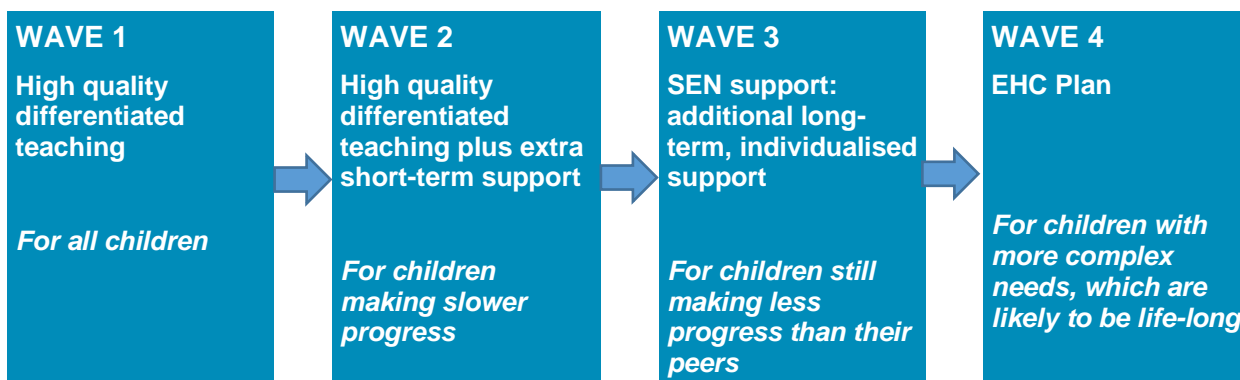


## OUR APPROACH TO TEACHING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)



Queensway Primary School is inclusive, and we endeavour to provide effective support for all children within our care. Pupils follow the National Curriculum at a level and pace that is appropriate. Children stay within their chronological year groups. Adaptations to the curriculum may be implemented in accordance with a child's specific needs and difficulties. Learning takes place in the classroom, with small group, paired, and / or one-to-one learning in adjacent 'break out' rooms / spaces as needed.

High quality first teaching that is differentiated and personalised will meet the individual needs of most children. However, for those that find learning more challenging, they may need support that is additional and / or different to achieve their full potential. There are children who will require support throughout their school career, whilst others will only need it for a short period of time (temporary need). At Queensway School we understand that every child is unique, and a carefully planned approach is needed. We adopt a 'graduated approach' to our SEND provision, the recommended model as set out in the 0-25 SEND Code of Practice 2014 (updated April 2020). This is supplemented with the 'wave' system to determine the support best suited to each child with SEND:



It is a whole school responsibility to ensure the needs of all children our children with SEND are addressed. The Inclusion Manager oversees the operation of the SEND Policy and works alongside class teachers to coordinate provision. There is also a link-Governor, whose role it is to facilitate and monitor the development of SEND as a key priority within the School. Through staff working together as the team, in partnership with pupils and their parents / carers, we strive to ensure that the following aims are met:

- Children's individual needs are supported within an educational community that promotes excellence and high aspirations
- An inclusive, broad, balanced, relevant and challenging curriculum is provided for all, one that facilitates progression in learning
- There is early identification and differentiated, progressive provision. Pupil needs are regularly assessed, monitored and reviewed, and next steps are identified. We use SEND checklists (descriptors) to inform our judgements and the planning of support.
- Partnership working relationships with parents / carers based on mutual trust and respect. Scheduled review meetings take place three times a year, but also as required to plan targets, revise provision and celebrate successes
- Where appropriate, the children themselves are involved in the evaluation and / or assessment of their progress and the target setting process
- A safe, secure, supportive environment fosters confidence, success and achievement. We value the many and varied talents of our children
- All children with SEND have equal opportunities to take part in all aspects of school life
- Collaborative working relationships with support services and other professionals are valued. We work closely with specialist advisors to ensure that the provision for pupils with SEND is targeted and effective in meeting their needs.

**EARLY YEARS SEND PROVISION:**

Early identification of needs and the timely instigation / provision of appropriate support through the school's SEND Register, helps to ensure that pupils in Nursery and Reception with SEND can achieve well and make a successful transition to Key Stage One. Through linking effectively with pre-school settings, building on best practice, and in accordance with the 0-25 SEND Code of Practice, we endeavour to give these children a positive start to their school experience. We adopt and embrace the graduated approach of 'Assess, Plan, Do and Review' and, as needed, this is revisited with increasing detail and frequency, fostering the involvement of parents / carers. Our Foundation Stage team of Teachers and Teaching Assistants receive appropriate training and support, facilitated by the strategic role of the Inclusion Manager. Delivering High Quality First Teaching is a key priority. There is clear and transparent communication with parents / carers and referrals for agency support are completed in partnership. Early Years staff at Queensway School are alert to emerging difficulties and respond early to concerns.

**ROLE OF THE INCLUSION MANAGER:**

The Inclusion Manager's role in leading special needs provision is to:

1. Co-ordinate the provision for pupils with SEND, ensuring that an agreed, consistent approach is adopted across the school.
2. Assist the Governing Body and Head Teacher with the strategic development of SEND policy and provision
3. Work with Teachers, Teaching Assistants, support services and parents / carers to identify pupils with SEND in a timely manner and ensure targeted provision is in place.
4. Support staff to understand the needs of children with SEND. Monitor their progress and evaluate the effectiveness of teaching and learning through observations, planning and book analyses, and scrutiny of school assessment data.
5. Support Teachers to devise intervention programmes and advise on appropriate resources and materials for children with SEND, whilst closely managing the budget for SEND.
6. Co-ordinate and advise on the deployment of Teaching Assistants across the school to support children with SEND and additional needs.
7. Help to ensure effective and transparent liaison between Teachers and parents / carers of pupils with SEND, in order to promote a partnership approach.
8. Work with outside agencies, arranging meetings and providing a link between these agencies, Teachers and parents / careers.
9. Contribute to the in-service training of staff, in-line with legislation, initiatives and research on SEND, disseminating good practice across the school.
10. Liaise with Special Needs Co-ordinators in receiving schools (secondary and primary) to help provide a smooth transition for pupils who are moving on.