



SPECIAL EDUCATIONAL NEEDS & DISABILITIES INFORMATION REPORT

1.0 OUR VISION AND PHILOSOPHY

Queensway School is an inclusive school that enables all pupils, including those with special educational needs and disabilities (SEND), to reach their full potential within a nurturing environment, where learning and challenge is embraced in all its forms. Our practices and procedures are embedded into school life to ensure pupils' special educational needs are identified swiftly. We consider every child in our planning, teaching and assessment to provide a curriculum that is accessible for all. If additional specialist advice and support is necessary, we are committed to effective collaboration between parents / carers and external agencies.

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 provision for children with SEND.

Queensway School is a mainstream primary school with a nursery for children between the ages of 3 and 11 years. 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 Inclusion Manager with responsibility for SEND is **Miss Emily Brown**. She is a qualified Teacher and experienced Special Educational Needs Co-ordinator. Our SEND Governor is **Mrs Ronke Chalmers**. Our Teachers have completed training to ensure they understand the SEND Code of Practice 2014. All staff have timely continuing professional development to enable them to support the specific needs of individual pupils. We also have access to a range of specialist support services, which include educational psychology, speech and language services, behaviour support, the School Nurse Team and the Child and Adolescent Mental Health Services (CAMHS). Some of these services we 'buy in' to ensure early intervention and timely, comprehensive provision. Parents / carers are consulted before external agencies are involved in assessing and / or working with their child.

Further information about some of the services our school can access can be found on Oxfordshire County Council's SEND web pages: <https://www.oxfordshire.gov.uk/cms/public-sit/special-educational-needs-and-disability-local-offer>.

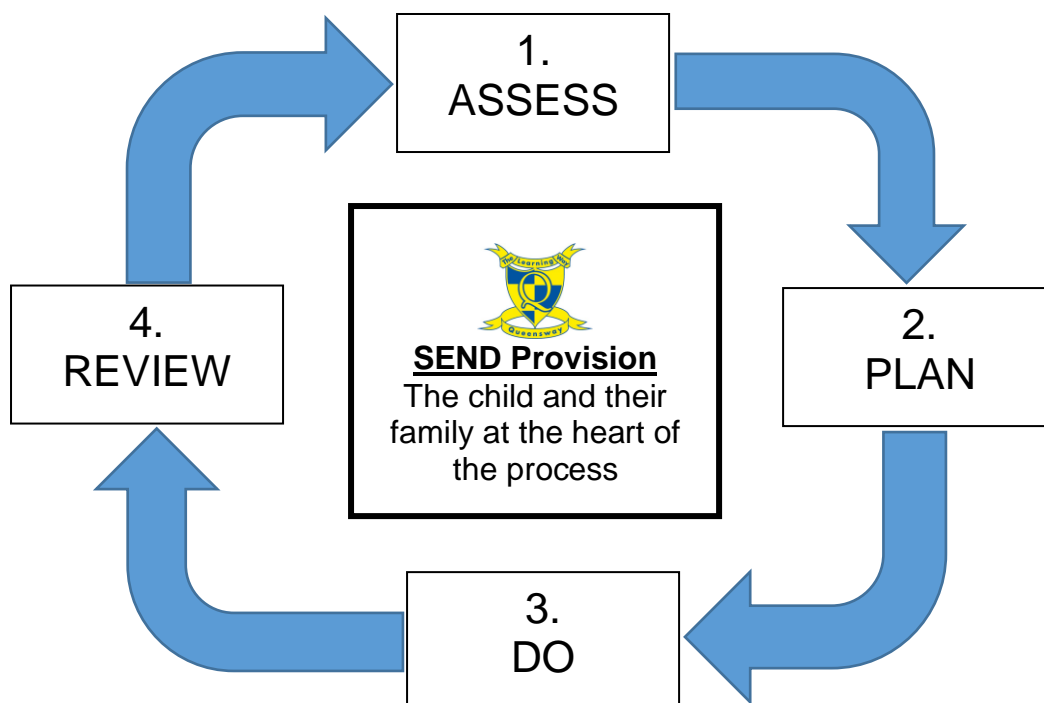
3.0 HOW DO WE IDENTIFY CHILDREN WITH SEND?

All our children are assessed when they join our school, so that we can build upon their prior learning and we can be proactive in addressing learning gaps and / or misconceptions. The school identifies SEND as early as possible by gathering evidence through observations, assessments and written records. We also liaise with parents / carers, nurseries, pre-schools and other previous school settings (where applicable and possible). At Queensway School we refer to Oxfordshire County Council's guidance, *Identifying and supporting Special Educational Needs in Oxfordshire schools and settings*. This sets out:

- How we identify if a child has SEND
- Ways in which teaching could be adapted to meet the needs of a child with SEND
- How we can assess children in a timely manner and plan effectively
- Possible adaptations to the school environment to meet each child's needs
- How we involve the child and their parents/carers in reviewing progress and agreeing next steps

The school also has access to a range of professional support, including additional services that we 'buy in'. We endeavour to foster and nurture close working relationships with all external services and professionals, and we are committed to incorporating expertise and advice into our work with the children.

We also value the knowledge and understanding parents / carers have of their children. Our 'open door' policy means that we will always listen to any concerns and we will actively encourage opportunities to work in partnership. We understand that a child and their family must be at the heart of our SEND provision.



4.0 HOW DO WE WORK WITH CHILDREN WITH SEND?

4.1 Curriculum Access and Inclusion:

We recognise the wide diversity of children within our school and embrace this as a rich resource to enhance the learning and understanding of everyone in our community. We encourage all pupils, including those with SEND, to take a full and active part in the life and work of the school.

We continually strive to offer an inclusive, broad and balanced curriculum that is exciting for all. For some curriculum subjects / lessons, the children are grouped within their class according to ability although we recognise the benefits of mixed ability teaching and learning. All Teachers provide a differentiated curriculum to ensure access at all levels. Any children with additional needs are included as fully as possible in the classroom environment and the curriculum is adjusted where appropriate. Sometimes it may be necessary to withdraw a child sensitively, to work individually with a Teaching Assistant, specialist teacher or the Inclusion Manager to acquire, reinforce or extend skills. Withdrawal programmes are time-limited. Provision for students with SEND is intended to enable them to make the greatest possible progress in the context of the National Curriculum and in their personal development, including social, emotional and behaviour skills. Often Teachers write bespoke programmes to ensure that the content and outcomes are targeted to the specific needs of a child or group of children.

4.2 The Voice of the Child:

Where possible all children on the SEND Register will be involved in discussing their learning and identifying new targets. The aim of this is to give the child the opportunity to make choices and to recognise that their views are important. Children who know their opinions will be valued are likely to have greater confidence and will be more effective learners. We encourage children with SEND to participate in their learning by:

- Supporting them to regularly reflect upon their in-class work, with reference to marking commentary
- Creating opportunities for them to talk to Teachers and Teaching Assistants about their progress and next steps
- Providing access to pastoral and nurture support
- Using in-class and whole-school reward systems to promote positive behaviours and celebrate success
- Access / involvement in an active School Council
- Providing additional training and development for Teachers and / or Teaching Assistants, as required

We believe in developing the 'whole child' which includes helping all our children to develop resilience, social skills, self-awareness and self-esteem and supporting them to uphold positive values.

4.3 Accessing activities outside of the classroom:

All children are included in activities and trips following risk assessments (where needed) and in accordance with the school's duties under the Equalities Act 2010. We liaise with parents / carers and the children when planning trips so that the itinerary is clear and understood by all. Appropriate risk assessment and support is put in place to ensure that activities can happen safely.

4.4 Transition and Communication:

At the end of each school year Class Teachers meet to share and pass on essential information and records about children with SEND. If a child with SEND leaves the school, records are passed on to the receiving primary or secondary school and meetings may be held prior to transfer. Similarly, information is sought from previous schools (where possible) for new children joining Queensway School.

We recognise that some children can find transitions, such as changing year groups, very difficult. For children who are anxious, nervous or worried, we will put in place a transition plan which could include:

- A one-to-one meeting with the child and their new Teacher and / or link Teaching Assistant
- 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 via a transition booklet
- Identification of a 'buddy' from their new peer group
- Ensuring that the new Teacher has a clear understanding of their individual needs and any strategies that are used to support them in the classroom

For children with SEND starting in one of our Reception classes, we will liaise with their nursery or pre-school setting to put a transition package in place if it is needed. This will usually take the form of a transition meeting with the parents / carers, key stakeholders from both settings, and any outside agencies involved. We will then develop a comprehensive plan to support the child's transition.

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

All children have the opportunity to share their views through their school council representatives. We encourage all children to talk to their Class Teacher if they have a concern or worry. The Inclusion Manager works with children with emotional or behavioural difficulties to enable them to feel safe and supported in the school environment. We also access specialist support as and when required. Break and lunchtime support, e.g. access to play leaders and a range of clubs, enable children to build self-esteem and confidence outside of the academic curriculum.

Bullying is not tolerated and the procedures we follow can be found in our Anti-bullying Policy, which is located in the policy section of the school website. Pupil voice also enables us to understand the views of children with SEND, including what they feel are their strengths and their next steps for development.

5.0 PARTNERSHIP WITH PARENTS / CARERS

Effective home-school links are an essential part of the support arrangements for a child with SEND. At Queensway Primary School, we positively encourage parents / carers to be partners in the education process. Review meetings will take place once every two terms (three times a year). Parents / carers will receive accurate and up-to-date information when they meet with Class Teachers, so that they have a full picture of their child's skills and abilities, as well as their learning needs and targets.

Parents / carers are welcome to arrange meetings with their child's Class Teacher, the Inclusion Manager or the Head Teacher at other times to discuss any aspect of their child's progress.

The school may also request additional meetings as necessary. Parents / carers will be consulted before external agencies are involved and are included as far as possible in any SEND strategies that are instigated for their child. Parents / carers have the right to access records of their child's progress and are also encouraged to contribute to these records.

6.0 MONITORING AND EVALUATION

The Inclusion Manager supports Class Teachers in reviewing Pupil Profiles and Education, Health and Care (EHC) Plans, and setting new targets. The Inclusion Manager also liaises with Teaching Assistants who support children with SEND, and monitors the quality of the interventions delivered.

The Inclusion Manager regularly meets with the SEND Governor to evaluate pupil progress and discuss any issues that have arisen. The success of the school's SEND policy and provision is evaluated through:

- Monitoring of classroom practice by the Head Teacher, Senior Leadership Team (including the Inclusion Manager) and subject leaders
- Analysis of pupil progress and attainment data for individual pupils and for cohorts
- Termly monitoring of procedures and practice by the school Governor with responsibility for SEND
- School self-evaluation processes, including the Accessibility Audit, SEF (School Evaluation Form) and School Development Plan (SDP)
- The school's annual SEND Development Plan review, which evaluates the success of our provision and sets new targets for development
- Feedback from outside agencies who have / are working with our school
- Visits from the Local Authority and OFSTED inspection arrangements, which also enable us to evaluate the success of our provision
- Meetings with parents / carers and staff to plan targets, review / revise provision and celebrate successes
- Voice of the child interviews, dialogue and Pupil Profile comments
- The annual SEND questionnaire to parents

7.0 RELATED POLICIES

We have a number of policies, which aim to give further information about how we provide for additional needs within the school. 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
- Data Protection Policy (GDPR)
- Equality Policy
- English as an Additional Language (EAL) Policy
- Health and Safety Policy

- Oxfordshire Literacy Difficulties - Policy and Advice 2020 Special Educational Needs and Disability (SEND) Policy
- Positive Handling Policy
- Supporting Pupils with a Medical Condition Policy

8.0 USEFUL WEB LINKS:

If you would like impartial advice from Oxfordshire's SENDIASS Service, please contact:
https://fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/service.page?id=OxZ3FE2HK_c

If you would like to know more about opportunities for children and young people with SEND and their families, events, support groups or information about SEND, these are listed in the Family Information Directory: [http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page](http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fisd/disabilities.page)

Oxfordshire's Local Offer contains lots of information for parents. Please click here to see it:
<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer>

Oxfordshire's Accessibility Strategy (revised May 2017) can be read via the following link:
[https://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEN/guidance/Schools AccessibilityStrategy.pdf](https://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEN/guidance/Schools%20AccessibilityStrategy.pdf)

Oxfordshire Literacy Difficulties - Policy and Advice 2020 can be read via the following link:
https://sites.create-cdn.net/sitefiles/31/4/9/314937/LITERACY_DIFFICULTIES_POLICY_AND_ADVICE_2020_OXSIT_VERSION_FINAL_1.pdf

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

This SEND Information Report will be reviewed annually by the Inclusion Manager.

SEND Information Report approved:
Review date: Sept 2023

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