

Queen Elizabeth II Jubilee School SEND Information Report	
School	Queen Elizabeth II Jubilee School Kennet Road London W9 3LG
Tel	020 7641 5825
Email	<a href="mailto:office@qe2cp.westminster.sch.uk">office@qe2cp.westminster.sch.uk</a>
Website	<a href="http://www.qe2cp.westminster.sch.uk">http://www.qe2cp.westminster.sch.uk</a>
Needs catered for	<p>Children and Young People (CYP) between the ages of 4 and 19 years who some or all of the characteristics below;</p> <p>Severe or complex or profound and multiple learning difficulties, where the majority of children and young people are not engaged in subject specific learning;</p> <p>highly complex medical needs possibly including some CYP with life-limiting conditions; and/or a range of severe physical disabilities; and/or complex mental health needs Alongside severe/complex learning difficulties;</p> <p>severe speech and language disorders resulting in very limited or no verbal communication;</p> <p>high level of anxiety associated with their learning difficulties which may result in a range of stress and coping/behaviour difficulties;</p> <p>highly complex sensory processing and sensory integration needs.</p> <p>All CYP are learning below age related expectations in all aspects of their education. There is a very small minority who function at a higher level within certain subjects.</p>
Age range	4 – 19 years
Admissions	<p>Entry to the school is for CYP with Education, Health and Care Plans (EHCP) or undergoing assessment for an EHCP who meet the entry criteria described below.</p> <p>Applications are made by the Local Authority where the CYP lives and is co-ordinated by the Bi-borough SEN Assessment and Commissioning Team who can be contacted at the following address:</p> <p>SEN Assessment &amp; Commissioning 2nd Floor, Green Zone Kensington Town Hall Hornton Street, London W8 7NX Tel: 020 7361 3311</p>

<b>ENTRY Criteria</b>	
General principles	<p>Any placement must:</p> <ul style="list-style-type: none"> <li>• be appropriate to the CYP's age, ability and special educational need</li> <li>• within the school's ability to provide an appropriate peer group; in relation to their curriculum pathway and peer group</li> <li>• compatible with the special education needs and abilities of CYP already in the school</li> <li>• represent an efficient use of available resources</li> </ul>
Cognition and learning	<p>Ability is within the complex profound to severe learning difficulties range for CYP who are not engaged in subject specific learning with a focus on lateral progress and generalised learning. CYP require highly specialist and personalised teaching strategies and resources in order to support their learning. CYP generally make very small steps of incremental progress.</p>
Communication and interaction	<p>Severe speech and language delays which may result in very limited or non-verbal communication. CYP may use a variety of supported (alternative and augmentative) communication systems. e.g. Makaton signing, 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. All communication is valued.</p>
Social and emotional health and well-being	<p>CYP may be extremely vulnerable and socially isolated, lacking confidence and experiencing low self-esteem, highly complex mental health needs as a result of their learning difficulty. Some learners may exhibit high levels of anxiety associated with their learning difficulties, which may intensify at the onset of puberty. CYP may experience stresses that result in a range of behaviours which can be challenging to support and require specialist intervention, including input from staff who are trained in positive behaviour management/stress and coping strategies, low arousal approaches, psychology/psychiatry input, high staffing ratios, and access to separate teaching and learning spaces.</p>
Physical, sensory, medical	<p>A significant proportion of CYP have highly complex medical needs including life-limiting conditions, and/or a range of severe physical disabilities. CYP may have a visual or hearing impairment or a combination of both. CYP may have highly complex sensory processing and sensory integration needs. These needs combine with learning difficulties for CYP at QEII.</p>

## **SCHOOL OFFER**

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

QEII School is a part of the Federation of Westminster Special Schools maintained by Westminster Local Authority which caters for CYP aged between 4 and 19 with a range of complex needs including severe learning difficulties (SLD) or profound and multiple learning difficulties (PMLD). CYP are engaged in a personalised non-subject specific curriculum, with access to subject specific teaching where appropriate to their personalised plan.

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

We have bespoke pathways curriculum that is personalised to provide experience of success and challenge for our diverse CYP.

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

QEII has a highly committed and trained staff team who have expertise in teaching CYP with severe or 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 CYP.

We are skilled in:

- Delivering a personalised curriculum for each CYP
- A total communication approach with a range of alternative and augmentative communication (AAC) approaches e.g. Picture Exchange Communication (PECS), Makaton, Intensive Interaction, Low- and High-tech communication devices
- Supporting Visual, Hearing and multi-sensory impairment
- Supporting CYP with physical difficulties and disabilities
- Multi-sensory approaches to learning
- Supporting personal care needs, health and medical needs, moving and handling, specialist eating and drinking needs
- Low arousal positive approaches to developing stress and coping strategies

**What can my CYP access at your school?**

All CYP will access an adapted and bespoke pathways curriculum, personalised to meet their individual needs. They will have access to specialist therapies and resources to support their learning, including (as specified on their EHCP):

- Speech and Language therapy
- Physiotherapy
- Occupational therapy
- Educational psychology
- Music therapy
- Nursing support and advice
- Hydrotherapy pool / community swimming
- Trampolines
- Rebound therapy
- Multi-sensory room/ Soft play spaces
- Music specialist teaching in a dedicated music room
- Creative Arts specialist teaching in a dedicated art room
- Dance and Drama teaching and performance opportunities
- 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 CYP has exceeded their short and long-term objectives and has developed early literacy and numeracy skills and the cognitive skills to apply these functionally with reduced support.
- The CYP has achieved sufficient progress in speaking and listening and in some other areas, continues to make incremental progress, and no longer requires the intensive integrated support or would benefit from more appropriate communication partners.
- The CYP is motivated to learn, is becoming more independent and can learn alongside his/her peers with a lower staff/CYP ratio.
- The CYP has a consistent and effective method of communication.
- The CYP can manage his/her self-care needs without adult assistance/with greater independence.
- The CYP can self-manage his/her behavioural needs without adult assistance/with greater independence.
- 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 CYP 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 CYP 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 CYP's needs we would inform the LA and recommend a different type of provision. All CYP entering and leaving QEII will have a transition plan.

### What will you teach my CYP?

Our curriculum model is a bespoke pathways model that is developmental and focuses on learning skills for life. Each CYP 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 and a holistic approach for all CYP, especially those with the most complex needs.

Our pathways and themes ensure access to wider learning in a way that is meaningful for the CYP. Please see Curriculum area of the website for further details.

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

Every CYP has individual outcomes agreed in their EHCP and the curriculum is adapted to meet these needs:

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

- Assistive technology
- AAC (Augmentative and Assistive communication)
- 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 CYP's progress?**

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

- EHCP and curriculum outcome tracking
- Monitoring and reviewing Person Centred Plans (PCPs) and stress and coping plans
- Progress with a developmental curriculum
- Video, Photographic and written evidence (Evidence for Learning)
- Data sheets; using a range of assessment tools and strategies (Routes for Learning and Mapp)
- Observations and professional discussions

The progress of CYP is tracked using EHCP outcomes and personal learning intentions, curriculum learning intentions, valuing progression of CYP in their independence (reducing support and prompting); fluency (combining speed and accuracy); maintenance (becoming more consistent overtime); generalisation (working with different places and different people). We combine an ipsative approach (looking at the CYP's personal best) with stretch and challenge through the learning intentions of the curriculum pathways.

Continuous assessment and termly monitoring ensures that CYP stay on target. If CYP are not achieving as well as expected, then interventions are put in place to support their learning. CYP progress meetings are held termly. Personal learning intentions are reviewed with the intention to share regularly with parents. Key documentation and progress are shared with parents at the statutory annual review of the CYP's EHCP.

### **How do you prepare CYP for adulthood?**

The curriculum is based on the fundamentals of engagement, communication and interaction. The development of the CYP'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. They will develop core skills that they can apply in practical ways.

Many CYP 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.

Third sector organisations provide independent advice and guidance to young people and their families.

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

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

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

QEII's wider curriculum gives CYP 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 will my CYP/young person be part of the wider school?**

- Assemblies – which all families can access virtually.
- School productions, fairs and sports days/events
- Special school-based awards e.g. through assemblies and Jack Petchey award
- Access to special events and celebrations
- Regular educational visits within and beyond our local area
- Introducing visitors to our school including professionals, musicians and theatre groups.
- Providing work experience opportunities for CYP
- Providing access to the Duke of Edinburgh Awards Schemes

## **PARENTS/CARERS**

### **How do you communicate with parents and carers?**

We have a strong commitment to partnership between home and school. We believe that CYP or young people 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 CYP and parents contribute to the processes, planning and assessment?**

Parents are involved in the initial assessment of their CYP after which meetings are held to discuss progress and future targets through at parent's evenings, annual review and home visits (where appropriate).

CYP's voice is developed throughout the curriculum pathways which builds on CYP's strengths and interests to entice and engage and to enable CYP's to experience success and to be challenged and stretched.

The School Council represents the views of the CYP and, where they choose to, CYP attend their annual review.

### **What support is available to parents?**

As many CYP 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 CYP/young person with disabilities.

## **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.qe2cp.westminster.sch.uk>

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

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