



SEN Information Policy and Report

Effective from: *September 2023*

Author: *Helen Elphick*

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Approval: *Sally Miller 28.9.2023*

Statement of Intent

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation: Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities and The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators and the SEND information report.

The Local Offer

As part of the Children and Families Bill (2014), schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs aged 0-25 years. This is called the Local Offer. This document tells you about QEII's Local Offer and how we can support your child in order to reach their full potential.

QEII Introduction

The Queen Elizabeth II Silver Jubilee School is an all age (2-19 years) special school for children with severe or complex learning difficulties. These include children with autism, profound and multiple learning difficulties, epilepsy, complex medical needs, visual and hearing impairments, Down's syndrome and cerebral palsy. All pupils attending QEII have an Educational Health and Care plan and are placed by the Local Authority (LA). The catchment area includes Horsham, Broadbridge Heath, Southwater, Billingshurst, Pulborough and surrounding villages. Children who live over three miles from the school will be transported to school by the LA.

QEII School is a “very special place” where our core values of care, creativity and empowerment are evident in everything we do. “Staff care deeply for the pupils here, all of whom have special educational needs and/or disabilities. Every pupil is treated as an individual whose talents and needs are well understood.” OFSTED 2023.

Aims

Our SEND information report aims to set out how QEII School will support and make provision for pupils with special educational needs (SEND). It explains the roles and responsibilities of everyone involved in providing for pupils with SEND. We believe it is essential to provide a well-balanced, challenging curriculum for all pupils. We are committed to ensuring that all pupils receive their right to a high quality, accessible and balanced education, irrespective of special educational need, disability or medical need. We also aim to provide the best opportunities for our learners in terms of social development, independence and life-skills to support them to live fulfilled lives as adults.

Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. This can be that they have a significantly greater difficulty in learning than the majority of others of the same age, or a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools. Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and responsibilities

Assistant Heads

The Assistant Heads work with the Headteacher and governors to determine the development of SEND policy and provision in the school and college. They have day-to-day responsibility for the operation of this SEND policy and co-ordinate provision made to support individual pupils. They provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils receive high quality support and teaching, and appropriate therapeutic interventions. They are the point of contact for external agencies, especially the local authority and its support services.

The Assistant Heads work with the Headteacher and governors to ensure that QEII meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements and ensure that records of all pupils with SEND are kept up to date.

Governors

The governors monitor the quality and effectiveness of SEND provision within QEII and feedback to the full governing body. They work with the Headteacher and senior management team to determine the strategic development of SEND policy and provision

Headteacher

The headteacher works with the governors and senior management team to determine the strategic development of SEND policy and provision and has overall responsibility for the provision and progress of all pupils at QEII School




Class Teachers

Class teachers are responsible for: the progress and development of every pupil in their class. They work closely with the support assistants and any involved specialist staff to plan and assess the impact of support and interventions to ensure continuity and progress.

Class teachers work with the Assistant Heads to review each pupil's progress and development and discuss any changes to provision. They liaise with prior- and potential next-providers of education to ensure pupils and their families are informed about options to help ensure a smooth transition.

SEND Information Report

Identifying Pupils with SEND and Assessing their Needs

-  All pupils attending the school have 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 need, and where appropriate, additional needs. For children entering nursery, or in the circumstances of children new to the UK education system, they may be placed at the school on an assessment placement during which time an EHCP may be considered.
-  All children will have an Annual Review and in the case of pre-school children a twice-yearly review of their needs. This is to ensure that we continue to review if we are the best placement and that the EHCP continues to identify all the provision your child needs.
-  EHCP outcomes are used to identify ILP targets which are taught as part of the curriculum when children's understanding is assessed to inform teaching and targets are adapted as necessary. Each pupil's journey is individualised to ensure progress cognitively, socially, emotionally, physically and to meet any communication and sensory needs. Earwig enables us to have personalised information on your child's progress which parents / carers can access and add their own records.

Consulting and Involving Pupils and Parents

- 👑 We foster a joint collaborative approach. Parents / carers are the primary source of information and insight into their child.
- 👑 Close collaborative working with you, therapists and other experts such as specialist teachers for hearing and visual Impairment and educational psychologists, ensures we identify where any additional support may be of value for your child, and with your agreement referrals will be made.
- 👑 Parents / carers are provided with copies of their child's targets at the beginning of each term and an evaluated version at the end of each term. Information such as timetables, topic and daily updates can be accessed on our eSchools' platform. Parents' evenings take place termly when you are invited to discuss progress and future targets. Parents / carers are also invited into their child's class each term for a collaborative afternoon.
- 👑 The progress of all pupils is monitored through Earwig, by class teachers and subject teachers and pupil progress meetings with senior leadership to ensure that pupils continuously make progress and are empowered to reach their potential.

Supporting Your Child

- 👑 The EHCP will outline your child's needs, recommend resources, teaching programmes and multi-agency involvement. The class teacher co-ordinates and oversees the implementation of the personalised plan, setting targets outlined in an Individual Learning Plan, shared with you and all the staff who are working with your child and also with your child where appropriate. Individual Learning Plans are reviewed termly to ensure they are effective and impact on your child's progress.
- 👑 We are committed to meeting the range of needs each child has, and as such we use a wide range of recognised approaches to the teaching of pupils with severe and profound learning difficulties. Through individual assessment and on-going research, we identify any changes in needs and the additional provision that we need to develop to provide for this and train our staff accordingly.
- 👑 Pupils are grouped in inclusive key stage classes which are small with high staff ratios. Within these, pupils will follow the pathway that best meets their need, formal, semi-formal and informal. These groups are flexible, and a pupil may move between groupings for certain areas of delivery to ensure they achieve their best outcomes.
- 👑 Each pupil's communication goals are planned and evaluated by a multi-disciplinary communication team that includes teachers and therapists. Many pupils access approaches such as TEACCH and structured teaching, PECS (Picture Exchange Communication System), sensory diets, intensive interaction, attention autism, curiosity programme and positive behaviour management. Senior leaders rigorously monitor pupil learning through observation, discussion and data, and all staff are focussed on improving pupil learning.

- 👑 The school's Governing Board is actively involved in the life of the school and receives reports on all aspects of pupil progress and whole school performance.
- 👑 The approaches we will use are based on an assessment of need and this includes looking at the best learning style for your child.

Your Child and the Curriculum

- 👑 Please read the Curriculum Statement on the website. This provides a clear, short outline of our curriculum intention.
- 👑 The curriculum is developmental and personalised to your child's needs to enable them to make progress. It is a spiral, progressive framework that ensures our pupils are constantly revisiting concepts and knowledge.
- 👑 It is delivered through a topic-based approach and learning is focused on being relevant, meaningful and fun.
- 👑 The school uses its own Q level assessment to ensure that we can personalise approaches to help your child make progress.
- 👑 Technology is used to excite, enthuse and engage pupils about learning. Alongside interactive facilities such as our immersive room and interactive hydrotherapy pool, the school has interactive smart boards in all classes and access to a host of laptops and tablets to meet all abilities and needs.
- 👑 All classes are inclusive, and pupils work in their pathway to meet their learning needs.
- 👑 Teachers plan together in key stages and where a child would benefit from joining a different group for a particular element of the curriculum, this can be managed by enabling personalised learning in an individual timetable.
- 👑 Our college students follow ASDAN programmes, giving them an accreditation pathway, which is appropriate for their ability and is based around independent living and life skills. Alongside this, they continue to study Functional Maths and English.
- 👑 The quality of teaching and learning, curriculum, lesson planning and progress are rigorously monitored by the Senior Leadership Team.
- 👑 The fostering of positive attitudes by parents and teachers to a pupil's learning cannot be over-emphasised. Pupils are encouraged from an early age to evaluate their work and celebrate achievement.
- 👑 The pupils at school participate in many activities which are well matched to their individual needs. This will include many specialised activities, such as hydrotherapy, donkey riding, aromatherapy and massage.
- 👑 The school prides itself on its links with the wider community through visits to other schools, link courses at colleges and work experience. Dual placements with mainstream schools are encouraged if appropriate for individual pupils.

Assessing and Reviewing Pupils' Progress towards Outcomes

- 👑 The EHCP will outline your child's needs, recommend resources, teaching programmes and multi-agency involvement. The class teacher co-ordinates and oversees the implementation of the personalised plan, setting targets outlined in an Individual Learning Plan, shared with you and all the staff who are working with your child and also with your child where appropriate. Individual Learning Plans are reviewed termly to ensure they are effective and impact on your child's progress.
- 👑 We are committed to meeting the range of needs each child has and as such we use a wide range of recognised approaches to the teaching of pupils with severe and profound learning difficulties. Through individual assessment and on-going research, we identify any changes in needs and the additional provision that we need to develop to provide for this and train our staff accordingly.
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- 👑 Each pupil's communication goals are planned and evaluated by a multi-disciplinary communication team that includes teachers and therapists. Many pupils access approaches such as TEACCH and structured teaching, PECS (Picture Exchange Communication System), sensory diets, intensive interaction, attention autism, curiosity programme and positive behaviour management. Senior leaders rigorously monitor pupil learning through observation, discussion and data, and all staff are focussed on improving pupil learning.
- 👑 The school's Governing Board is actively involved in the life of the school and receives reports on all aspects of pupil progress and whole school performance.

Communication

- 👑 We aim to work in close collaboration with parents; the most effective progress will be made by children where home and school are working together. We are therefore committed to developing strong communication with parents and carers through eShools, Earwig timelines, email communication, parents' evenings, open afternoons and Annual Reviews as well as our weekly newsletters and QEII Newsround which is aired weekly on our website and Facebook page.
- 👑 Parents are always welcome to have discussions with their child's class teacher before or after school as well as discuss progress during consultation evenings and Annual Review meetings in school and attend class and whole school events.
- 👑 All pupils have an Individual Learning Plan (ILP) which has personalised targets focused on enabling your child to make progress. This progress is assessed through our Q levels on Earwig and targets are reviewed termly. We will share the data on your child and their target progress at parents' evenings and Annual Reviews. Progress against targets and resources to meet need are reported back to the LA for its consideration.
- 👑 We are aspirational for each of our pupils and have a holistic approach to their learning. We believe in focusing on whole child development

- 👑 Any parents for whom English is not their first language can request a translator at Annual Reviews or organise email communication with a signpost to a translator app.
- 👑 New pupils / students are provided with a welcome pack and are invited into school for a personalised transition path.
- 👑 The school has an open-door policy and encourages parents to become as involved as possible.
- 👑 QEII Connections are regular meetings that give an opportunity for parents to meet and discuss issues that affect their lives and the lives of their children and wider families. School staff and professionals cover a range of topics that parents request, e.g. managing sleep issues and toileting.
- 👑 There is a Parents, Teachers, Friends Association (PTFA) as well as parent representation on the Governing Board.
- 👑 Our Parent Partnership Committee is designed to promote partnership between home and school, and this meets at least every half term.
- 👑 The annual parents' questionnaire provides parents with an opportunity to comment on the school and help inform school improvement.
- 👑 Parents are welcome to come in as volunteers undertaking activities such as listening to reading or supporting in forest school.
- 👑 Family and friends are regularly invited to join in special school days, attend performances, special assemblies and a range of social functions.

Supporting Pupils' Wellbeing

- 👑 We are committed to safeguarding and have robust systems in place to monitor the well-being of each child. All staff are trained in child protection and the school has a comprehensive policy which links to all areas of school life.
- 👑 We have a rigorous reporting and recording system including a high awareness of the requirement for Whistle Blowing. We will ask parents and carers for any reasons they may know of with regard to any bumps and scrapes in the same manner that we would happily provide this information along with collaboration into investigating any changes such as in mood or presentation.
- 👑 We are committed to multi-agency working to ensure that the needs of the whole child are met and as part of this, work closely with the school's medical and therapy team which includes provision from a school nurse, speech and language therapists and a speech and language therapy assistant, two physiotherapists and two occupational therapists. As well as supporting individual pupils, these professionals advise staff around strategies and offer training.
- 👑 Additional expertise is provided through the Physical and Sensory Support Service, which includes collaborative work with specialist teachers for the hearing and vision impaired. The school also benefits from collaboration with other services such as CAMHS (Child and Adolescent Mental Health Service).

- 👑 The school employs staff trained as moving and handling trainers ensuring staff have a high level of training and expertise.
- 👑 Pupils have care plans that identify their care needs including personal care needs and the administration of medication when required. It also identifies emergency procedures to be followed, where appropriate.
- 👑 Pupil voice is encouraged in all areas of the school through regular meetings of the Student Council. Pupils, where appropriate, contribute to the Annual Review of their EHCP through self-assessment and pupil comments forms. Where possible pupils know their targets and can describe their next steps of learning to achieve those targets.
- 👑 Staff know individual pupils very well and any pupils requiring additional support will be offered it from a staff member.
- 👑 Staff build strong working relationships with the pupils, which supports the delivery of focused support in areas such as PSHE and Relationships and Sex Education.
- 👑 Built into all that we do is the ethos of working with parents as this is the best way to support the child and understand how best to meet their over-all well-being.
- 👑 Health and Safety is closely monitored with risk assessments undertaken for any and all potentially hazardous activities. The need for risk assessments is also built into all curriculum policies and the daily running of the school including in all off-site activities.

Specialist Services and Expertise

- 👑 All our educational staff have had specialist training and development.
- 👑 Both teachers and support staff have a programme of training that keeps them up to date with all the specialist skills necessary for working with children with special educational needs.
- 👑 We have a comprehensive package of additional provision to support our pupils to make progress including Narrative Therapy, Write Dance, Jump Ahead, ELSA, Zippy's Friends, cued articulation, attention autism, story massage, social stories, Lego therapy, sensory circuits and ERIC toileting.
- 👑 A range of therapy services are available at school and therapists / therapy assistants work alongside teachers to ensure a collaborative approach. Each therapy is also supported by a higher level teaching assistant. We are committed to working in a multi-disciplinary way and we enhance the services provided by the Health Authority by purchasing additional therapy hours.
- 👑 In school we have dedicated time from the following staff: play therapist, Forest School's practitioner, Reading Recovery and Numbers Count teacher, speech and language therapists, physiotherapists, occupational therapists, educational psychologist, school nurse, advisory teacher for vision impairment and advisory teacher for hearing impairment.
- 👑 In addition, we liaise closely with other agencies who work collaboratively with school staff in meeting the wider range of pupils' needs: social workers, respite providers, consultant paediatricians and wheelchair services.

Staff Training

- 👑 All teachers and support staff are trained in developing their teaching skills through a rigorous system of lesson observation and actions to improve teaching and learning.
- 👑 All staff are committed to maintaining their own professional development and there are opportunities for all staff to develop their expertise in response to pupils' learning and wellbeing needs.
- 👑 All staff new to the school complete a comprehensive induction programme that includes safeguarding, whistle blowing, first aid, managing medicines, moving and handling, behaviour (Team Teach). All staff have a programme of training, which keeps them up to date with all specialist skills necessary for working with children with special educational needs. They receive additional training required to meet the needs of the individual pupils with whom they are working, e.g. PECS, gastrostomy feeding.
- 👑 All staff access professional development that links to our school improvement plan as well as their own performance management. Staff make best use of the knowledge of their colleagues, and information from courses is cascaded through the school.

Activities Outside the Classroom

- 👑 Our off-site visits are designed to enhance curricular and recreational opportunities for all our pupils and provide a wider range of experiences than can be provided on the school site alone as well as promoting the independence of our children as learners. All visits and activities are risk assessed to ensure they are appropriate for individual pupils. Visits include swimming, accessing the gym and accessing local parks, shops and recreational centres.
- 👑 Students have the opportunity to take part in a wide range of residential activities appropriate to their individual needs, these include one-night, four-nights and a whole week once they are in the college.
- 👑 The school has three minibuses that are used for a variety of educational and leisure outings, including visits to local community facilities and outings to enhance topic learning.
- 👑 We run a breakfast club each day and our Stage Right Juniors and Seniors which pupils can continue to access after they have left us. Our Monday after school activity club for our senior pupils focuses on life skills and we have an after school primary music club.
- 👑 We work closely with other organisations such as 'Reaching Higher' who run rebound and dance clubs on our site.
- 👑 Our curriculum in the college promotes the transition of skills into the community including strong links to local FE colleges and specialist providers in the adult community.
- 👑 All visits and activities are risk assessed to ensure they are appropriate for individual pupils; these are overseen by the qualified Educational Visits Coordinator, (EVC) and checked by the Headteacher.

- 👑 Before any residential, opportunities are provided for parents /carers to be as active part in discussions around the visit.
- 👑 The school has curriculum focus weeks each term when a single curriculum area is made a focus for learning, enabling pupils to have a total immersion in a subject. As part of these, the school will bring in external providers such as Animazing and Wonderdome.

Ensuring Accessibility

- 👑 The school is a secure site with a perimeter fence and office controlled pedestrian gate.
- 👑 It is housed in purpose built single storey buildings and is fully wheelchair accessible with hoist tracking in many areas.
- 👑 Specialist facilities include a hydrotherapy pool with direct hoisting from the changing area to the pool. The pool is also fully interactive with lights, projectors and sound. We also have an ELSA room, immersive room, rebound room, school library, forest school, soft surface playground, trim trail, five-a-side football pitch and playground equipment including a water play area. There is a large purpose-built studio for performing arts and indoor sports, which also contains an art studio.
- 👑 Pupils have a PEEP, (Personal Emergency Evacuation Plan) as required as part of Risk Assessment procedures to ensure the safe evacuation of pupils in the event of emergency such as a fire.

Ensuring Smooth Transitions

- 👑 Admissions to the school are determined by the Local Authority, whose responsibility it is to ensure that the provision meets the needs of your child as identified in their ECHP. Parents are invited to visit the school prior to applying for a place and at any time through the application process.
- 👑 New children are invited to access transition opportunities, such as visiting the class, or a phased introduction to the school.
- 👑 The school provides a welcome pack for new pupils joining the school so that the pupil and family have some idea of what to expect when they start in their new class.
- 👑 At the end of each academic year, the school provides an opportunity for staff and pupils who will be moving classes to visit their new class and get to meet the new staff they will be working with. Parents are invited to a Meet the Teacher event early in September giving them an opportunity to see their child's new classroom and ask any questions they may have.
- 👑 Where appropriate, the school will provide social stories and photographs to enable a child to prepare for any change, such as a move to a new class. In these instances, we work closely with the parents to make the transition as smooth as possible. We extend this work to support pupils where the family may be moving house or when a new sibling is due.
- 👑 Transition planning is a vital part of the Annual Review process from Year 9 onwards. Parents and pupils have the opportunity to meet with the transition advisor and all sixth

form students have the opportunity to benefit from college links of specialist adult providers in order that pupils can familiarise themselves with the settings.

- 👑 Appropriate students undertake a period of work experience in order to gain an understanding of the world of work and they access a curriculum that offers opportunities to develop independence and work skills.
- 👑 The school will support parents around potential future placements and support them to consider the questions that they may wish to consider. Wherever possible the school will support students to make pre-visits and spend time in a new placement. We will also liaise with future provisions to have all the necessary strategies in place to make a transition successful.
- 👑 Involvement in events such as Shakespeare for Schools Festival, Dancetime and Horsham Children's Parade support raising a positive awareness of our young people in the community.

Allocating School Resources

- 👑 The school is resourced by the DfE and the Local Authority and a significant proportion of the school's funding goes on providing a high staffing ratio to ensure we maintain small class sizes that enable small group, paired work and 1:1 teaching provision.
- 👑 Where pupils are in receipt of Pupil Premium it is used to ensure that they are achieving at least at the level of their peers. All pupils at QEII School in receipt of Pupil Premium do exceptionally well and consequently the funding is used to raise the attainment of all pupils, and supports the breadth of provision available.
- 👑 Individual assessments of pupils are used to identify what specific provision is required to best support the child's progress. This is recorded and measured to identify the extent to which it has had a positive impact on their progress. The effectiveness monitoring of provision ensures that we can target funding to ensure the greatest impact for each child.

Further Information

- 👑 For parents the first point of contact is your child's teacher.
- 👑 If you need more general information about the school or any concerns please contact the school office who will be able to direct you to the most appropriate member of staff.
- 👑 If you are considering your child joining the school the first person to talk to is Alison Mitchison, school secretary.
- 👑 A comprehensive list of local services to support pupils with SEND is published and maintained on The Local Offer, which we would recommend as a first point of contact for identifying relevant activities, services and expertise. The information in this report itself also forms a part of the West Sussex Local Offer, which can be accessed at: <https://westsussex.local-offer.org/>

Links with other policies and procedures: Accessibility Plan, behaviour policy, equality information, supporting pupils with medical conditions.

QEII School Equalities Policy is available on the school website

<https://www.queenelizabeth2.w-sussex.sch.uk/website/> under Information.

<p>Section 3</p> <p>a) How does the school evaluate the effectiveness of provision for pupils with Special Educational Needs?</p> <p>b) How do you know how well my child is doing at school?</p> <p>c) How will the staff support my child? How will the curriculum be matched to my child's needs?</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"> 1. Pupil achievement 2. Behaviour and safety 3. Leadership and Management 4. Quality of Teaching 5. Curriculum 6 Spiritual, Moral, Social and Cultural <p>Governors are involved in this process and receive termly reports. Any provision 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 on eSchools and regular telephone calls as well as being able to access their pupils' timelines through the Earwig platform. In addition, parents evenings are held termly and can attend other events such as open afternoons and QEII Connections. A formal review of the EHCP takes place annually and consists of a report compiled by the class teacher in consultation with 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 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 learning plan targets for each pupil each term which incorporate their EHCP outcomes. These are sent home during the first two weeks of each term and evaluated at the end of each term.</p> <p>c) Each class has a full-time equivalent teacher and at least three 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, school nurse 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 pastoral care.</p>
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<p>d) How do you adapt the curriculum?</p> <p>e) How is the decision made 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>Your child will follow the National Curriculum which is adapted to their needs and their learning. It will be adapted to enable them to make progress.</p> <p>d) The curriculum is a spiral curriculum ensuring that both knowledge and skills are revisited and built upon. 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 individualised within each class. Our School has specialist status in creative arts.</p> <p>e) Your child will initially have their needs identified through their EHCP. We constantly review this and using our expertise and experience will identify when and where additional support may be need.</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.</p> <p>We run after school clubs on Mondays and Tuesdays which include developing life skills and enhancing our curriculum with a music club. We also work in partnership with Horsham District Council's 'Reaching Higher' activities and host an after-school dance club and rebound therapy.</p> <p>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.</p> <p>We also work closely with our play therapist, who offers sessions for parents and pastoral team is available to support any mental health or behavioural needs.</p>
<p><u>Sections 4 & 5</u></p>	<p>All our staff receive training and support to meet your child's education, social and health needs.</p>

What training is provided for staff supporting children and young people with SEN's?	<p>Teaching staff, higher level teaching assistants and special support staff access 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), Attention Autism and Makaton as well as individual learning styles and programmes.</p> <p>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 is delivered to staff as appropriate.</p>
<p><u>Section 6</u></p> <p>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. There is a hydrotherapy pool, sensory spaces and a fully equipped performing arts studio.</p>
<p><u>Sections 7 & 8</u></p> <p>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 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.</p>
<p><u>Section 9</u></p> <p>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. 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><u>Sections 10 & 11</u></p> <p>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. All therapy services including physiotherapy, occupational therapy and speech and language therapy. Specialist services including hearing impairment, visual impairment, the dietician and the educational /clinical psychology services and music therapy. We also work closely with the Social Services Child Disability Team.</p> <p>Your child will need 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><u>Section 12</u></p> <p>How do you prepare my child for joining your school or</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</p>

<p>transferring to another school?</p>	<p>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 Brinsbury College or Central Sussex College in order that pupils can familiarise themselves with these settings.</p>
<p><u>Section 13</u> 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 : https://westsussex.local-offer.org/</p>