



The Queen Elizabeth
Academy

SEND Information Report

2023-24

The Queen Elizabeth Academy

[#TransformingLives](#)

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Our Vision

We have one core purpose:

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners. #TransformingLives

How do we ensure this across our trust?

In all we do we are:

1. Ethical to the core, ensuring that education is always front and centre
2. Futures focused system leaders – never simply followers
3. Collaborative in every endeavour
4. Resolutely learner centred.

What does this look like across our trust?

Education

We are:

1. Ruthlessly ambitious for all who learn and work with us
2. Unwaveringly inclusive – determined on eradicating barriers to educational success
3. Committed to excellent teaching
4. Determined upon academic excellence for all in our communities
5. Compassionate, ethical and caring advocates for all in our communities
6. Outwardly facing and globally conscious

Operations

We are:

1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

Financial

We are:

1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. Demonstrably efficient in all we do

Our values

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.

- We will adhere unwaveringly to the 'Nolan Principles' of Public Service, which is made clear in our commitment to Ethical Leadership.

Statement of intent

We are committed to taking positive action in the light of the Equality Act 2010 with regard to the needs of people with protected characteristics. These are age, disability, pregnancy and maternity, religion and belief, race, sex, sexual orientation, gender reassignment and marriage and civil partnership.

We will continue to make reasonable adjustments to avoid anyone with a protected characteristic being placed at a disadvantage.

We strive to significantly improve the quality of learning and life experiences of pupils in all of our academies, particularly those pupils who have a special educational need or disability. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their need or disability.

Our academies make provision in accordance with the statutory guidance for Special Education Needs and Disability (SEND) Code of Practice (2015) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN Policy

Our academies recognise that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Children must not be regarded as having a learning difficulty solely because their home language is different from English.

Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.

Who parents can contact for further information at our academy:

Name	Role	Contact Details
Mrs Shiv Ressel	SENCO	S.Ressel@tqea.attrust.org.uk
Mrs Ann Webb	LAC Governor	Ann.Webb@academytransformation.co.uk

Contact details of support services for parents of pupils with Special educational needs:

SEND Information, Advice and Support (SENDIAS) Service

<https://www.kids.org.uk/warwickshire-sendiass-front-page>

SENDAR

sen@warwickshire.gov.uk

Information on where the local authority's offer is published:

<https://www.warwickshire.gov.uk/send>

Academy's Local Offer

1. The kinds of special educational needs provided for:

Refer also to Appendix A – Academy Needs Analysis

A child or Young Person has SEN (Special Educational Needs) if they have a learning difficulty or disability which requires special educational provision to be made for them. We support pupils with a broad range of needs including: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, Sensory and/or physical needs. This list includes Pupils with ASC (Autism Spectrum Condition), Specific learning difficulties such as dyslexia and dyspraxia. Students are supported through a Wave model with differing intensity of support depending on complexity of need and whether accessing our SEND list at K (in-class support) or E (Education Healthcare Plan)

2. How the special educational needs of pupils are identified and assessed:

Identification is achieved through a number of ways. Initially, if your child has an Educational Healthcare Plan, the awarding authority would contact the school if named to ask if TQEA is able to meet the needs as outlined in the plan. This early contact allows the SEND team to identify the needs early and plan in advance for your child attending the school if we believe we can meet need. A close transition relationship between TQEA and the feeder schools ensures that there is information handover in time for a purposeful transition from primary to secondary for your child, considering the sort of support required. Once at TQEA all students undertake initial baseline testing on top of their received KS2 grades from which needs can be identified and if further investigation and assessment, using nationally recognised testing procedures, is required the SEND team along with support from the Warwickshire Specialist Teaching Service gives further detailed analysis of need and recommended strategies.

3. Our academy's approach to teaching pupils with special educational needs:

Pupils with special educational needs are taught in the first instance through adaptive teaching whereby the class teacher assumes responsibility for prioritising the adaptation and accessibility to the curriculum that your child needs. Depending on the complexity of need we aim to support where possible in lessons through in-class support by our team of highly experienced and diverse team of learning support assistants. This may lead to some necessary small group or one to one work at appropriate times according to need and recommendation. Where necessary resources will be adapted for better understanding and TQEA commits to inclusive practice.

4. How we adapt the curriculum and learning environment for pupils with special educational needs:

TQEA takes pride in its Accessibility plan which is also published on our website. We are a recently built school which ensures that our learning environment meets expectations for full accessibility including a lift, a well-appointed medical room and adaptable furniture to name but a few of our provisions. A programme of catch-up intervention in Literacy and Numeracy is in place to support key Stage 3

students and all pupils are supported in their vocabulary through an independently accessed vocabulary improvement programme from Years 7-11 which is closely monitored by their English Teachers and the SEND key workers for individual students.

Teachers have direct access to Elevate forms or are often asked as part of a review preparation to complete Elevate forms for those who they teach whereby they can query or identify need and demonstrate in detail what interventions/strategies they have used and what is working well and conversely not so well.

In addition, any TQEA PD is child centred, and focuses on providing and sharing ideas and resources for our SEND children so that all training is directly relevant.

5. Additional support for learning available to pupils with special educational needs:

The key workers play an important role in monitoring the progress and reviewing the appropriateness of provision for our SEND students and are empowered to discuss needs and adaptations as appropriate with the leaders in charge of curriculum to ensure we give our SEND students the best possible opportunities. In addition to the previously mentioned partnership with the Specialist Teaching Service, the SEND department works closely with the Local Authority Educational Psychology Service, Warwickshire SENDAR and will call upon the expertise of external agencies in support of our pupils such as the VI team, Speech and Language etc. Small group and one to one work with Key workers and using the individual expertise of the team allows us to offer art therapy, cognitive behavioural therapy support, nurture and cognitive groups. SEND at TQEA has its own suite of rooms where individual and small group support can be given as well as sensory respite at social times, with it being staffed at every point in a school day whilst other team members are supporting in lessons.

6. How we enable pupils with special educational needs to engage in the activities of the academy (including physical activities) together with children who do not have special educational needs:

Pupils with SEN are prioritised so for any particular activity planned all risk assessments must be passed onto the SENDCo as an integral part of the planning process to ensure that appropriate support is put in place for the relevant pupils, allowing their full inclusion. Teaching assistants are deployed where appropriate on school trips or unusual activities. If pupils have sensory difficulties or anxiety, parents are warned in advance of any changes to the academy routines as a result of unusual activity by post so that they are able to plan ahead for any changes with their child.

7. What support is available for improving the emotional, mental and social development of pupils with special educational needs:

Pupils with emotional, mental and social development needs are supported through a specialised learning support assistant, external agency support such as CAMHs and Educational Psychology, and a well-established Mental Health support team made up of Mental Health First Aiders, Mental Health Foundation trained staff led by a fully trained Senior Lead in Mental Health, and a school counsellor. Small group work and one to one sessions, including cognitive behaviour therapy and art therapy, are available when appropriate as well as our teachers being trained in Adverse Childhood Experiences (ACEs).

8. How we assess and review the progress of pupils with special educational needs:

Pupils with SEN are identified on whole school data analysis allowing for focused monitoring of progress for the SEN cohort as well as individuals with SEN and by category. Key workers are responsible for tracking the progress of their key students and review the progress with responsible staff and the

relevant pupils. This information is used for the Plan, Do, Review process with SMART targets set, reviewed regularly and parents involved in the process in particular for pupils with EHCPs.

Quality Assurance is achieved through school wide book trawls led by SLT who are consistent in their view that SLT student's work must be represented at all times. Step Labs is developing to support and challenge Tas as well as class teachers in terms of the appropriate adaptations made for the inclusivity of SEND students and demonstrate drop-ins to classes which happen regularly and as SLT, the SENDCo can monitor the observations made and the relevance of targets set.

Formal and informal pupil voice (and sometimes through parents too if they feel that they need to communicate for their child) ensures that we are aware of inconsistencies and can make the appropriate adjustments wherever needed to raise our standards for the highest quality of provision possible.

The expertise and training of staff in relation to pupils with special educational needs:

"All teachers are teachers of SEN". A trust programme of training opportunities and a TQEA CPD (continuing professional development) programme led by the SENDCo is in place to ensure that this statement is valid. In addition, the SENDCo and the SEND team have access to trauma expertise and surgeries for case review in order to develop skills. All TAS follow a nationally recognised programme of professional study through our trust and care is taken to ensure that every member of the SEND team has a particular focus such as ASC, SEMH, EAL etc.

9. Equipment and facilities to support pupils with special educational needs:

The Accessibility Plan outlines the physical provision in support of pupils with educational needs and these have also been referred to under section 4.

10. How we consult with parents of pupils with special educational needs about, and involve them in, the education of their child:

Parents have direct access to their child's key worker through an initial letter of introduction at transition and develop a relationship from there on which continues through regular e-mail contact, phone calls or face to face meetings. Annual reviews take place for students with EHCPs and the SENDCo attends all Progress evenings taking appointments from all parents with children who receive SEND support. The department adds to the more formal written report process with informal discussions through the regular SEND Parent's coffee mornings which are set in the school calendar for each term. No intervention with a child will take place without parent knowledge or consent.

Parents are regularly invited to attend a review meeting where upon information given by teachers of their child via the Elevate forms which are sent out prior to a meeting/conversation, is discussed and adaptations to the Learner Passport for that child are made accordingly with parent knowledge and agreement. Parents have ease of access to the child's key worker who can listen to the parent's concerns and make adaptation accordingly and parents are always welcome to edit a Learner Passport in partnership with the SENDCo or key worker. Parents regularly pass on any extra or privately sought reports which are taken on file and the recommendations are added to the child's learner Passport and shared as a refresh with their teachers. Recommendations on the Learner Passport are there to inform the adaptive teaching strategies which teachers need to plan for when planning lessons which include the identified students. TQEA has adopted an adaptive teaching resource from Nottinghamshire which has been used as part of teacher professional development.

We aspire to review progress of all students with parents termly and have good working relationships with our local authority partners to assist in our achieving our goals.

11. How we consult pupils with special educational needs about, and involve them in, their education:

Pupil voice is accrued through one to one sessions with key workers, through departmental pupil voice gathering and in SEND group sessions. This is in addition to “My Views” as a part of the EHCP review process and the target review meetings. In EHCP reviews, SEND pupil voice and target reviews, pupils are involved in plans regarding their personalised education plans (Learner Passports). The SENDCo promotes that pupils with Special Educational needs must be represented on any pupil fact-finding or staff interview panel for full inclusivity.

Pupils are shown their Learner Passports and encouraged to take them home to share with their families and to reflect on them, often bringing them back with suggestions of what might work for them or what has not worked for them and as such it becomes a partnership effort between the pupil and the key worker and the key worker and the teacher. Teachers have full understanding of their responsibility to be “teachers of SEND” and ensure that they have full knowledge of the SEND students, their category of needs and strategies by having direct access to information via a centralised drive (T Drive) which provides the SEND report, the SEND list, the SEND aware list and the Learner Passports as well as information through Bromcom. As mentioned previously, PD (Professional development) is prepared with TQEA students in mind and is focused and relevant to the needs in the classroom in order to support teachers and give them the confidence to deliver and adaptive and inclusive programme of study.

Pupils are always welcome at arranged reviews and parent meetings if they wish.

12. How we support pupils with special educational needs in transferring between phases of education and/or in preparation for adulthood and independent living:

Transition is a key area for TQEA SEND. The SEND team work closely with the Pastoral team in making early contact and where possible the SENDCo will attend Y6 EHCP review meetings as part of this process. Liaison between TQEA and Y6 class teachers ensures that Learner Passports are relevant for a smooth start to Year 7. LSAs attend meet and greet sessions in the feeder schools and a programme of enhanced transition visits are carried out ensuring that your child is familiar not only with their new school, but also their SEND area and key workers. A summer school is also provided as part of the high needs transition programme. Whilst this takes place at the end of a busy summer term, students with high anxiety are welcomed in for a personal re-familiarisation visit with their parents in the week before the new year begins. At the transition between Key Stage 3 and 4, all SEND students are supported in their subject choice by their key worker who is the person who knows them best and will also support them in careers interviews. This is a similar process to the Key Sage 4 to Post- 16 transition, with key workers being present in careers interviews, a part of planning and applying to courses and sharing information as well as exams access information with the post-16 destinations in a timely manner.

13. How we involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils:

The SENDCo is also a member of the Senior Leadership Team and is Lead DSL. Links are strong with the Local Authority SENDAR team who are on hand to offer support and expert advice. Warwickshire SENDIAS, who support parents, have strong links with the team as well. Young Carers are another organisation with whom we work closely and the SENDCo, along with the rest of the DSL team are Early

Help trained, adopting responsibility as lead professionals with this provision.

14. How we deal with any complaints from parents of pupils with special educational needs:

Please refer to our complaints policy for details of how we aim to resolve any concerns or complaints.

15. How we evaluate the effectiveness of our provision:

Our evaluation of provision is published annually and forms the second part of this document. In addition, a SEN audit is completed and shared with our trust leaders and other SENDCos within the trust so that we can measure our progress and quality of provision as well as learn from our colleagues with the aim to continue to build on our quality of provision. The SENDCo is a SEN System Leader within the Academy Transformation Trust.

