

 An ambitious and inclusive Trust of schools
strengthening our communities through
excellent education.



Statement of Intent

At Queen Elizabeth's, we believe all young people deserve the very best possible start and we aim to enrich the lives of all our students.

We are an ambitious school, dedicated to providing an excellent education that develops knowledge, character, contribution and wisdom. We are committed to offering an inclusive curriculum to ensure the best possible education for all our students, and we work in collaboration with families and external agencies to ensure all students are given the opportunity to reach their potential and achieve success.

Queen Elizabeth's is dedicated to providing the best education and the brightest future for all. Our mission - to provide an outstanding education that ensures all students reach their greatest potential - is at the heart of everything we do. This is from an inspirational curriculum which gives students experiences on which to base their learning and their future life choices, to a strategic staffing, recruitment and CPD plan which ensures that all teachers and staff members can improve, not because they are not good enough but because they can be even better (Dylan William).

All students with Special Educational Needs and Disabilities (SEND) are welcome at Queen Elizabeth's. Full support will be provided to each student who has SEND requirements with well thought out strategies to overcome any barriers to achievement. Queen Elizabeth's is a fully inclusive school providing an outstanding and caring education so all students can achieve their potential.

Our students and their families are fully involved in planning to support SEN, and the progress of students with SEN is monitored towards meeting specifically identified goals and targets. These are recorded in individual SEN Plans, which are reviewed termly. The school uses specialist strategies, which include a strong commitment towards training and developing all teachers and Teaching Assistants in their understanding of SEND to ensure that everyone is a 'teacher of SEND'.

Excellent care, guidance and support contributes significantly to students' personal development to make them all feel safe and secure and make the best possible academic and personal progress.

Our school will:

- Have a designated SENDCo who is part of the Senior Leadership team and who has completed the National Award for SEND Coordination.
- Have a named Governor for SEND.
- Have a SEND Information Report and SEND policy. These will be available on the website and reviewed yearly by Senior leaders and Governors.
- Contribute to SEND peer reviews.
- Ensure students with SEND have full access to extra-curricular opportunities and are represented in every aspect of school life.
- Ensure every aspect of the school's KPI's have a reporting mechanism for SEND.

In addition, we will use the following guiding principles as part of our work in supporting students with SEND:

- First, all staff are aware of the SEND students they teach, tutor or mentor: we consciously build strong relationships with these students, gaining knowledge of their subject strengths and areas for development, their individual contexts and aspirations. We share this with all relevant staff through Pupil Passports, which summarise each student's needs and explain key strategies to support their learning.
- We focus relentlessly on developing them as individuals: their talents, their academic endeavours and acknowledge and address the unique barriers they face.
- At the front of our minds, we remember that we are powerful advocates: we have a responsibility to ensure that every student with SEND is prioritised for enriching academic and extra-curricular opportunities that challenge and inspire them.

- We develop SEND students as leaders in our community: we believe in them, even when they don't believe in themselves; we prioritise them at every opportunity, proactively encourage them to take on leadership roles and ensure they develop the skills in order for them to be successful.
- We know that excellent teaching is at the heart of success, supported by our ambitious learning culture, our pedagogy, knowledge-rich, cohesive curriculum, consistent routines, feedback, high expectations and strong knowledge of individuals. These strategies can and do make a difference to our most vulnerable students.
- We know that excellent teaching is adaptive and meets the needs of the learner. Teachers engage with incremental coaching and evidence-informed approaches to refine, develop and improve in order to ensure our learners achieve their potential. We understand the importance of subject mastery and seek always to develop subject knowledge and expertise.
- We address financial and practical barriers to learning and enrichment. We provide essential equipment where necessary for SEND students.
- We offer opportunities for independent practice. We explicitly teach students learning habits, which are embedded in lessons and monitor their success throughout their school career and intervene, where necessary, to support progress.
- We raise aspirations and focus on the future. We provide guidance and support that allow our students to explore opportunities they may not have considered. Students are prioritised for careers advice and work experience. We develop strong links with universities and businesses in order to encourage all students to broaden their horizons.
- We understand that excellent attendance is fundamental to student success: we intervene early and positively when students are absent and ensure that any barriers to excellent attendance are addressed.
- For young people who are looked after by the local authority and have SEND, we will work alongside the Devon Virtual School to champion the individual needs of all care-experienced children and young people, enabling them to learn, aspire, thrive and achieve their maximum potential. We will work alongside them to provide exceptional support and encouragement so that they experience stability, feel safe, are cared for, valued, supported and trusted; are confident, have a strong sense of identity and are empowered to be independent to enjoy learning and have fun; achieve well, both academically and socially and reach their full potential, are proud of who they are, who they are becoming and to own their story.

Contact Details

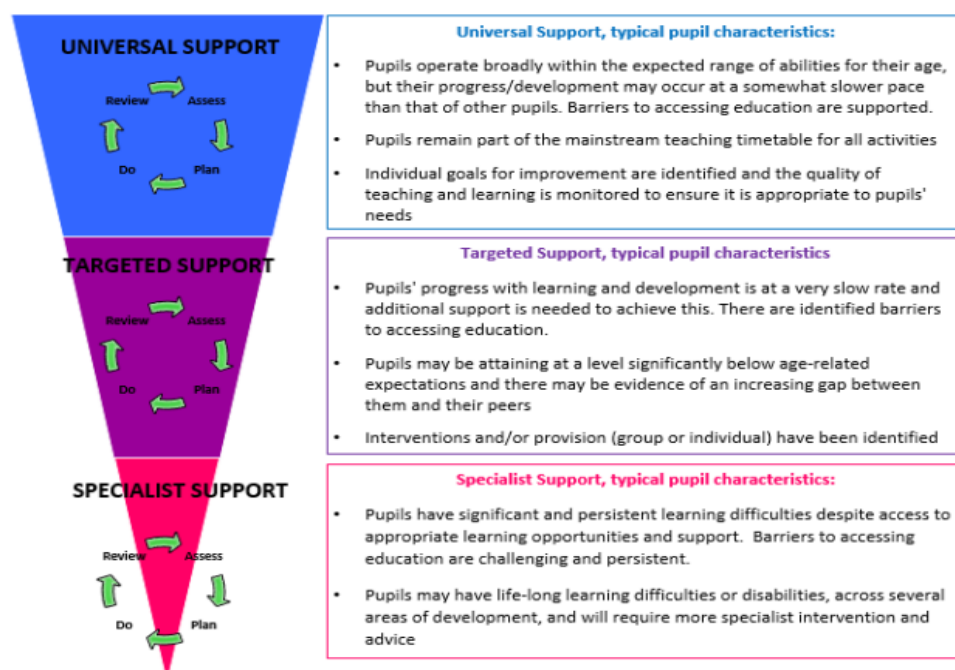
Special Educational Needs Coordinator (SENDCo)	Jess Winters Jessica.winters@qe.devon.sch.uk 01363 377401
Senior Assistant SENDCo	Kathy Radford Kathleen.radford@qe.devon.sch.uk
Assistant SENDCo	Gina Powlesland Gina.powlesand@qe.devon.sc.uk
Staff member with overall responsibility for students with Medical Needs	Clare Marcus-Embleton/ Jess Winters 01363 773401
SEND Governor	Keith Baker
Where is the Local Authority's Local Offer published?	https://www.devon.gov.uk/education-and-families/send-local-offer/
Contact details for support services for parents of students with Special Educational Needs.	Devon Information Advice and Support for SEND (DIAS) https://devonias.org.uk/ 01392 383080

Implementation

Questions	School Response
What kinds of special educational needs are provided for at Queen Elizabeth's?	Queen Elizabeth's is a mainstream, inclusive school for students aged 11-18 that fully complies with the requirements set out in the Special Educational Needs Code of Practice (2014). A student has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age. (SEND Code of Practice, 2015, p.94) There are four broad areas of need for students with SEND. Trained and experienced staff are able to support learners who may have difficulties with: • Cognition and Learning • Social, Emotional and Mental Health • Sensory and/or Physical Difficulties • Students on the Autistic Spectrum and with Speech, Language and Communication needs We make reasonable adjustments to our practices so as to comply with the Equality Act (2010). Students with SEND, either with or without an Education and Health Care Plan, are welcome to apply for a place in school in line with the school admissions policy. If a place is available, we will use our best endeavours, in partnership with parents, to make the provision appropriate and accessible to meet the SEND of students at this school. For students with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless: • it would be unsuitable for the age, ability, aptitude or SEND of the student or young person, • Or the attendance of the student or young person there would be incompatible with the efficient education of others, or the efficient use of resources. Before making the decision to name our school in a student's EHCP, the local authority will send the school a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made.
What are the policies for identifying students with SEND and assessing their needs?	We have highly trained teachers and teaching assistants who can identify and help support students who are experiencing any difficulties and the SENDCo coordinates this work across the whole School. All students are different so every student is unique with their learning journey. Class teachers continually track the progress of all students in their class. They have regular discussions with SEND support staff to ensure every student is meeting their potential as well as monitoring written work and regularly observing students during their learning. Class teachers and teaching assistants can discuss any concerns they have as and when needed with the SENDCo team. All students on the SEND register have termly SEND reviews to assess their progress and needs. There are many ways that we may identify a SEND for example:

	• Liaising with all feeder schools to ensure that information on students transitioning into the school is shared effectively. • Teachers carry out regular assessments, so that they are able to quickly identify any student who is experiencing particular difficulties. • Parents may raise concerns about their child. • Other professionals working with a student outside of the school may raise concerns or highlight a specific need. • Student's views • Review attendance and exclusion data for students with SEND
How does Queen Elizabeth's evaluate the effectiveness of the provision for students with SEND?	Subject leaders and the SENDCo measure the effectiveness of provisions made for students as part of their subject monitoring cycle. This will include learning walks and book looks. The effectiveness of interventions is measured on a ProvisionMap, which shows the pre-assessment data, expected outcomes, post data and evaluations. Interventions will be monitored by the SENDCo team and, where necessary, appropriate additional training will be provided to staff running interventions. If a student is supported through the 'Team Around the Family' process or an 'Early Help Assessment', the multi-agency team working with the student will meet every 6 weeks to review progress against outcomes. Students with an EHCP will have an annual review where the progress towards outcomes and the appropriateness of provisions in Section E and F of the EHCP will be reviewed. The SENDCo reports regularly to the Governing Body. We have a Governor who is responsible for SEND, who attends meetings where possible and reports to the Governing Body.
What are the arrangements for assessing and reviewing students' progress towards outcomes?	As a school, we track and analyse students' progress in learning in comparison to their peers on a termly basis. Subject teachers continually assess students and note areas where they are improving and where further support is needed. Review meetings are held each term. In these meetings, students who are not making at least expected progress are highlighted and a plan is created.

Where specific needs are apparent, the school has a range of assessments which can be used to explore a student's strengths and difficulties in more detail. The Devon Graduated Tool is used as an electronic tool to support teachers and school leaders to identify, assess and record and review the needs of students and young people requiring additional or special educational provision. There are three broad stages of support, all which are implemented using an Assess, Plan, Do, Review cycle. The primary aim of this framework is to ensure levels of support at an early stage - part of a school's universal offer - are implemented before students progress to targeted or specialist levels of support. For a very small percentage of students, whose needs are significant and complex and the



SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

What is our approach to teaching students with SEND and adaptations are made to the curriculum and the learning environment for students with SEND?

We have a highly ambitious and broad curriculum and we expect our SEND students to be fully involved in all lessons and extra-curricular activities. All students, including those with special educational needs, are taught the school's broad and balanced curriculum which can be found on our website: <https://www.qe.devon.sch.uk/page/?title=Curriculum&pid=23>

We passionately believe that all teachers are the teachers of students with SEND. High Quality Teaching is a non-negotiable for every student in our school. Our highly skilled teachers will use techniques such as scaffolding to ensure that all students are able to meet these high expectations. There is an expectation that teachers will be highly aware of the learning needs of all students and will ensure that the learning is coherently sequenced to SEND students' needs, starting points and aspirations. All curriculum areas include retrieval practice and lessons are planned with cognitive overload in mind. Learning links build upon previous lessons and years and these links are made explicit to the students. Lessons are planned with scaffolds and we build in additional time for guided student practice to ensure there is a high success rate. We have minimised the amount of interventions and when they happen. The best teaching takes place in class and we do not want students missing out on

	any part of the curriculum as this could be a barrier to their achieving an aspiration for the future. What would high quality targeted classroom teaching look like for my student? • The teacher would have the highest possible expectations for your student and all students in the class • All teaching is built on what your student already knows, can do and can understand • Different ways of teaching are in place to ensure that your student is fully involved in all aspects of the lesson. • Specific strategies (that may be suggested by the SENDCo or professionals) are in place to support your student to learn. • Your child's class teachers will have carefully checked on your student's progress and will have decided that your student has a gap/gaps in their knowledge and need some extra support to make the best possible progress The school recognises the importance of the findings by the Education Endowment Fund's summary of recommendations for SEND in mainstream schools and any in-class support by teaching assistants, adheres to their recommendations on effective deployment of teaching assistants. Students with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with specialist nurses and parents and if appropriate, the student themselves. We are fully committed to ensuring that the school is accessible to all students and will always be happy to discuss individual requirements where necessary. The school has a number of ways in which it is accessible to all: • Designated disabled parking space in the main car park • Accessible toilet facilities by the main reception area and beside the library at Western Road Campus and near student reception at Barnfield Campus. • The school grounds and outdoor learning are accessible for all students. Please see our Accessibility Plan for further details. https://www.qe.devon.sch.uk/assets/Documents/QE-Accessibility-Plan-2021-22-1.pdf
What additional support for learning is available to students with special educational needs?	When a student has been identified with special educational needs, the class teacher will ensure that the student can access the curriculum appropriately and this will be discussed with the parents formally at Parents/Carers' meetings. The SENDCo will liaise with external professionals where appropriate and will work with staff to ensure that every student is able to access the curriculum. If appropriate, specialist equipment may be given to the student (e.g. writing slopes, pen/pencils grips or easy to use scissors).

How are students with SEND enabled to engage in activities available with students in the school who do not have SEND?	All staff are committed to promoting the involvement of all students in all aspects of the curriculum including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met for all students. Where applicable parents are consulted and involved in planning for inclusion. A full risk assessment is always carried out prior to planned school trips to prioritise inclusion and safety for all students. Where needed, additional adults may be deployed to support with trips. We also encourage students with SEND to access our lunchtime and after school clubs and will put in additional adult support if needed.
What support does the school provide for improving emotional and social development?	All our staff know and care about all the students and their needs. Time within the curriculum is dedicated to fostering self-esteem and confidence. Our carefully planned transition process ensures that through meetings with feeder schools and conversations with parents, we can anticipate the medical, social and emotional needs of all students. The school offers a variety of pastoral support for students who may be encountering emotional difficulties, starting with the support offered to students in class. This is achieved through a comprehensive curriculum for students' spiritual, moral, social and cultural development. Our positive Behaviour Management Policy, which includes guidance on expectations, rewards and sanctions is followed consistently by all staff. We view behaviour as a form of communication. For students who may have complex social and emotional needs, the opportunity to re-regulate in our SEND base is offered, to allow students to reset and refocus on learning. The school is a calm environment because of the clear routines and structures in place across the school.
What expertise and training do staff have to support students with SEND and how is specialist expertise secured?	We have a culture of sharing good practice and expertise which enables us to ensure that staff, have the skills needed to effectively support students with SEND. All the teaching staff are kept up to date with changes in SEND legislation and practice both nationally and locally. Our regular in-house CPD (Continual professional development) programme (SEND Friends) offers training around key aspects of SEND. We regularly audit and review staff training needs and provide relevant training to develop whole school staff understanding of SEND and strategies to support inclusive and high quality teaching. The school uses its best endeavours to secure the special educational provision called for by any students' needs. We also provide staff with information about effective strategies to use within their class and adhere to the principle that 'All teachers are teachers of SEND' to ensure that all teachers and staff are equipped to deal with a diverse range of needs. We work closely with external agencies to support staff training and development of expertise. We aim to ensure we have a variety of skills among the staff. The SENDCo holds the National SENDCo Qualification. All school staff receive training when required. The SENDCo attends termly SENDCo updates to keep abreast of current legislation and practices.

	There may be times when students require additional support from outside agencies to receive more specialised expertise; the agencies used by the School are: • The Communication and Interaction Team (CIT) • NHS Speech and Language Therapists (SaLT) • The Educational Psychology Service • School Nursing Service • Student and Adolescent Mental Health Service (CAMHS) • Educational Welfare Officer • Social Care • Devon Information Advice and Support Service (DIAS) • The Devon Inclusion and Medical Inclusion teams • ROVIC • The SEMH team
How do we secure the equipment and facilities needed to support students with SEND?	The SENDCo oversees the SEND budget and commissions services to meet the needs of current and future cohorts. Additional funding may be provided through the Devon 0-25 team if a student has highly specific equipment needs, such as assistive technology for visually impaired students. Where appropriate, students have been enabled through the use of assistive technology, such as ClaroRead, Office 365 Dictate and Immersive Reader. If appropriate we would access further support and advice from outside agencies through the TAF process and access additional funding from the Local Authority if a student's needs exceed the funding available in our allocated budget.
How do we consult with the parents of students with SEND and involve them in their student's education?	From the very beginning of any student's educational journey with us, we work hard to engage parents and build positive home-school relationships. We know that parents know their children best and it is important that we, as professionals, listen and understand when parents express concerns about their child's development. All staff are available through direct contact via email. Arrangements can be made to speak to the subject teacher or SENDCo at any time by appointment. Our universal offer also includes the progress of all students being reported to parents three times per year through formal Progress Tracker reports. Parents/carers are also invited to parents' evenings to share verbal feedback about their child once per academic year. Parents/carers of students with special educational needs are at the heart of the decision-making process with regards to the provision for that student. Provisions are reviewed regularly with the parents. SEND reviews and the Early Help process allow for a close working relationship between the school and parents. Students and parents/ carers of students who have Education and Health Care Plans (EHCPs) will be invited to meet the SENDCo to review progress. The views of the student and the parents/carers will form a key part of these discussions.

	We aim to ensure that the students are aware of the interventions that they are involved in, what the learning goals are, when they will take place and how well they are doing.
How do we consult with students with SEND and involve them in their education?	We use a student-centred approach where the views of the student are sought in ways appropriate to their age. Subject teachers, teaching assistants and school leaders are always available to listen to students' opinions, questions and points of view. The SEND team spends time with individuals to gain their thoughts as part of the annual review and the TAF processes. Students work with key staff to complete an 'All about Me' sheet that explains how they feel the adults working with them can best support them. Personalised targets are set, agreed and reviewed with students and their parents/carers.
What are the school's arrangements for handling complaints from parents of students with SEND about provision?	If a parent of a student with special educational needs has a concern regarding their child's provision, they would be encouraged in the first instance to speak to their SEND keyworker. The keyworker can then involve the SENDCo team where necessary. A parent is also free to contact the SENDCo team directly. It is hoped that all concerns or questions can be resolved through open working relationships and open lines of communication. Ms Winters is Inclusion Leader and the Special Educational Needs Coordinator (SENDCo). Mrs Radford and Ms Taylor are Assistant SENDCos working at Western Road and Barnfield respectively. If you have any concerns regarding your child's learning, they can be contacted directly via email or an appointment can be made to through our admin team. If you would like to make a complaint, then please follow the School's complaints policy https://www.qe.devon.sch.uk/contact-us/complaints/
How do we involve outside agencies in meeting students' SEND and supporting their families?	We have established relationships with outside agencies including the Educational Psychology Services and speech and language specialists. We draw on their professional knowledge to support individual students as well as to provide staff training. Outside agencies contribute to staffs' professional development by delivering training on specific programmes of intervention or strategies for supporting students with identified difficulties. Professionals from outside the school may be invited to attend meetings to discuss individual situations where it is felt that support above and beyond what the school is able to offer is necessary. In these cases parents/carers will be consulted and consent sought so that the agencies are able to work in supporting the overall development of the student.
How will students be supported when moving to a new class or when joining or leaving the School?	A number of strategies are in place to enable effective student's transition. These include: On entry:- • The SENDCo team meet with all feeder school primaries to ensure key information is shared in detail to assist a smooth transition. • The SENDCo invites all new parents of students who are known to have SEND to meet, to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry. • If students are transferring from another school, the previous school records will be requested immediately. • Enhanced transition meetings may take place if the student needs additional support. This may take the form of a relational support plan meeting if appropriate.

	• A transition morning is arranged to give students a chance to experience their new setting before the new academic year starts. We know that early identification of possible problems is more beneficial to both the student and the teacher and these need to be addressed as early as possible. • Bespoke transition plans will be put into place if required. This may be additional visits to the school site, visits when no one is in there, spending time with a SEND keyworker or a transition booklet. Transition to our Western Road campus in Year 9. • Transition days are generally arranged for all students. Those with SEND also have additional visits and site tours depending on need.
Where can I find out more information regarding on the services available for students with special educational needs or disabilities?	The Devon Family Information Service contains a directory of services available. The link below will take you to the Families page and provides information on how the Local Authority expects schools to meet the needs of students with SEND and their families; this is called 'The Local Offer' and can be found by visiting this website: https://www.devon.gov.uk/educationandfamilies/early-years-and-childcare/devon-family-information-directory/ Devon's SEND Local Offer - help and support for children with SEND A glossary of SEND terms is included in the appendices of the SEND Code of Practice: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
Who are the best people to talk to in our school about my student's difficulties with learning, special educational needs or disabilities?	The Subject Teacher is responsible for: • Checking on the progress of your child and identifying, planning and delivering any additional help your student may need and letting the SENDCo know as necessary. • Personalised high quality teaching of your student • Ensuring that the School's Information Report and policy is followed in their classroom for all students with SEND The SENDCo team is responsible for: • Developing and reviewing the school's SEND Information Report and Policy • Co-ordinating all of the support for students with SEND • Ensuring that you are: I) Involved in supporting your child's learning II) Kept informed about the support your child is receiving III) Involved in reviewing how your student is doing] • liaising with all other professionals who may be coming in to school to support your student • Updating the schools SEND Register and making sure that the records of your student's progress are kept up to date • Providing or sourcing specialist support for staff in the school, so they can help students with SEND in the school to achieve the best possible progress. The Headteacher is responsible for:

	• The day to day management of all aspects of the school; this includes the support for students with SEND. • The Headteacher will make sure that the governing body are kept up to date about issues relating to SEND. The SEND Governor is responsible for: • Making sure the necessary support is given for any student with SEND that attends the school.
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Impact

What has gone well this year?
• ‘Pupils with special educational needs and/or disabilities (SEND) are supported well and therefore make successful progress through the curriculum. Leaders provide useful guidance to staff on how the curriculum can be adapted to best meet pupils’ needs.’ (Ofsted, May 2022). • All SEND students are accessing our broad and ambitious curriculum which is captured through learning walks and student voice which demonstrate that students and young people feel supported and happy in their setting. • Summer GCSE exam results show significant improvement in SEND students’ progress that were taught in school. • We continue to deliver a range of interventions to reduce the impact of literacy difficulties on learning and attainment and have introduced LEXIA online learning to support this. • We have developed a Trauma-Informed approach across the school and all staff have completed training on this. • We have developed strong links with the other schools within our Trust which has enabled us to share good practice across the schools and develop our own offer of support for students with SEND. • We have developed stronger transition links with our primary feeder schools to ensure a quality transition for all students. • All students in Year 7 have been screened using Language Link to identify any speech, language and communication needs.

Updated Oct 2025