



# Queen Elizabeth II Silver Jubilee School



## SEN INFORMATION REPORT:

<p><b>Section 1</b> What kinds of Special Educational needs does QEII School make provision for?</p>	<p>The Queen Elizabeth II Silver Jubilee School is a maintained special school that caters for pupils, aged 2-19, with severe or profound and multiple learning difficulties, or complex needs.</p>
<p><b>Section 2</b> How would QEII identify and assess my child's special Educational needs?</p>	<p>All pupils attending the school have Statement of Special Educational Needs or an Education Health and Care Plan (EHCP), which identifies the school as the most appropriate provision for the pupil. This also identifies the pupil's primary, and where appropriate, additional needs and the Annual Review of the Special Educational Needs Statement/ Education Health Care Plan ensures that they reflect the pupil's current needs. Progress is monitored termly by staff and SMT. The school works closely with therapists and external agencies to identify and support the holistic needs of every child.</p>
<p><b>Section 3</b></p> <p>a) How does the school evaluate the effectiveness of provision for pupils with Special Educational Needs?</p> <p>b) How do you I know how well my child is doing at school?</p>	<p>a) We have a robust system of reviewing our provision each term using a range of tools, including The Ofsted framework, school self-evaluation and the school improvement plan. This includes looking at:</p> <ol style="list-style-type: none"><li>1. Pupil achievement</li><li>2. Behaviour and safety</li><li>3. Leadership and Management</li><li>4. Quality of Teaching</li><li>5. Curriculum</li><li>6 Spiritual, Moral, Social and Cultural</li></ol> <p>Governors are involved in this process and receive termly reports.</p> <p>Any interventions such as pupil premium are identified and tracked to ensure the impact is effective.</p> <p>b) Teachers communicate with parents daily through the home school diary and regular telephone calls. In addition parents are welcome in school at any time. A formal review of the statement or EHCP takes place annually and consists of a report compiled by the class teacher in consultation with</p>

<p>c) How will the staff support my child? How will the curriculum be matched to my child's needs?</p> <p>d) How do you adapt the curriculum?</p> <p>e) How is the decision made</p>	<p>other professionals such as physiotherapists and speech and language therapists. Once parents have been given an opportunity to read the report, they meet together with school staff, and any invited additional professionals involved with their child, to review the existing statement or EHCP, contribute their own observations and discuss priority areas and educational aims. In this way, the report becomes a joint approach to the development of the individual pupil. In addition to the Annual Review, teachers prepare a list of individual education plan targets for each pupil each term. These are sent home during the first two weeks of each term and evaluated at the end of each term. There are also termly open mornings with the opportunity to meet individually with the class teacher.</p> <p>c) Each class has a full time equivalent teacher and at least two learning support assistants - sometimes more. Children may be taught one to one, in small groups or whole class depending upon the activity. School staff are supported by speech and language therapists, physiotherapists, occupational therapists and a clinical psychologist. The school also employs higher level teaching assistants who work closely with the therapists to support communication, physical needs, sensory needs and behaviour. Your child will follow the National Curriculum which is adapted to their needs and their learning. It will be differentiated to enable them to make progress.</p> <p>d) The curriculum has been reviewed in line with the new regulations. Our aim is to provide a curriculum that is relevant, broad and balanced to ensure high levels of interest and engagement whilst covering all areas required enabling pupils to progress. Pupils in the secondary department and sixth form will have the opportunity to access a wide range of opportunities to develop as young people. These may include independent living, life skills and community learning as well as the more 'academic' subjects, dependant on ability and individual needs. The school follows ASDAN accredited courses that are appropriate to individuals. All planning, both, medium term and short term is highly differentiated within each class.</p> <p>e) Your child will initially have their needs identified through their statement/EHCP. We constantly review this and using</p>
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<p>about the level of support my child receives?</p> <p>f) How will my child be included in activities outside the school curriculum including trips?</p> <p>g) What support is there for my child's overall well-being?</p>	<p>our expertise and experience will identify when and where additional support may be need. For example one to one support.</p> <p>f) During their time at QEII School, every child will have the opportunity to access trips including residential experiences if parents wish. Our off-site visits are designed to enhance curricular and recreational opportunities for all our pupils. They provide a wider range of experiences for our pupils than could not be provided on the school site alone, as well as promoting the independence of our children as learners. Such activities include swimming and leisure opportunities, horse riding and trips into the local community. We run after school rebound therapy and music therapy clubs on Mondays to Thursdays. We also work in partnership with Horsham District Council's 'Reaching Higher' activities and host an after school dance club and additional rebound therapy. The school runs a two week summer school for the first two weeks of the summer holidays. All visits and activities are risk assessed to ensure they are appropriate for individual pupils.</p> <p>g) We have a robust safeguarding policy and protocol in place. Pupils' health and well-being is paramount. Personal care is conducted discreetly and with dignity, fostering independence whenever possible. We work closely with medical practitioners if your child has a health need and will discuss with you a Health Care Plan and administration of prescribed medication. We also work closely with Social Services and the children with disabilities team. We also work closely with our clinical psychologist to support any behavioural needs.</p>
<p><b><u>Sections 4 &amp; 5</u></b> What training is provided for staff supporting children and young people with SEN's?</p>	<p>All our staff receive training and support to meet your child's education, social and health needs. Teaching staff, higher level teaching assistants and special support staff have accessed targeted programmes of continuing professional development to develop their skills which typically includes a range of specialist training, such as speech and language therapy, the use of Picture Exchange Communication System, Treatment and Education of Autistic and Related Children (TEACCH) and Makaton as well as individual learning styles and programmes. All staff receive Team Teach training in order to develop their positive behaviour management skills, moving and handling, and first aid. Eating and drinking and medical training</p>

	is delivered to staff as appropriate.
<p><b><u>Section 6</u></b> How accessible is QEII School?</p>	<p>Our school is fully accessible with dedicated disabled parking bays. The building is fully wheelchair accessible with wide corridors. There is a full range of toilet and changing facilities, all of which are accessible.</p> <p>There is a hydrotherapy pool, soft play area, sensory spaces and a fully equipped performing arts studio.</p>
<p><b><u>Sections 7 &amp; 8</u></b> How are Parents involved in the school? How can you get involved and who should you contact?</p> <p>How do Parents and children get involved in their education?</p>	<p>One of the foundations of partnership between parents and professionals lies in the recognition of how much they have in common and how much they can learn from each other. We take seriously the needs of every pupil and acknowledge that only by working in partnership with parents can we achieve our aim. Children achieve more when the school and parents work together and therefore parents are always welcome in school. There are no restrictions on parental access, providing the interests of the pupils are not adversely affected. Parents are involved in school life through a variety of activities, such as working alongside teachers and assistants in the classroom, supporting specific sessions such as swimming, being a member of the Parent Partnership Committee, PTFA or of the school's Governing Body. Parents receive a weekly newsletter and are able to access a range of focused support groups. Parents are formally invited to special assemblies, performances, awards evenings and our termly open mornings.</p> <p>At QEII we recognise the importance of our pupils being involved in their learning from an early age and this is encouraged through regular discussion and pupil friendly individual education plans. We are also looking to strengthen our key worker system across the whole school.</p>
<p><b><u>Section 9</u></b> What do I do if I have a concern about the school provision?</p>	<p>In the first instance we encourage you to contact your child's class teacher. If you still have concerns then please contact the Headteacher.</p> <p>In the unlikely event that your concern is not resolved then please contact our Chair of Governors.</p> <p>Ultimately parents have recourse to the Secretary of State if the situation still can't be resolved.</p>
<p><b><u>Sections 10 &amp; 11</u></b> What specialist services and expertise are available at or accessed by the school?</p>	<p>We work closely with the following to support your child's needs.</p> <p>All therapy services including physiotherapy, occupational therapy and speech and language therapy. Specialist services including hearing impairment, visual impairment and the educational /clinical psychology services and music therapy.</p> <p>We also work closely with the Social Services Child Disability Team.</p>

	<p>Your child will need a Statement of Educational need or an Education Health Care Plan before being considered for admission to our school. Your point of contact to discuss this is the Local Authority SEN (Special Educational Needs) team.</p>
<p><b><u>Section 12</u></b>  How do you prepare my child for joining your school or transferring to another school?</p>	<p>Admissions to the school are determined by the Local Authority and it is their responsibility to ensure that the provision meets the needs of your child as identified in the statement or ECHP. Parents are encouraged to visit the school as part of this process.</p> <p>Your child will be invited to access transition opportunities, such as visiting the class, or a phased introduction to the school.</p> <p>Transition planning is a vital part of the Annual Review process from Year 9 onwards. Parents and pupils meet their SENAT advisor and sixth form students have the opportunity to benefit from college links of specialist adult providers such as the Collyers / QEII partnership, Brinsbury College or Central Sussex College in order that pupils can familiarise themselves with these settings.</p>
<p><b><u>Section 13</u></b>  When can I get further information about services for my child?</p>	<p>The information in this report forms a part of the West Sussex local offer which can be accessed on our school website or at : <a href="https://westsussex.local-offer.org/">https://westsussex.local-offer.org/</a></p>