



SPECIAL EDUCATIONAL NEEDS & DISABILITIES INFORMATION REPORT

1.0 OUR VISION AND PHILOSOPHY

At Queensway School, we believe that every child is unique and deserves an education that helps them to thrive – academically, socially and emotionally. Our school is committed to creating an inclusive environment where all children feel valued, respected and supported.

We work closely with our pupils and their families to understand each child's strengths, needs and aspirations. Together, we design personalised support that empowers children with special educational needs and disabilities (SEND) to achieve ambitious outcomes and feel a sense of belonging in every aspect of school life.

We recognise that children with SEND bring diverse perspectives and enrich our school community. Their contributions are celebrated, and their individuality is nurtured through high-quality teaching, tailored provision and a culture of high expectations. Our inclusive culture is built on respect, kindness and resilience – values that guide how we teach, support and celebrate success for every child.

Queensway School provides for children with a wide range of SEND including those with:

- Communication and Interaction needs; this incorporates speech language and communication difficulties including autistic spectrum conditions.
- Cognition and Learning needs; this includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia.
- Social, Emotional and Mental Health needs; this includes anxiety, depression, attachment and Attention Deficit Hyperactive Disorder (ADHD).
- Sensory and / or Physical needs; this includes children who have visual or hearing needs, or a physical disability that affects their learning.

A child may have SEND throughout their school career or for a short period of time. They may need additional or different help from that given to peers of the same age. This report gives information about our approach to early intervention and our provision for children with SEND.

Q School is a mainstream primary school with an integrated nursery. Children between the ages of 3 and 11 years attend. Links to our SEND Policy and Oxfordshire's Local Offer can be found on our website via: <https://www.queensway.oxon.sch.uk/learning/special-educational-needs-and-disabilities>

2.0 WHAT EXPERTISE CAN WE OFFER?

Our staff have a wide range of experience supporting children with diverse needs, including autism, dyslexia, speech and language difficulties, sensory processing differences and social and emotional mental health challenges including ADHD. We invest in on-going professional development to ensure our team is confident and skilled in using evidence-based approaches. Recent training has included:

- Neurodiversity and inclusive classroom practices
- Trauma-informed practice

- Assistive technology and development of communication tools
- Adaptive teaching strategies

We regularly review the impact of training through pupil progress reviews, staff feedback and observations of inclusive practice in the classroom. We work closely with external specialists – such as an Educational Psychologist, Speech and Language Therapists, SENSS Specialist Advisory Teachers and Occupational Therapists – to ensure our provision is tailored and responsive to children's needs.

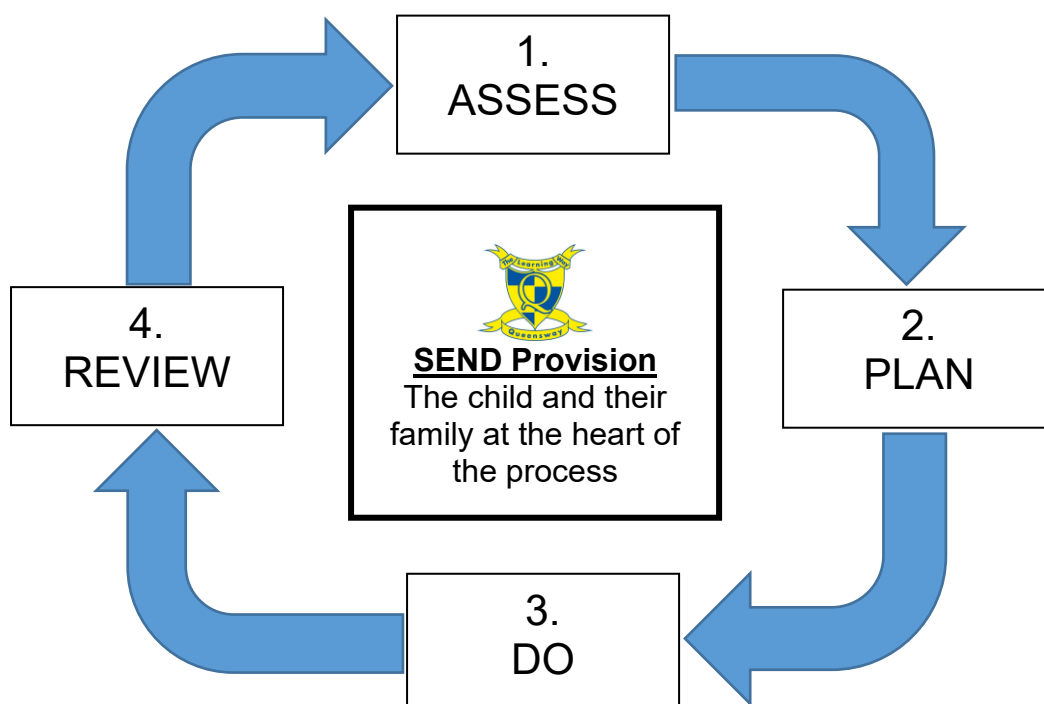
Our Inclusion Manager with responsibility for SEND is **Miss Emily Brown**. She is a qualified Teacher and experienced Special Educational Needs Co-ordinator (SENCO). The Inclusion Manager attends partnership meetings with SENCOs from other schools to share good practice and participates in Local Authority briefings to remain informed about local and national developments in SEND.

The Governing Body have appointed a delegated representative (**Mrs Ronke Chalmers, Inclusion Governor**) whose role it is to facilitate and monitor the development of SEND as a key priority within the School.

3.0 HOW DO WE IDENTIFY CHILDREN WITH SEND?

We know that early identification of special educational needs is key to helping children succeed. Our staff are trained to notice when a child may be finding learning or social situations more difficult than expected for their age. We use a range of tools and observations to build a full picture of each child's strengths and challenges. This includes:

- Teacher assessments
- Classroom observations
- Conversations with parents and carers
- Pupil voice – listening to how a child feels about their learning
- Input from external professionals when needed



If our information gathering indicates a child may have SEND, we follow a structured approach called *Assess, Plan, Do, Review*. This means we:

1. **Assess** the child's needs
2. **Plan** support strategies with families and staff
3. **Do** – put the support in place
4. **Review** progress regularly and adjust as needed

We always involve parents and carers in this process, and we make sure children understand and contribute to their own support plans in a way that is accessible and appropriate for them.

4.0 HOW DO WE WORK WITH CHILDREN WITH SEND?

We are committed to ensuring that every child with SEND feels supported, included, and empowered to succeed. Our approach is personalised, flexible, and rooted in high expectations for all.

4.1 Curriculum Access and Inclusion:

We are committed to ensuring that every child can access learning in a way that suits their individual needs. We tailor our teaching using a range of inclusive strategies, guided by the principles of adaptive teaching. These strategies include:

- Using visual aids and prompts to support understanding
- Breaking tasks into manageable, structured steps
- Offering alternative ways for pupils to demonstrate their learning

Our approach helps create lessons that are both accessible and engaging for all learners. Where additional support is required, we provide targeted interventions whilst ensuring that pupils with SEND remain included in classroom activities alongside their peers.

At times, it may be appropriate to provide targeted support outside the classroom setting. This is delivered with sensitivity and may involve small group work or one-to-one sessions with adult support. These withdrawal programmes are thoughtfully structured, time-limited, and subject to regular review to ensure they remain responsive to children's individual and evolving needs.

Our SEND provision aims to help children make the best possible progress – academically, socially, and emotionally – within the framework of the National Curriculum. We place equal importance on personal development, including social interaction, emotional wellbeing, and behaviour skills, so that every child can thrive both in and beyond the classroom. Respect and kindness are modelled daily, and children are encouraged to persevere and build resilience.

In addition to our universal and targeted classroom strategies, Queensway School operates an internally run Enhanced Learning Provision (ELP), which offers 1:1 support within a dedicated nurture room. This provision is designed for children with complex SEND, typically those with an Education, Health and Care Plan (EHCP). Due to the intensive nature of this support and the limited capacity of the provision, access to the ELP is reserved for exceptional cases where a child's needs cannot be met through other available strategies. Referrals are considered carefully and granted only when absolutely necessary to ensure the provision remains effective, sustainable, and responsive to the highest levels of need.

4.2 The Voice of the Child:

We place great importance on listening to children and involving them meaningfully in decisions about their learning and support. Pupils are encouraged to take an active role in shaping next steps in their learning and their support plans, ensuring that their unique perspectives and preferences are reflected in the provision they receive. Views are gathered regularly through open conversations, pupil surveys, and creative tools such as drawings, mind maps, and visual systems. These varied approaches help every child express themselves in a way that feels natural and empowering.

We believe that when children feel genuinely heard, they develop greater confidence, motivation, and a stronger sense of ownership over their learning. This helps them to develop the resilience to advocate for themselves, laying the foundation for both academic success and personal growth.

4.3 Accessing activities outside of the classroom:

We actively encourage all children, including those with SEND, to participate in school trips, clubs and enrichment activities as part of their broader personal development. These experiences play a vital role in nurturing social skills, resilience, independence and self-esteem – helping children to build friendships, grow in confidence and create lasting memories beyond the classroom. In accordance with our duty to make reasonable adjustments, we work collaboratively with families and staff to support meaningful participation. This may include:

- Providing additional adult support
- Adapting transport arrangements
- Using social stories or visual tools to prepare children for new experiences

We aim to be as inclusive as possible within the scope and capacity of a mainstream school. Whilst we strive to accommodate individual needs, there may be occasions where certain adjustments are not feasible due to staffing, safety, or environmental constraints. In such cases, we communicate openly with parents and carers to explore alternative solutions.

All activities are subject to thorough risk assessments, which consider the needs of individual pupils and ensure that appropriate safeguards are in place. Our priority is to provide enriching opportunities that are safe, supportive, and accessible wherever reasonably possible.

4.4 Transition and Communication:

Transitions – whether between year groups or into new settings – can be challenging and so we plan carefully to make them as smooth as possible.

- Opportunities to meet new staff in advance
- A time for them to visit their new classroom when there are no other pupils there, to familiarise them with the environment. This might be supplemented with photographs of key areas
- Identification of a 'buddy' from their new peer group
- Ensuring that the new Teacher and link Teaching Assistant(s) have a clear understanding of their individual needs and any strategies that are used to support them in the classroom
- We also maintain strong communication with families and any linked professionals to ensure everyone is working together to support the child

To ensure continuity of support, Teachers meet at the end of each academic year to share and pass on essential information and records about all pupils. This collaborative handover helps maintain a consistent understanding of each child's needs, strengths, and strategies that have proven effective.

When a child with SEND transfers to another school, we ensure that all relevant documentation is shared with the receiving primary or secondary setting. Where appropriate, transition meetings may be arranged to support a smooth and informed handover. Similarly, for children joining Queensway School, we seek information from previous schools (where available) and work closely with parents and carers to build a clear picture of the child's needs from the outset. This proactive approach helps us tailor support early and foster a positive start for every pupil.

Our Nursery has quickly become a popular and thriving part of our school, with most children continuing into our Reception classes via the Oxfordshire County Council admissions process. This familiar start often

eases the transition, as children already know the environment and routines. For those joining part-way through Nursery or directly into Reception, we liaise with previous settings and families to gather key information, and where needed, arrange transition meetings with parents, staff, and external agencies to develop a tailored support plan. Understanding a child's SEND or additional needs is central to this process. As part of our universal offer, children joining Nursery or Reception as new starters receive a home visit to help build early connections.

4.5 What do we do to support the well-being of pupils?

At Queensway School, we take a whole-school approach to pupil wellbeing, ensuring every child feels safe, respected, and cared for. All pupils are encouraged to share their views through School Council representatives, and we promote open communication with trusted adults such as Teachers, Teaching Assistants, our Home School Community Link Worker and other familiar staff.

As part of our universal provision, we deliver the Zones of Emotional Regulation programme across the school, helping children recognise and manage their emotions, develop resilience, and build positive coping strategies. Break and lunchtime support – including access to Play Leaders and a variety of clubs – further supports social development and self-esteem beyond the classroom.

Children with emotional or behavioural needs are supported to feel secure and understood within the school environment, with involvement from the Inclusion Manager where appropriate. We commission a counselling service through Place2Be, offering professional therapeutic support where needed. Bullying is not tolerated.

We regularly gather feedback from pupils, including those with SEND, to understand their experiences, strengths, and areas for development. This ensures our wellbeing provision remains inclusive, responsive, and pupil centred.

5.0 PARTNERSHIP WITH PARENTS / CARERS

Effective home-school communication is a vital part of our SEND provision at Queensway School. We actively encourage parents and carers to be partners in the education process, recognising that their insights and aspirations are key to understanding each child's needs. Review meetings are held three times a year as part of the 'Assess, Plan, Do, Review' cycle, where families receive accurate and up-to-date information about their child's progress, strengths, and targets. Additional meetings can be arranged at any time, and the school may also request further discussions when needed.

Parents are always consulted before external agencies become involved and are invited to contribute to any SEND strategies developed for their child. They are encouraged to be active contributors to their child's learning journey. We also gather parental feedback regularly, including through review meetings and our annual SEND Questionnaire to shape future policy and practice.

We work closely with families from the moment a concern is raised, through every stage of planning and reviewing support. This includes regular communication via meetings, telephone calls, and emails – co-creating and reviewing support plans, sharing progress updates, and celebrating achievements together. We offer opportunities for parents to attend events such as workshops, coffee mornings and information sessions to build confidence and connect with others. Celebration assemblies also provide informal opportunities for parents to network, share experiences and strengthen community ties.

Overall, our aim is to build strong, trusting relationships where parents feel informed, empowered, and valued as part of the team around their child.

6.0 MONITORING AND EVALUATION

At Queensway School, we take a joined-up approach to supporting children with SEND, and that includes making sure our provision is well monitored and continually improving. The Inclusion Manager works closely with Class Teachers and Teaching Assistants to review pupil profiles and Education, Health and Care (EHC) Plans, helping to set meaningful targets and ensure support is well matched to each child's needs.

We regularly evaluate how well our SEND provision is working through classroom observations, data reviews, and feedback from children, parents, and external professionals. We evaluate not just academic progress, but how well our provision nurtures respect, kindness and resilience in every learner. Our Inclusion Governor meets with staff, leaders and pupils to review SEND practice, and we use tools such as the Accessibility Audit, School Evaluation Form (SEF), and School Development Plan (SDP) to guide improvements. Parents and carers are involved throughout the 'Assess, Plan, Do, Review' cycle and are invited to share their views through meetings and our annual SEND Questionnaire. This helps us build a clear picture of what is working well and where we can grow and improve.

7.0 RELATED POLICIES

Our SEND provision is supported by a range of school policies that reflect our commitment to inclusion, equality and safeguarding. These include:

- Accessibility Policy and Plan
- Anti-bullying Policy
- Assessment Policy
- Attendance Policy
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Children We Care For Policy
- Equality Policy
- English as an Additional Language (EAL) Policy
- Positive Handling Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with a Medical Condition Policy

All policies are available on our website or can be requested from the school office.

8.0 USEFUL WEB LINKS:

We know that navigating SEND can feel overwhelming and so we have gathered a list of helpful websites that offer clear information, practical advice and support for families.

National Support and Guidance:

- SEND Code of Practice (2015): <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- IPSEA (Independent Provider of Special Education Advice) – <https://www.ipsea.org.uk/> Free legal advice and resources for parents and carers.
- Council for Disabled Children – <https://councilfordisabledchildren.org.uk/> National organisation supporting inclusive practice and policy.
- Contact – <https://contact.org.uk/> Advice and support for families with disabled children.
- SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service): https://fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/service.page?id=OxZ3FE2HK_c

Local Support:

- Oxfordshire Local Offer: <https://www.oxfordshire.gov.uk/children-and-families/oxfordshire-send-local-offer> Information about local services, EHCPs, and support pathways.
- Oxfordshire Parent Forum: <https://www.oxpcf.org.uk/> A place for families to share experiences and influence local SEND provision.

9.0 PROCEDURE FOR COMPLAINTS

The school has a standard complaints procedure. If a parent / carer has a concern about SEND provision the first point of contact should be the Class Teacher who may refer the query to the Inclusion Manager. If the situation cannot be resolved it will then be referred to the Head Teacher. If this does not bring a satisfactory conclusion, the complaint will be heard by a panel comprised of members of the Governing Body.

10.0 REVIEW

The Inclusion Manager reviews the SEND Information Report annually to ensure it remains accurate, aligned with current practice, and responsive to the evolving needs of our school community. Feedback is invited from Governors, and final approval for publication is granted by the Governing Body.

The November 2024 update was carried out through a collaborative 'working party' approach, incorporating valuable feedback from parents/carers, staff, and governors.

SEND Information Report approved: October 2025

For further information on Queensway Primary School's SEND provision please contact our Inclusion Manager, Miss Emily Brown, who will be happy to assist you. Tel: 01295 251631 (selecting option 2). Email: ebro0109@queensway.oxon.sch.uk