



POLICY NAME	SEND – INFORMATION REPORT
POLICY REF:	QEHSP06a
EFFECTIVE DATE:	OCTOBER 2026

About Queen Elizabeth's High School

Queen Elizabeth's High School is a selective grammar school for students aged 11-18. We are committed to providing an inclusive environment where all students are valued, supported and encouraged to achieve their full potential academically, socially and emotionally.

We recognise that some students may experience barriers to learning and participation and may require additional support at different times during their school career. We aim to identify needs at the earliest possible stage and work collaboratively with students, families and external professionals to ensure appropriate provision is in place.

The school's SEND provision is led by the SENDCo.

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Our Approach to SEND

At QEHS, we believe that high quality teaching is the foundation of support for all students, including those with Special Educational Needs and Disabilities (SEND).

Teachers are responsible for the progress and development of every student in their classroom and use a range of adaptive teaching strategies to ensure learning is accessible and appropriately challenging.

Where students require additional support, we follow the graduated approach of:

Assess -> Plan -> Do -> Review

This process allows support to be personalised, monitored and refined to ensure it meets the student's individual needs.

Our aim is not only to support academic success but also to develop independence, self-confidence, resilience and preparation for adulthood.

Identifying SEND

A student may be identified as having SEND through information gathered from a variety of sources, including:

- Liaison with primary schools and previous educational settings
- Information provided by parents/guardians
- Student voice
- Professional reports from external agencies
- Screening and assessment tools
- Classroom observations
- Pastoral information
- Medical information
- Concerns raised by teaching or support staff



Identification of SEND is not based solely on academic attainment. We recognise that barriers to learning may affect social communication, emotional wellbeing, organisation, independence, sensory processing, physical access and other aspects of school life.

Parents and guardians are encouraged to contact the SENDCo if they have concerns about their child's needs.

Involving Students and Parents

We believe that effective SEND support relies upon strong partnerships between school, students and families.

Students are encouraged to contribute to discussions about their strengths, aspirations and support needs. Their views are considered when planning and reviewing provision.

Parents and guardians are involved throughout the process and are encouraged to communicate with the school regarding any concerns or changes in circumstances.

Communication may take place through:

- Review meetings
- Telephone calls
- Email correspondence
- Parents' evenings
- School reports
- Satchel One
- Annual reviews for students with Education, Health and Care Plans (EHCPs)

SEND Provision at QEHS

Provision is tailored to individual needs and may include a combination of the following approaches.

Universal Provision (Wave 1)

Available to all students through Quality First Teaching:

- Adaptive teaching strategies
- Clear routines and expectations
- Scaffolding and modelling
- Access to learning resources
- Seating plans informed by need
- Supportive pastoral systems
- Inclusive classroom practice

Targeted SEND Support (Wave 2)

Some students may require additional support beyond that ordinarily available in the classroom.

This may include:

- Academic interventions or mentoring
- Reading support
- Study skills programmes
- Organisation and executive functioning support
- Social communication interventions
- Transition support
- Emotional wellbeing support
- Academic mentoring
- Small-group intervention programmes
- Examination access arrangements where appropriate



Specialist Support (Wave 3)

For students with more significant or complex needs, provision may include:

- Individualised support programmes
- Pupil Passports
- Personalised learning plans
- Specialist assessments
- Multi-agency involvement
- Education, Health and Care Plans (EHCPs)
- Advice and intervention from external professionals

Staff

The **Headteacher** is responsible for:

- The day to day management of all aspects of the school, including support for students with SEND
- Making sure that every child's needs are met but they will give this responsibility to the Learning Support department and class teachers
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND

The **Learning Support Department**, led by the **SENDCo**, is responsible for:

- Coordinating all the support for students with SEND and developing the school's SEND policy to make sure all students receive a consistent, high quality response which meets their needs in school
- Ensuring that parents/guardians are:
 - Involved in supporting their child's learning
 - Kept informed about the support their child is getting
 - Involved in reviewing progress
 - Involved in planning for the future
- Communication with external agencies that may be providing additional support for students
- Maintaining records of students' progress and needs
- Providing support for teachers and support staff in school to help students with SEND make the best possible progress
- Writing Pupil Passports that specify how students are best supported in the classroom with their learning
- Analysing students' progress in relation to set targets and ensuring interventions are put in place as appropriate

The **Subject Teacher** is responsible for:

- Ensuring that all students have access to high quality teaching, which is differentiated when appropriate
- Supporting students to achieve their potential by scaffolding their learning where necessary
- Monitoring the progress of the student and identifying, planning and providing any additional help such as targeted work, additional support and liaising with the Learning Support team
- Creating, sharing and reviewing SMART targets for identified students with SEND (those who are not on track to achieve their target grades or whose behaviour for learning is a barrier to their progress)
- Following the advice and Pupil Passports produced by the Learning Support team
- Ensuring that the school's SEND policy is followed in their classroom and for all the students they teach with any SEND

Progress Coach/ Learning Progress Assistants/ Teaching Assistants

The Learning Support Team is a key part of the support available at QEHS.

The Learning Support Team works collaboratively with teaching staff, pastoral teams and the SENDCo to remove barriers to learning and help students become confident, independent learners.



Their role may include:

- Supporting students within lessons
- Delivering structured intervention programmes
- Supporting literacy, maths and study skills development
- Providing Academic coaching and intervention
- Promoting organisation and independence
- Supporting emotional wellbeing and social communication
- Assisting students during periods of transition
- Supporting implementation of strategies identified within Pupil Passports and professional recommendations
- Monitoring and evaluating intervention outcomes

The primary aim of all support is to develop students' independence and ability to access learning successfully.

The **SEND Governor** is responsible for:

- Making sure that the school has an up to date SEND policy
- Making sure that the school has an appropriate provision and has made necessary adaptations to meet the needs of all students in the school
- Making sure that the necessary support is given for any student who attends the school and who has special educational needs

Pupil Passports

Many students with SEND have a Pupil Passport. Pupil Passports provide staff with information about:

- Individual strengths
- Areas of need
- Effective classroom strategies
- Reasonable adjustments
- Student voice
- Recommended approaches suggested by professionals
- Individual SMART targets related to their SEN

Passports are reviewed regularly and shared with relevant staff to help ensure a consistent approach across the school.

Working with External Agencies

Where appropriate, the school works in partnership with a range of external services. These may include:

- Educational Psychology
- Specialist Teaching Services
- Working Together Team
- Behaviour Outreach Support Service (BOSS)
- CAMHS and other health services
- Speech and Language Therapy
- Occupational Therapy
- Children's Services
- Early Help

Referrals are considered when specialist advice or assessment would support understanding of a student's needs and help identify appropriate strategies or provision.

Parents and guardians are fully involved in discussions regarding referrals.



Education, Health and Care Plans (EHCPs)

Some students have an Education, Health and Care Plan.

These students receive provision in accordance with the outcomes and recommendations detailed within their EHCP.

Annual Review meetings are held to evaluate progress towards outcomes and consider future provision and aspirations.

Students and parents/guardians are central to the review process.

Staff Training

We are committed to ensuring that staff have the knowledge and skills required to support students with SEND effectively.

Training is delivered through:

- Whole-school professional development
- SEND briefings and weekly updates
- External specialist training
- Departmental development activities
- Voluntary Inclusion Pathway

Individualised support and guidance from the SENDCo

Areas of training may include:

- Autism
- ADHD
- Dyslexia and literacy difficulties
- Speech, language and communication needs
- Mental health and wellbeing
- Adaptive teaching
- Examination access arrangements
- Sensory needs

Transition Support

We recognise that transitions can be challenging for some students. Transition support may include:

- Before a child moves from primary school to Queen Elizabeth's High School, staff will visit them in primary school where appropriate and possible. The child will also have the opportunity to visit QEHS, to meet key staff and have a tour of the buildings and classrooms
- We will work with the primary school to develop a personal transition plan for the child and ensure that all staff teaching your child will have knowledge of their needs
- If the child is moving to another school we will contact the SENDCo at the new school and ensure that they know of any special arrangements or support that needs to be made for the child. Any records of the child will be passed on as soon as possible
- Information is available to all staff on the school's Google Drive and Satchel One system so staff are aware of the child's needs if they move class. Students with a greater level of need are identified to all staff as appropriate
- Students with SEND who move to College, University or an Apprenticeship at the end of Year 13 will have careers guidance as appropriate
- All students from Year 9 onwards have access to independent advice and guidance in school from the Deputy Headteacher responsible for Careers and Guidance through the Careers Team

The level of support provided is based on individual need.



Accessibility

QEHS is committed to improving accessibility for all members of the school community.

The school provides:

- Accessible parking spaces
- Ramped access to the majority of buildings
- Accessible toilet facilities
- Lift access in designated buildings
- Medical and welfare facilities
- Individual risk assessments where required

Personal Emergency Evacuation Plans (PEEPs) where appropriate. Further information is available in the school's Accessibility Plan.

Local Offer

This shares services and events for children and young people with special educational needs or disabilities (SEND) and their families. It includes advice about health, education and social care for:

- Children and young people from birth to 25 years old with SEND
- Parents and guardians of children with SEND
- Professionals working in health, care and education
- Providers of services for children and young people

Lincolnshire's Local Offer can be found at <https://www.lincolnshire.gov.uk/send-local-offer>

North Lincolnshire's Local Offer can be found at <https://localoffer.northlincs.gov.uk/>

Nottinghamshire's Local Offer can be found at <https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9>

Doncaster's Local Offer can be found at <https://www.doncaster.gov.uk/services/schools/local-offer-send>

Complaints

We strive to work positively with students and families to resolve concerns promptly.

If parents/guardians have concerns regarding SEND provision, they are encouraged to contact the SENDCo in the first instance.

If concerns remain unresolved, parents/guardians should follow the school's published complaints procedure.

Approved by:	Governing Board (Welfare committee)
Date:	October 2026
Responsible Person:	ESW/SKB
Review frequency:	Annually