



Queen Elizabeth's Academy SEND Information Report

The information included in this report describes the Queen Elizabeth's Academy 'offer' for students with Special Educational Needs and Disabilities (SEND).

We welcome your feedback and involvement in the review of our offer, so please contact us if you would like to discuss anything within the report. The people to contact for the 2021/22 academic year are below:

J. Dunning – SENCO

D Percival – Vice Principal (SEND)

K Willmot – Academy Principal

At Queen Elizabeth's Academy we believe in participation and progress for all. We value quality first teaching and aim to create a learning environment that can be flexible to meet the needs of all members of our academy.

We aim to provide every opportunity to develop the full potential of all our students. At the Queen Elizabeth's Academy students with special educational needs or disabilities are valued as individuals and encouraged to integrate with their peers, both socially and academically. At all times, consideration will be given to maintaining and enhancing the self-esteem of students with special educational needs or disabilities.

What kinds of special educational needs does the school/setting make provision for?

We recognise the needs of a range of pupils in line with the requirements of the SEND Code of Practice in relation to Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health along with Physical and Sensory needs within the context of a mainstream environment. We make reasonable adjustments and best endeavours as required by the SEND Code of Practice.

How does the school/setting know if pupils need extra help and what should I do if I think that my child may have special educational needs?

School liaises with parents and outside agencies where appropriate. We have internal identification and assessment tracking systems and procedures to help identify areas of concern. If you have queries regarding your child's education or progress please speak to their Tutor, Head of House or SENDCO.

How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?



School works towards the requirements of the SEN Code of Practice in line with the Assess, Plan, Do and Review cycle, working in partnership to assess progress and devise subsequent actions. Provision Mapping tracks interventions and outcomes. Children with additional external funding will have their needs and provision identified on an individual plan.

How will both the school/setting and I know how my child/young person is doing and how will the school/setting help me to support their learning?

Queen Elizabeth's Academy staff make ongoing assessments throughout the year, with Achievement Coordinators and the SENDCO regularly tracking pupil progress. Feedback on pupil progress is through termly reports, parents evenings and student review days. Parents can track behaviour, homework and attendance via our online system, called Weduc. Parents can contact either the tutor or the SENDCO at any time to discuss their child's progress.

What is the school's approach to teaching pupils with special educational needs?

In line with the Code of Practice guidance on 'reasonable adjustments' a graduated approach is taken depending on the needs of the individual child/pupil. This begins with identification, assessment, differentiation, intervention and personalisation of the curriculum where necessary with the goal of enabling every child/pupil to learn effectively.

How will the curriculum and learning be matched to my child/young person's needs?

As mentioned above each child is assessed and teaching scaffolded accordingly. We look at children's global needs: to include social, emotional, behaviour and learning. Programmes of support are devised to match needs that may include target groups or short-term interventions, through to individualised, bespoke provision.

How are the decisions made about the type and amount of support my child/young person will receive?

Decisions are made collegiately in response to the individual needs. It is a responsive process to ever-changing needs and is structured with clearly defined outcomes. Tutors and subject teachers monitor success and achievement through pupil engagement and progress data. Support is increased or decreased depending on levels of success. This process is monitored by the Head of Year and the SENDCO.

At times there is a need to support SEND outside of the classroom. This is in the form of the PLC. The PLC is used to support students who may not be able to cope with a classroom



environment or for those who are reintegrating back into school. It is a small, nurturing environment that is also used to support students with anxiety and give respite when needed. Students are able to complete work set by their teachers in this small group environment with TA support.

How will my child/young person be included in activities outside the classroom, including school trips?

Queen Elizabeth's academy is a fully inclusive school and makes every effort to ensure all children have access to extra-curricular activities within the boundaries of health and safety and in line with schools duty to make reasonable adjustments.

What support will there be for my child/young person's overall well-being?

The school promotes a culture that encourages positive interaction between staff and pupils. Staff listen to children and take their concerns seriously. Staff are available to listen and talk to children as necessary or when requested. We currently offer services that provide counselling for targeted pupils. The pastoral team holds regular meetings where individual students and pastoral issues are discussed, appropriate strategies implemented and outcomes are assessed regularly. All staff are trained in and are sensitive to changes in children's behaviour and emotional state within the classroom and consult the mental health and/or safeguarding leads when required.

What other learning opportunities are available at the Academy?

Queen Elizabeth's Academy prides itself on the quality of our extracurricular sessions. We offer a wide range of additional clubs and activities which are offered to all. We will make reasonable adjustments where necessary to ensure that all students have the same opportunities available to them. If you would like to discuss specific requirements needed for a student to attend an extra-curricular session, please contact the SEND team.

Who is the school/setting's special educational needs coordinator (SENCO) and what are their contact details?

The SENDCO is Mr Jim Dunning. He can be contacted on 01623 623559 or by emailing jdunning@queenelizabeths-ac.org.uk

What training have staff supporting special educational needs had and what is planned?



Relevant staff have regular training relating to specific individual needs. Staff training is reviewed on a regular basis and updated as necessary by in-house or external providers/practitioners. A number of staff have accessed First Aid, Managing Anxiety, Supporting Children with Autism and Precision Training delivered by external agencies. Peer to Peer support has also been facilitated relating to ICT based programs and Dyslexia resources. Key information and developments are shared during staff meetings. The Academy staff also have access to online training modules in a wide range of subjects. The SENCO attends all relevant, up to date training on a regular basis. Staff individual CPD focussed on SEND is encouraged and assisted.

What specialist services and expertise are available or accessed by the school/setting?

School works in tandem with outside agencies. These include the Educational Psychologist, the Communication and Interaction Team, the Cognition and Learning Team, Health Related Education Team, Targeted Support, Health and the Child and Adolescent Mental Health Service. Social Care and other health professionals also support individual children or families. Where necessary, the Virtual School supports us to deliver appropriate care to Looked After Children. SEND leaders meet regularly across the Family of Schools and Diverse Academies.

How will equipment and facilities to support pupils with special educational needs secured? How accessible is the school/setting?

Equipment is secured on loan where possible from specialist suppliers via the Local Authority. This may be in relation to mobility issues or to curriculum access. The school works in tandem with the Physical Disability Support Service to minimise physical barriers to the environment and with Teachers of the Deaf or Teachers of the Visually Impaired to provide an adapted learning environment where possible. The school has disabled access and toilet facilities.

What are the arrangements for consulting parents of pupils with special educational needs? How will I be involved in the education of my child/young person?

The school holds parents evenings, review meetings and student review days with parents to share information, discuss progress and develop the way forward for their child. Tutors, subject teachers and the SENDCO are also available via phone calls and emails to share information or answer queries at other mutually agreeable times. The school aims to work collaboratively with parents or carers who hold important information about particular children and pupils. Staff recognise and respect parents as primary carers.



What are the arrangements for consulting young people with SEN and involving them in their education?

The children fill in a questionnaire annually to express their views on all aspects of school life. One-page profiles are also used at times to gain pupil views. They have an opportunity to be involved in student review days and target meetings to air their opinions where appropriate. Best efforts are made to solicit views in alternative ways for children who do not communicate easily through speech.

What do I do if I have a concern or a complaint about the SEN provision made by the school/setting?

Any concerns or complaints should first be aired with the Head of House. Concerns will be passed on to the SENDCO or Principal if appropriate. Any formal complaint should follow the Academy policy, which requires a written submission to the Principal and Chair of Governors.

How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in meeting the needs of pupils with special educational needs and supporting the families of such pupils?

There is a Link Governor who meets with the Inclusion Leaders to gain an operational overview of the SEND in the school, provide support and monitor compliance. Inclusion Leaders update Governors on developments. Use of the Local Offer is recommended to parents and school signposts families to support or information sources both in and outside of school where relevant. All operational matters are dealt with by Academy staff.

How does the school/setting seek to signpost organisations, services etc. who can provide additional support to parents/carers/young people?

The school talks to parents about local organisations and services that may be of relevance or interest. Information can be found online on the Nottinghamshire Local Offer: <https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9>

How will the school/setting prepare my child/young person to: i) join the school/setting?

This is dependent on the needs of the child. Extra visits and consultations are available if required prior to starting. In year admissions consultations will be made by the SENDCO.



ii) Transfer between phases of education (e.g. early years to primary, primary to secondary etc.)

Extra visits are available for children who need additional support moving to Queen Elizabeth's Academy from primary school. There is a transition programme between the feeder primary schools and Queen Elizabeth's Academy. For children moving from other schools or academies for Year 7, the SENDCO will establish contact with the current school in order to share relevant information. Transition links may be established during Year 5 if required.

iii) Prepare for adulthood and independent living?

Careers Education, Information, Advice and Guidance is also promoted on future career pathways. Progression routes are tracked throughout changes in Key Stage to ensure appropriate options are taken and for transition from Key Stage 3 to Key Stage 4 and again from Key Stage 4 to Key Stage 5. Information is also delivered to vulnerable pupils via bespoke programmes e.g. those suitable for pupils with autism, in a sensitive and responsive manner where necessary.

Where can I access further information?

To obtain further information about the school you can access our website www.queenelizabeths-ac.org.uk , email or phone the school directly.