <li>• Spelling groups</li> <li>• Additional support groups after school in Learning Support</li> </ul>	<ul style="list-style-type: none"> <li>• Signpost to (and refer if necessary) other specialist services such as Child and Adolescent Mental Health Service (RISE)</li> </ul>	<ul style="list-style-type: none"> <li>• Recommend specialist equipment if required</li> </ul>

	<ul style="list-style-type: none"> <li>• Signpost other services that can support such as SENDIAS</li> <li>• A commitment to finding and supporting normal ways of working from y7-Y11 to ensure best and most appropriate access arrangements for public exams.</li> </ul>	<p>training for parents if appropriate</p>	<ul style="list-style-type: none"> <li>• Phonic intervention programme Read, Write, Inc. Ruth Miskin - Fresh Start</li> <li>• Numeracy catch up programme</li> <li>• Toe-by-Toe</li> </ul>	<p>and counselling services</p>	
<p><b>What support will there be for my child's overall well-being?</b></p>	<ul style="list-style-type: none"> <li>• A consistent form tutor from year 7 to 11</li> <li>• Support through a well-established system of pastoral care (college system) led by Mr Saye, Mrs Morris with Mrs Parsons as Student Support Manager and overseen by Mrs Ressel, Assistant Principal/SENCo.</li> <li>• Access to peer mentors</li> <li>• In house counselling provision available</li> <li>• Referral to external agencies such as counsellors, learning mentors, Schools Early Intervention Service (SEIS) and RISE</li> </ul>			<ul style="list-style-type: none"> <li>• In-house CBT provision and other therapies through TA with specialism in SEMH</li> </ul>	



	<ul style="list-style-type: none"> <li>• Lunchtime supervision and provisions such as the library</li> <li>• Parents/Carers of students with sensory difficulties are written to in advance of school day changes or perceived crowded or noisy events to give prior warning and to agree alternative arrangements</li> </ul>				
<p><b>What specialist services and expertise are available at or accessed by the school?</b></p>	<ul style="list-style-type: none"> <li>• Educational Psychologist</li> <li>• Integrated Disability Service (IDS)</li> <li>• Training and resources purchased from Speech and Language therapists</li> <li>• Counsellors (internal and external)</li> <li>• Support through Early Help (EH)</li> <li>• School Early intervention Service for Exam Access Arrangements</li> <li>• Support from a Qualified and accredited SENCO</li> <li>• Support from Head of Literacy</li> <li>• Additional services and provision available through discussion and negotiation with the SENCo</li> </ul>	<ul style="list-style-type: none"> <li>• IDS Autism Team</li> </ul>	<ul style="list-style-type: none"> <li>• Dyslexia Screening</li> </ul>	<ul style="list-style-type: none"> <li>• School Counsellor</li> <li>• Mentoring System</li> <li>• Clinical Psychologist</li> <li>• Educational psychologist</li> </ul>	<ul style="list-style-type: none"> <li>• IDS Physical Disability Team: Qualified Teacher of the Deaf and Blind</li> </ul>

<p><b>What training are the staff supporting children and young people with SEND had or are having?</b></p>	<ul style="list-style-type: none"> <li>• Continued professional development for all staff regarding SEN, for example, behaviour, hearing impairment and autism</li> <li>• CPD on offer for staff working with specific students with specialist needs.</li> <li>• EH trained professionals within the school</li> <li>• Qualified and accredited SENCo</li> <li>• Senior Leader in charge of Mental Well-being</li> <li>• Senior Leader in charge of Safeguarding (Mrs Ressel)</li> <li>• A Higher Level Teaching Assistant (HLTAs)</li> <li>• All TAs have undertaken training specific to their roles e.g. dyslexia, autism</li> <li>• Succession training is written into TA appraisals to ensure continuity of expertise and provision.</li> </ul>				
<p><b>How will my child be included in activities outside the classroom, including school trips?</b></p>	<ul style="list-style-type: none"> <li>• Risk assessments are carried out prior to any off-site activity. Whilst every effort is made to provide equality of opportunity for all students, in the unlikely event that it is</li> </ul>				<ul style="list-style-type: none"> <li>• Specific arrangements put in place by tour operators/trip providers to accommodate</li> </ul>

	<p>considered unsafe for a child to take part in an activity, then every effort will be made to provide an alternative activity which will cover the same curriculum areas</p>				<p>students with specialist needs, where possible.</p> <ul style="list-style-type: none"> <li>• Teaching Assistants accompanying where possible</li> </ul>
<p><b>How accessible is the school environment?</b></p>	<ul style="list-style-type: none"> <li>• The new academy building is fully accessible and compliant with the Equality Act (2010): <ul style="list-style-type: none"> <li>- A lift is available for physically impaired pupils and visitors</li> <li>- Lessons take place over three storeys</li> <li>- Accessible toilets available for adults and students</li> <li>- Shower facilities and hoist facilities available</li> <li>- Direction signs are located around the school</li> <li>- Timetables can be modified to include locations in colour and visual aids if required</li> <li>- Ramp access</li> </ul> </li> </ul>				
<p><b>How will the school prepare and support my child when joining TQEA or transferring to a new school or post-16 provision?</b></p>	<ul style="list-style-type: none"> <li>• Transition meeting between the Year 6 teacher and the Transition Co-ordinator.</li> <li>• Transition week starts with student meeting their future tutor</li> <li>• SENCO meets with SENCos from feeder primary schools</li> <li>• SENCO attends the last Annual Review at previous school where possible.</li> <li>• Transition Days for post-16</li> <li>• Assemblies delivered by Post 16 providers</li> <li>• Pupils with an EHCP will be supported by the document until the age of 25</li> </ul>	<ul style="list-style-type: none"> <li>• Additional pre-induction day for the most vulnerable pupils</li> <li>• Students are offered a Keyworker to support through the transition period</li> </ul>		<ul style="list-style-type: none"> <li>• Additional pre-induction day for the most vulnerable pupils</li> <li>• Students are offered a Keyworker to support through the transition period</li> </ul>	

	<ul style="list-style-type: none"> <li>• KS4 students with an EHCP are supported in careers interviews by their key worker</li> <li>• Meet with the parents/carers where appropriate</li> <li>• Telephone contact from the SENCo within the first 2 weeks</li> </ul>				
<p><b>How are the school's resources allocated and matched to children's special educational needs?</b></p>	<ul style="list-style-type: none"> <li>• Our team of teaching assistants are funded from the SEND budget.</li> <li>• The budget is allocated on a needs basis. The children who have the most complex needs are given the most support often involving a TA</li> <li>• The distribution of the TAs is allocated to support as many students with SEND as possible and is reviewed regularly</li> <li>• The SEND budget is overseen and managed by the Principal</li> </ul>				
<p><b>How the decision is made about how much/what support my child will receive?</b></p>	<ul style="list-style-type: none"> <li>• If there is an ECHP already in place, discussions will take place at the annual meeting</li> <li>• Exams access testing may be used to identify what special arrangements are needed for examinations</li> </ul>	<ul style="list-style-type: none"> <li>• Information passed on by primary schools is used in the early years of secondary to help identify appropriate support.</li> </ul>	<ul style="list-style-type: none"> <li>• Information passed on by primary schools is used in the early years of secondary to help identify appropriate support.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from specialist support staff</li> <li>• Recommend-actions from outside services such as RISE and Educational Psychologists for specific students</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from specialist support staff</li> <li>• Meetings with and reports from IDS making recommendations as to reasonable adjustments for</li> </ul>

	<ul style="list-style-type: none"> <li>• Students are all treated as individuals.</li> <li>• On-going discussions between parents / carers and SENCo</li> <li>• Students may be removed from the SEN register if they have made sufficient and sustained progress</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from specialist support staff</li> </ul>	<ul style="list-style-type: none"> <li>• Key baseline data (spelling and reading tests) is established in the later part of year 6 and the first few weeks of year 7</li> </ul>	<ul style="list-style-type: none"> <li>• Use of Dimensions Tool (pre-RISE referrals)</li> </ul>	students with specific disabilities
<b>How will I be involved in discussions about and planning for my child's education?</b>	<ul style="list-style-type: none"> <li>• Progress evenings</li> <li>• Invitation to meetings with tutors and subject staff regarding KS4 option choices</li> <li>• Where appropriate, parents/carers will also meet with the Assistant Principle in charge of curriculum</li> <li>• Consultations with the SENCO</li> </ul>				
<b>Who can I contact for further information?</b>	<ul style="list-style-type: none"> <li>• Shiv Ressel, SENCo</li> <li>• Mrs Morris Head of Year 11</li> <li>• Mr Saye Head of Year 10</li> <li>• Mrs Parsons Head of Year 9</li> <li>• Mr Cope Head of Year 7&amp;8</li> <li>• SENDIAS</li> </ul>				

For further information about SEND provision in schools and Warwickshire, please visit the Warwickshire County Council's Local Offer webpage found at <https://www.warwickshire.gov.uk/send>