

# **Queensmead School**

## **SEN Information Report**

### **2018/19**

#### **Aim's of Queensmead School to support pupils with Special Educational Needs.**

1. Setting suitable learning challenges
2. Respond to students diverse learning needs
3. To help students overcome potential barriers to their learning
4. Using the graduated approach (assess, plan, do, review) as introduced by the new SEND code of practice (2015). In small number of cases, despite the amount of high level of support given, the pupil's needs are not being met. This is when a process of an EHCP application will take place.

#### **How are students identified as having a Special Educational Need?**

1. Students are identified with SEN usually through our partner primary schools.
2. Students may also be identified as having SEN when in Queensmead School.

Overall students with SEN are regularly reviewed with a 'support plan' put in place by the SENCO. The review usually takes place with the parents/guardian and the student. Pupils progress with EHCP/Statements of educational needs is reviewed annually as recommended by legislation.

#### **Support students in the classroom.**

1. Teachers are expected to differentiate according to individual needs of the pupils
2. Withdrawals for individual or small group interventions
3. In class support by teacher or learning support assistant
4. Additional pastoral or medical support
5. Use of specialist equipment
6. Specific resources and strategies are used where appropriate.
7. The school's curriculum takes into account a wide range of pupils needs.
8. Where applicable, evidence is provided to support pupils for exam arrangements and these made in accordance to school policy.

#### **What Therapeutic Interventions are offered during the school day?**

- Social skills
- CBT Programme
- Bespoke timetables
- Behaviour support
- Organisational skills
- Support from outside agencies (Physiotherapy, Educational Psychologist, Speech and Language Therapist, Hearing Impairment, ASD Specialist Teacher)

#### **The SEND Team at Queensmead School**

Mrs A Mohamed – SENCO/Inclusion Manager  
Rachel Truman – SEN Manager  
Mrs A Headland – SEN Administrator  
Dianne Harrington – Team Leader  
Emma Davies – Team Leader  
Mageret Behan – EAL Co-ordinator

Emily Cusack – LSA  
 Sarah Irwin – LSA  
 Kay Atwell – LSA  
 Kerry Ann Ball – LSA  
 Jani O’Neil – LSA  
 Mario Pasqualone – LSA  
 Ayesha Khan – LSA  
 Sadiya Harji – LSA  
 Clinton Carvalho – LSA  
 Rokia Al-sikafi – LSA  
 Lina Salami – LSA  
 Laura Brady - LSA

**Parents**

The school will work closely with parents in the following ways:

- Individual meetings to discuss needs and transitional needs
- Parents are encouraged to discuss any issues with form tutors, heads of year and SENCO.
- Parents/guardians are invited to review meetings to discuss progress and targets of individuals.
- The school with hold annual reviews for pupils with EHCP/statement of needs.
- The school works closely with LEA and parents to ensure the differing needs of pupils are achieved to their full potential.

**1) Profile of pupils with SEN**

a) Areas of need (total numbers on school’s SEN Register)

Total number of students with EHCP’s = 22  
 Total number of students offered SEN Support = 123

	General Learning Difficulties	Specific Learning Difficulties	Speech and Language Difficulties	Autistic Spectrum Disorders	Social, emotional, mental health	Hearing Impairment	Visual Impairment	Physical/Medical Difficulties	Speech and Language
Number of pupils	36	9	13	14	23	2	2	1	23

**1) Staff Skills/training**

Date	Title / content of training and frequency	Who was involved?	Outcomes / impact of training
September 2019	ASD	Whole School	

January 2019	EKLAN	LSA	To understand the needs of various ASD pupils.
Feb 2019	ASD	LSA's	To understand how to deliver EAL support  Award required to become a fully qualified SENCO
July 2019	AAC	SENCO	To understand the various needs of pupils with ASD  New legislation requires SENCO's to be trained in access arrangements.
June 2019	Sign Language	LSA	To be able to communicate effectively with pupils who have Hearing impairments

## 2) Accessibility

Accessibility of the school buildings, curriculum and printed materials and plans to extend this, as required by the SEN and Disability Act 2001, Disability Equality Scheme.

Information to be provided in Annual Governors' Report to Parents	Where information may be found
<ul style="list-style-type: none"> <li>A description of the admissions arrangements for pupils with disabilities</li> </ul>	School's SEN policy
<ul style="list-style-type: none"> <li>Details of steps taken to prevent pupils with disabilities from being treated less favourably than other pupils</li> </ul>	SEN policy

### 3) Outcomes/Results

<b>G.C.S.E Progress 8 SEN Department 2018</b>	<b>EHCP/Statement</b>	<b>SEN Support</b>	<b>EAL</b>
	0.059	0.431	0.834

<b>G.C.S.E Progress 8</b>	<b>2017 Whole School</b>	<b>2017 SEN</b>	<b>2018 Whole school</b>	<b>2018 SEN</b>
	0.51	0.22	0.445	0.372

### 4) Pupil and parental involvement in annual review meetings

<b>Percentage of pupils attending/involved in their annual review meeting</b>	<b>Percentage of parents/carers attending/ involved in their child's annual review meeting</b>
100%	100%