

<b>Queen Elizabeth II Jubilee School SEN Information Report</b>	
School	Queen Elizabeth II Jubilee School Kennet Road London W9 3LG
Tel	020 7641 5825
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Website	<a href="http://www.qe2cp.westminster.sch.uk">http://www.qe2cp.westminster.sch.uk</a>
Needs catered for	Pupils with severe learning difficulties; profound and multiple learning difficulties; physical difficulties; and associated complex health needs and behaviour difficulties.
Age range	4 – 19 years
Admissions	Entry to the school is for children and young people with Education, Health and Care Plans (EHCP) or Statements of Special Educational Needs (SEN) who meet the entry criteria described below. Admission is co-ordinated by the Tri-borough SEN Assessment and Commissioning Team who can be contacted at the following address:  SEN Assessment & Commissioning 2nd Floor, Green Zone Kensington & Chelsea Town Hall Hornton Street, London W8 7NX  Tel: 020 7361 3311
<b>ENTRY Criteria</b>	
Cognition and learning	Ability is within the complex profound to severe learning difficulties range. The majority of pupils are functioning within the P1 to P6 range. Pupils require highly specialist and personalised teaching strategies and resources in order to support their learning. Pupils make very small steps of incremental progress.
Communication and interaction	Severe speech and language delays resulting in very limited or non-verbal communication. Pupils may use a simplified formal communication system e.g. Makaton signing, Makaton symbols, PECS, a communication aid or objects of reference; or they may communicate using facial expressions, gestures, body language, vocalisations and behaviour to make their needs known to familiar and trusted adults.
Social and emotional health and well-being	Pupils may be extremely vulnerable and socially isolated, lacking confidence and experiencing low self-esteem. Some pupils may exhibit high levels of anxiety associated with their learning difficulties which may intensify at the onset of puberty. Pupils may demonstrate a range of very challenging behaviour requiring specialist interventions including input from staff who are highly trained in positive behaviour management, psychology/psychiatry

	input, high staffing ratios, and access to separate teaching and learning spaces.
Physical, sensory, medical	A significant proportion of pupils have highly complex medical needs including life limiting conditions, and/or a range of severe physical disabilities and /or highly complex mental health needs. Pupils may have a visual or hearing impairment or a combination of both. Pupils may have highly complex sensory processing and sensory integration needs.

### SCHOOL OFFER

#### What is QEII Jubilee School and who is it for?

QEII School is a Local Authority Maintained Special School in Westminster which caters for pupils aged between four and nineteen with a range of complex needs including severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD).

Our overall aim is to provide an educational environment which celebrates the uniqueness of every child and young person. We are flexible and responsive to the complex needs of each pupil and guide their learning to enable them to succeed.

#### Who are you and what are your skills?

QEII has a highly committed and trained staff team who have expertise in teaching pupils with severe and profound learning difficulties. A comprehensive training programme for all staff plus opportunities for them to be involved in innovative projects enables us to expand the learning opportunities for pupils.

We are skilled in:

- Picture Exchange Communication (PECS)
- TEACCH
- Makaton
- Intensive Interaction
- Visual and hearing impairment
- Multi-sensory approaches to learning
- Moving and handling
- Team Teach – positive approaches to managing behaviour

#### What can my child access at your school?

Pupils will access an adapted curriculum, personalised to meet their individual needs. They will have access to specialist therapies and resources to support their learning, including:

- Speech and Language therapy
- Physiotherapy
- Occupational therapy
- Educational psychology
- Music therapy
- Nursing support and advice
- Hydrotherapy pool / community swimming
- Trampoline
- Multi-sensory room

- Soft play space
- Music specialist teaching in a dedicated music room
- Creative Arts specialist teaching in a dedicated art room
- Community gardener delivering horticulture programmes across the school
- Involvement in the cultural life of London
- Specialist equipment such as overhead hoists, specialist seating and standing frames provided on the advice of therapists and health professionals

### EXIT Criteria

- The pupil has exceeded his/her short and long term objectives and has developed early literacy and numeracy skills.
- The pupil has achieved P8 in speaking and listening and in some other areas, continues to make incremental progress, and no longer requires the intensive integrated support.
- The pupil has achieved P8 and the CASPA benchmarking data set place that young person in the upper quartile (i.e. top 25% of similar young people) when considering his/her progress from the end of Key stage 1 (Year 2) to the end of Key Stage 2 (Year 6).
- The pupil is motivated to learn, is becoming more independent and can learn alongside his/her peers with a lower staff/pupil ratio.
- The pupil has a consistent and effective method of communication.
- The pupil can manage his/her self-care needs with adult assistance.
- The pupil can self-manage his/her behavioural needs with adult assistance.
- An extensive, carefully planned, and incrementally challenging transition programme has been completed and the young person is appropriately prepared for a successful transfer.

### PROVISION

#### How will you help my child transition into and out of the school?

We are part of the local offer for special education in Westminster. As part of this we have entry and exit criteria which we use to make an initial assessment about whether we can meet an individual pupils needs. Once a placement is accepted at QEII we use continuous assessment to make a judgement about whether we continue to meet their needs. If we can no longer meet the pupil's needs we would inform the LA and recommend a different type of provision.

All children entering and leaving QEII will have a transition plan.

#### What will you teach my child?

The curriculum is developmental and focuses on learning skills for life. Each pupil accesses the curriculum according to their own level of ability and they are supported and challenged to learn at a pace that will enable them to make good and outstanding progress. Teaching focuses on functional skills including life skills, communication, language and literacy, numeracy and technology; and creative learning delivered through art, drama, music, play and dance.

A topic based approach ensures access to wider learning in a way that is meaningful for the pupils. Please see Curriculum area of the website for further details.

#### How will the curriculum be adapted to support my child?

Every pupil has a Personalised Care Plan (PCP) based on their individual needs.

Many of our pupils find it difficult to access learning and can be supported in a variety of ways:

- Assistive technology
- Visual and sensory aids
- Objects of reference
- Specialist software/hardware
- Specialist equipment
- Daily postural management and mobilising programmes
- Sensory diets and sensory integration strategies
- Learning to learn skills
- Positive behaviour support plans
- A range of community-based learning opportunities

#### **How will you monitor and review the impact of the provision and my child's progress?**

The class team capture the progress through a range of sources:

- Developmental curriculum
- Video
- Photographs
- Data sheets
- Post it notes
- Monitoring and reviewing PCPs and positive behaviour plans
- IEP and EHCP target tracking

The progress of pupils is tracked using PIVATS. Continuous assessment and termly monitoring ensures that pupils stay on target. If pupils are not achieving as well as expected, then interventions are put in place to support their learning. Pupil progress meetings are held termly. IEP targets are reviewed and shared with parents on a termly basis and reviewed and shared with parents annually at the annual review of the pupil's Statement of SEN or EHCP.

#### **How do you prepare young people for adulthood?**

The curriculum is based on the fundamentals of communication and interaction. The development of the pupil's independence, thinking skills and social skills are essential to their learning. The expectation is that they will do as much as they can for themselves and be able to express their views, opinions and feelings wherever possible.

Many pupils will remain dependent on adults for the care and support; it is therefore essential that we give them a voice, develop their ability to express likes and dislikes and make choices to improve their quality of life.

#### **How will you develop my child's social skills?**

The curriculum is focused on teaching skills for life; social skills are embedded into everyday learning opportunities. Pupils are given opportunities to learn new skills and then practice in a variety of situations across the school day and in different environments.

Pupils are taught 'learning to learn' skills which develop the basics of attention, looking, listening.

QEII's wider curriculum gives pupils the opportunity to develop their skills in the wider community

through visits to the local shops and amenities. We have two school minibuses which enable us to access learning further afield.

**How do I know that you are doing all of this?**

- Looking for key information on our school website and in our Ofsted report.
- Reading school newsletters that are sent to parents at least once every term.
- Communicating through the home-school contact book and at parent / teacher meetings.
- Attending workshops and drop-ins for parents at school.
- Joining us for special assemblies.
- Joining community visits and trips.
- Talking with staff.

**How will my child be part of the wider school?**

- Assemblies
- School productions
- School fairs
- Special school-based awards e.g. through assemblies and Jack Petchey award
- Access to special events
- Regular educational visits within and beyond our local area
- Introducing visitors to our school including professionals, musicians and theatre groups
- Providing a work experience opportunity for all pupils in Key Stages 4 and 5
- Providing access to the Duke of Edinburgh Awards Schemes

**PARENTS**

**How do you communicate with parents?**

We have a strong commitment to partnership between home and school. We believe that children learn far more effectively when staff, parents and carers work together. We do this through:

- Home-school diaries
- Telephone calls, as necessary
- Letters, texts and/or emails, as appropriate
- Informally through parent support group meetings, whole school assemblies and celebrations.

**How will pupils and parents contribute to the processes, planning and assessment?**

Parents are involved in the initial assessment of their child after which regular meetings are held to discuss progress and future targets through, parent’s evenings, annual review and home visits. IEPs and relevant programmes are sent home to parents.

Pupil’s voice is developed throughout the curriculum, assessment for learning, photo books and videos. The School Council represents the views of the pupils and, where relevant and appropriate, pupils attend their annual review.

**What support is available to parents?**

As many pupils come to school by local authority transport, support and information is provided through home-school contact books.

The school organises regular parent support group meetings, which are currently hosted by the

educational psychologist. These sessions focus on topics that have been identified by parents as areas of particular interest to them. Parents will also be provided with information on other organisations within Westminster that are able to support parents with the non-educational aspects of caring for a child with disabilities.

From January 2017, we will have a Federation-wide Family Link Worker who will be available to advise parents and carers on a wide range of issues relating to parenting and SEND.

**WHERE CAN FURTHER INFORMATION ABOUT THE SCHOOL BE OBTAINED (Section 64 of the Act)?**

Further information about the school can be found on the Federation of Westminster Special School's website, which is available on:

<http://www.ge2cp.westminster.sch.uk>

QEII School works in partnership with the Federation of Westminster Special Schools, Westminster City Council, the Tri-Borough and other surrounding boroughs. Westminster City Council's Local Offer is available on:

<http://localoffer.westminster.gov.uk>