



Special Educational Needs Policy

Person responsible: Chris Wilson
Date adopted: November 2018,
November 2020, 19th November 2021
Date of next review: November 2022
Chair of Governors: Michael York

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Queensbury School

Special Educational Needs Policy

Our Mission Statement and School Vision

'At Queensbury School we work closely together to create a safe, stable, happy, hard working community where everyone matters and diversity is embraced with tolerance and respect. Students are supported to reach their goals and develop the skills of independence to become motivated and confident citizens.'

Introduction

Queensbury School is a Secondary Special School situated in the North of Birmingham. We cater for up to 250 students aged between 11 – 19 years, who have Cognition and Learning difficulties. Many of our students have additional complex needs including communication difficulties and autism.

Upon entry to Queensbury, all students have a Statement of Special Educational Needs or an Education Health and Care Plan. The special educational needs of each student are identified as part of this assessment. As are the details of the provision required to fully meet the needs of each student.

We recognise that each of our young people have a variety of complex Special Needs and we believe they are effectively supported by bespoke interventions, in order to support them in achieving their full potential. We have a highly skilled, enthusiastic and committed Staff team who work with our students and their families. The teaching methods and strategies we use aim to address our students' individual needs and abilities and ensure both personal development and academic progress. As a school we are committed to ensuring that all students at Queensbury are safe and receive the education they deserve.

To enable us to achieve our mission Statement, Queensbury is committed to supporting British Values of tolerance and respect of people's life styles, life choices, abilities, disabilities, religions and cultures within the boundaries of British Law.

The Governing Body of Queensbury is committed to ensuring that the necessary provision is made for every student that has special educational needs.

Aims and Objectives

The overall aim of this policy is to improve the outcomes for all students with Special Educational Needs. The objectives of our special needs provision are:

- To ensure students have access to a broad, balanced curriculum appropriate to their individual needs and to achieve their full potential.
- To promote education in a safe and secure environment within a happy atmosphere where children can learn effectively, improve their confidence, build their self-esteem and develop their independence as individuals within the community.
- To ensure that all students with SEN are accurately assessed and that their needs are reflected in the objectives and outcomes of their EHC Plan.
- To enable students to take increasing responsibility for their own learning.
- To ensure students experience rates of progress that bring feelings of success and achievement appropriate to their levels of attainment and understanding.
- To actively seek ways of helping and involving parents/carers in the care, development and education of their child.
- To ensure parents/carers are kept fully informed and are engaged in effective communication about their child's SEN.
- To make clear the expectations, duties and responsibilities of all Staff in relation to the provision of education for SEN students.
- To support the continued professional development aspirations of all Staff in relation to SEN training.
- To extend our services to mainstream schools, adopting the principle of inclusion as a two way process.
- To enable successful transition for students beyond their life at Queensbury School.

Roles and Responsibilities

At Queensbury School, the educational provision for students with special educational needs is the responsibility of all members of Staff. The Senior Leadership Team, under the leadership of the Executive Head Teacher is responsible for the day-to-day implementation of the Special Educational Needs Policy and provision and the key responsibilities laid out in the Code of Practice.

The Governing Body aims to secure the appropriate provision for any identified student with special educational needs. The Governors ensure all teachers and support staff are fully aware of their responsibilities towards students with SEN.

- Through the Admissions Policy, the Governing Body ensures that students with SEN are not discriminated against and that there is an Accessibility Policy and Plan in place for improving access to the school and its' facilities.
- The Governing Body ensures that a complementary and consistent Disability Equality Policy is in place which reflects the legal duty of the Governing Body to promote equality of opportunity between disabled and other people.
- The Governing Body shall receive regular reports from the Executive Head Teacher, on the practical implementation of this policy, highlighting any issues of concern and follow up actions.
- The Head of School is responsible for ensuring the curriculum provision across the school meets the needs of all students and that staff have the appropriate training in specific areas of SEN.
- Senior and Middle Leaders who complete the performance management of teachers are responsible for the development of teachers' skills in teaching all students in their classes with the aim of teachers becoming outstanding teachers.
- Associate Head of Schools in charge of each Key stage are responsible for ensuring provision across their Key stage is suitable for students with additional SEN.
- Heads of Faculty are responsible for ensuring that the curricula and resources within their Faculty meet the needs of all students and approaches to teaching within their Faculty help remove barriers to learning for all students.
- The Governors should ensure they are knowledgeable about the School's SEN provision and that there is full Governing Body involvement in the future development and monitoring of this policy.

Inclusion and Equal Opportunities

The Governing Body and the Leadership Team will set a clear ethos, which is underpinned by Queensbury's Mission Statement and reflects the School's commitment to Special Educational Needs (SEN) provision.

At Queensbury School we recognize and respect the fact that our students have different educational, medical, physical, social and emotional needs and aspirations. Our students learn at different rates and require different approaches to learning, therefore we offer a range of different teaching strategies and personalized support in all curriculum areas in order to develop our students' understanding through a variety of learning experiences. We have an effective Pastoral Team and plan efficiently to manage student behaviours, enabling students to participate appropriately and safely in learning activities.

Queensbury School has a range of specialist resources and facilities designed to cater for the needs of our students and has also developed good working relationships with a wide range of external agencies who offer a broad spectrum of expertise in order to address the needs of all students.

Continued Professional Development is offered to all and we aim to provide appropriate training for Governors, teaching and non-teaching Staff, so that they have the knowledge and confidence to develop their own skills in helping our students with a range of Special Educational Needs.

The principle of inclusion is firmly established in the education of students at Queensbury School, and involves the setting of appropriate challenges, responding to students' diverse spiritual, moral, social, cultural and educational needs and overcoming potential barriers to success for all individuals and groups of students. At Queensbury we value all our students' experiences and are concerned with encouraging students to build upon these in order to fulfil their individual potential, irrespective of gender, age, ethnicity, sexual orientation, religion, disability, culture, socio-economic background or circumstances of home or public care.

Communication of this Policy

The Leadership Team will take active steps to ensure that all members of school staff are both aware of and adhere to the aims and stated outcomes that are contained in this Policy. This will be reflected in the framework of professional development and staff training.

A copy of the School's SEN Policy will be communicated to parents/carers and students via the school website.

Date presented to Governors: 19th November 2021

Signed by Chair of LGB: Mick York (A)