SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY

1.0 GUIDING PRINCIPLES

1.1 Vision and Philosophy:

At Queensway School, our aspiration is for all our pupils to achieve their full potential. This is within a nurturing environment that values the partnership of home, school and community, where learning and challenge is celebrated and embraced in all its forms. Our approach is underpinned by our school values of respect, kindness and resilience.

We provide a broad, balanced and relevant curriculum for our children, including those with Special Educational Needs and Disabilities (SEND). Teachers carefully plan and prepare learning challenges and respond swiftly to children's diverse learning needs, including those who are disadvantaged or vulnerable. A range of strategies are used to maximise achievement and remove barriers to learning ensuring that all pupils can thrive academically, socially and personally. Children with SEND access the same curriculum as their peers, with appropriate adaptations where necessary.

Some children may require more support than others throughout their school career or for a short period of time (temporary need). They may need provision that is different from that offered to others of the same age. This policy ensures that curriculum planning, intervention and assessment programmes are specifically tailored to the type and extent of the difficulty experienced by a child who has SEND.

At Queensway School, inclusion is a whole-school commitment to equity and participation. In practice, this means:

- Ensuring equitable access to high-quality teaching, curriculum and enrichment
- Removing barriers to participation in all aspects of school life
- Monitoring and addressing gaps in progress and achievement
- Embedding a culture of belonging, respect, kindness, resilience and representation across the school community

1.2 Definitions:

High quality first teaching, with appropriate adaptations, will meet the individual needs of the majority of children. By this we mean:

- Lessons are focused and have clear objectives which all learners have the opportunity to work towards;
- Balancing the delivery of new content so learners have time to master important concepts;
- Pupils are actively involved and engaged with their learning;
- There is an appropriate use of questioning, modelling and explaining;
- An emphasis is placed on learning through dialogue, with regular opportunities for pupils to talk both individually and in pairs or groups, developing important language skills;

- There is an expectation that all pupils will take responsibility for their own learning and work with independence; and
- Encouragement and genuine praise are used regularly to motivate pupils and celebrate successes;
- There is assessment for learning during lessons to inform next steps.

For children needing educational provision that is **additional** and/or **different** from this, this is termed as special educational provision under Section 21 of the Children and Families Act 2014. A child has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if he or she: a) has a significantly greater difficulty in learning than the majority of others of the same age; or b) has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools (ref. Special Educational Needs Code of Practice 2014, updated January 2015, paras xiii-xiv). Children will not be regarded as having a learning difficulty solely because they are learning English as an additional language.

At Queensway School we recognise the responsibility we also have to both identify and meet the needs of our more able pupils in all areas including learning, sports, music and leadership. We do this through observations, and our assessment, tracking and marking/feedback procedures. We actively seek to offer a range of enrichment opportunities.

1.3 Aims and Objectives:

The aims and objectives of this policy and the Schools' SEND provision are to:

- Support the individual needs of our children within an educational community that promotes excellence and ambition
- Provide an inclusive, broad, balanced, relevant and challenging curriculum for all that inspires a desire for lifelong learning
- Create a safe, secure, supportive environment that inspires confidence, success and achievement. We value the many and varied talents of our children and encourage them to recognise these in themselves and others. We aim to build self-esteem and positive thinking
- Raise the aspirations of all pupils with SEND, enabling them to make good academic, social and personal progress and reach their potential
- Give all children with SEND equal opportunities to take part in all aspects of school life, including enrichment to support them to be confident, responsible, independent and resilient
- Facilitate early identification, intervention and differentiated, progressive provision to support children with SEND
- Ensure that pupil needs are regularly assessed, monitored and reviewed, and next steps in learning are identified
- Promote collaborative working relationships between school staff, parents/carers, support services and other professionals

- When appropriate, enable the children themselves to be involved in the evaluation and/or assessment of their progress and the target setting process

- Ensure that the responsibility held by the Governing Body and all staff for SEND is implemented and maintained

2.0 ROLES AND RESPONSIBILITIES

Provision for children with SEND is the responsibility of the Governing Body, Head Teacher and **all staff** within Queensway School. It is a Class Teacher's responsibility to provide appropriate support for children with SEND in his/her class and to be aware that these needs may be present in different learning situations.

All staff are responsible for the identification, assessment and provision of targeted support for children with SEND. This is facilitated by the schools' Inclusion Manager and takes place in partnership with parents/carers, support services and other professionals/specialists (as appropriate). The Inclusion Manager is highly visible, spending time in classes across the school and linking directly with parents/carers when needed.

2.1 Governing Body:

In collaboration with the Head Teacher, the Governing Body has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview – there is a delegated representative (Ronke Chalmers, SEND Governor) whose role it is to facilitate and monitor the development of SEND as a key priority within the School. The SEND Governor discusses and helps to raise awareness of SEND issues at full-Governor meetings. Through monitoring visits into school, the Inclusion Governor meets with leaders and staff, talks to children and looks at SEND paperwork and lesson work. This enables the Governing Body to maintain strategic oversight, with school leaders ensuring that:

- All staff are aware of the importance of early identification and timely, appropriate and effective provision for children with SEND

- Children with SEND are able and encouraged to participate in all aspects of school life, so far as is reasonably practicable

- Appropriate staffing and funding arrangements are in place

- The quality and effectiveness of SEND and inclusion provision is regularly monitored

- Parents/carers are notified if the school decides to make SEND provision for their child and opportunities are available for them to discuss planned support

- They have regard to the requirements of the Special Educational Needs Code of Practice 2014, updated January 2015

2.2 The Head Teacher:

The Head Teacher is responsible for:

- The management of all aspects of the School's work, including provision for children with SEND

- Keeping the Governing Body informed about all SEND issues within the School
- Working closely with the Inclusion Manager, for example with regard to liaising with support services and other professionals
- The deployment of all SEND personnel within the School

The Head Teacher also has overall responsibility for monitoring and reporting to the Governing Body about the implementation of the School's SEND Policy and the effect of inclusion programmes within the school as a whole.

2.3 The Inclusion Manager:

The Inclusion Manager is responsible for overseeing the day-to-day operation of the school's SEND Policy. To this end, his/her role is to:

- Co-ordinate the provision for pupils with SEND, ensuring that an agreed, consistent approach is adopted across the school
- Exercise a key role in assisting the Governing Body and Head Teacher with the strategic development of SEND policy/provision
- Work with Class Teachers, Teaching Assistants, support services and parents/carers to identify pupils with SEND in a timely manner and ensure targeted provision is used effectively
- Support all staff in understanding the needs of children with SEND and ensure the priority areas for the development of SEND are reflected in the School Development Plan (SDP)
- Advise on the four-part cycle (known as the graduated approach) to providing support for children with SEND. This comprises the stages, 'Assess, Plan, Do, Review' - *ref. section 4.0 of this Policy*
- Monitor progress of pupils with SEND, evaluating the effectiveness of teaching and learning through observations (in-class and intervention work), planning and book analyses and scrutiny of school assessment data. The Inclusion Manager uses information gathered to set targets to challenge and raise attainment
- Support Teachers to prepare / deliver intervention programmes and advise on appropriate resources and materials for children with SEND
- Facilitate and monitor Pastoral Support Plans and Individual Behaviour Plans as required
- Help to ensure effective and transparent liaison between Class Teachers and parents/carers of pupils with SEND, to promote a partnership approach
- Be the point of contact for work with outside agencies, e.g. the Local Authority and its support services, arranging meetings and providing a link between these agencies, Class Teachers and parents/careers
- Maintain the school's SEND Register and SEND records
- Contribute to the in-service training of staff, disseminating good practice in SEND across the school

- Work closely with Special Needs Co-ordinators in receiving schools (secondary and primary) to help provide a smooth transition

- Keep up to date with the latest legislation, initiatives and research on SEND

2.4 Class Teachers:

Class teachers are responsible for:

- Including pupils with SEND in the classroom, and for providing an appropriately adapted, challenging and progressive curriculum

- Being proactive in implementing agreed early identification procedures for SEND and seeking advice from the Inclusion Manager on assessment and strategies to support inclusion

- Familiarising themselves with the School's SEND Policy and procedures for identification, monitoring and supporting children with SEND

- Managing individual and group provision carried out by Teaching Assistants for children in their class

- Giving feedback to parents of pupils with SEND, including as part of the review process for Pupil Profiles or Education, Health and Care (EHC) Plans

- Devising and carrying out a SEND timetable which highlights and identifies when interventions will take place for children in their class

- Preparing intervention programmes and accompanying resources and materials to support learners with SEND

- Recording accurately and keeping up to date the provision made for pupils with SEND

- Preparing information letters and other documents (as required) to inform/support pupil's access to professional support

- Following the graduated approach to providing support for children with SEND - *ref. section 4.0 of this Policy.*

- Maintaining their class SEND file as a working document

2.5 Teaching Assistants (TAs):

TAs work closely as part of a team with Class Teachers and the Inclusion Manager. Their role includes supporting children's individual needs and facilitating the inclusion of pupils with SEND in the classroom setting, enabling them to have access to the whole curriculum. They play an important part in implementing Pupil Profiles and EHC Plans, and monitoring progress. TAs may also contribute to review meetings. They must:

- Be fully aware of the School's SEND Policy and the procedures for identifying, assessing and making provision for pupils with SEND

- Deliver intervention programmes planned by Class Teacher's and/or link professionals, using their experience and professional judgement to respond to individual needs and reinforce, develop and extend learning opportunities where possible

- Use the school's verbal and written procedures for giving feedback to Class Teachers about pupils' responses to tasks and strategies

- Work collaboratively with colleagues across the school to deliver a safe, calm, orderly and positive environment that is conducive to good learning outcomes

2.6 Additional Specialist Support

Queensway School employs a full-time Home School Community Link Worker (HSCLW) to support pupils and their families. The support available is varied and tailored to individual needs but could include group work and family learning activities.

We have access to a wide range of support, including additional services that our school commissions. We strongly believe in the importance of early intervention as well as comprehensive provision that meets our children's diverse needs. Please refer to section 9.1 below for a list of these services.

3.0 IDENTIFICATION OF SEND

All our children are assessed when they join Queensway School and at regular intervals during their time with us. The progress of all children is tracked on a termly basis through a range of whole school assessment procedures. The school identifies SEND as early as possible by gathering evidence through observations, assessments, written records and liaison with parents/carers. Teachers will complete detailed need-based descriptors to inform assessments and ensure judgements are accurate.

In the SEND Code of Practice (2014, updated January 2015), children's needs and requirements fall into four broad areas (see below), but individual pupils may well have needs which span two or more areas. The impact of this on a child's ability to function, learn and succeed are carefully considered, recognising and remembering that each child is unique, with respect, kindness and resilience as central to our approach. For example, a pupil with general learning difficulties may also have communication difficulties or a sensory impairment. In some cases, pupils will have needs that are not only complex but also severe.

1)	Communication and interaction:	Speech, Language and Communication needs Autistic Spectrum Disorder
2)	Cognition and Learning:	Learning difficulties Specific Learning Difficulties, e.g. dyslexia, dyspraxia, dyscalculia
3)	Social, emotional and mental health difficulties:	Behaviour reflecting underlying mental health difficulties (e.g. anxiety, depression). Attention deficit hyperactive disorder, attachment disorder
4)	Sensory and/or physical:	Hearing Impairment Visual impairment Physical disability Multi-sensory impairment

Where a child's progress is identified as a cause for concern, the first response is high quality first teaching within the classroom. Slow progress and/or low attainment do not necessarily mean that a child has SEND. All staff working with a specific child will be alerted to their emerging needs, including where disadvantage may be a barrier to progress. The Class Teacher will observe and monitor progress within the classroom context over a period of time (usually up to six weeks). During this period of time targeted teaching approaches will be used which focus on the area(s) of concern.

If SEND is clearly identified, the school will then follow two 'school-based' stages: 1) SEN Support ; and 2) EHC Plan. The individual pupil will be consulted, as appropriate, taking into account his/her level of maturity and understanding. Parents/carers will be consulted throughout the process and we actively encourage parental involvement in identifying and planning for a child's needs.

3.1 SEN Support:

The SEN Support stage may be necessary when a child:

- Makes little or no progress even when teaching approaches are targeted to focus on their identified area(s) of need

- Displays a continuing difficulty in developing Literacy or Numeracy skills, which results in poor attainment in some curriculum areas, i.e. significantly below the expected level for their age

- Presents persistent emotional and/or behavioural difficulties which need specific intervention

- Has sensory, physical, interaction or communication problems and continues to make little or no progress despite the provision of specialist equipment

The Head Teacher and Inclusion Manager consider all the information gathered from within the school about the pupil's progress. Where more specific assessment is deemed to be necessary, this will be carried out and the Inclusion Manager may involve professionals and/or specialists from outside the school. Queensway School will always gain parental permission before referring a child to an external specialist, and before referring parents to other agencies for support.

The information gathering process will include early discussions with the pupil and their parents/carers, so both parties are fully involved. A Pupil Profile will be prepared by the Class Teacher with support from the Inclusion Manager. This is a working document that is used to:

a) Enable the child to have a voice – to have their strengths and what is important to them as an individual acknowledged

b) Help parents/carers share their knowledge and expertise on how best to support their child

c) Capture important information to enable teachers to personalise teaching and learning

d) Inform person-centred action planning and target setting. This can make outcomes and targets more meaningful and relevant to the young person

e) Share information between school staff, professionals and specialists

The Class Teacher and designated Teaching Assistant(s) implement the targets and progress is reviewed termly. There is increased curriculum differentiation, and a separate programme of work may be drawn up to achieve the Pupil Profile targets. In-class and/or withdrawal support is provided as appropriate. When a child is withdrawn from the class situation it is for a planned length of time.

The Inclusion Manager is responsible for monitoring and reviewing SEND provision and pupil progress. A child may no longer need a Pupil Profile if their progress is good and targets have been consistently met over time.

3.2 Education, Health and Care (EHC) Plan:

An EHC Plan is a legal document for an individual child or young person aged 0-25 years with SEND. It describes their education, health and social care needs and the provision that must be implemented in order to help them achieve key life outcomes. The EHC Plan includes information about the child or young person's aspirations. It brings together practitioners from different agencies to contribute to their provision.

Only a very small proportion of children will require an EHC Plan (currently 4.8 per cent of pupils in England, based on Gov.UK data). These children are likely to have severe or complex needs, often life-long, that require more specialist advice and support. An EHC plan can only be issued after a child or young person has gone through the process of an Education, Health and Care needs assessment.

A request for an EHC Plan needs assessment can be made by a parent, young person (aged 16-25 years), school or college to the Local Authority (LA). Parents can contact SENDIASS Oxfordshire for impartial information, advice and support when they are considering a parent-led EHC assessment request.

Queensway School will only initiate a school-led Education, Health and Care Needs Assessment (EHCNA) where a child's needs are significant, complex and enduring, and where limited progress has been made despite sustained, individualised provision above that ordinarily available at the SEN Support stage. Requests from parents are considered in line with statutory duties, evidence of educational need and progress, and current caseloads.

Where needs are predominantly health-related or do not significantly affect access to education, support will be provided through the SEN Support stage and, where appropriate, wider services such as health professionals, therapists or pastoral teams.

If a decision is made that the school will not submit a school-based EHCNA, parents/carers will be notified. In such cases, the school will work co-operatively to provide information if a parent chooses to pursue a parent-led EHCNA. Parents/carers will also be signposted to SENDIASS should they wish to request independent advice or support.

Decisions are made transparently and shared clearly with parents/carers, with alternative pathways identified where an EHCNA is not appropriate.

When an EHC Needs Assessment request is submitted, the LA is asked to consider:

a) whether the child or young person **has or may have** special educational needs (**SEN**); and
b) whether they **may** need special educational provision to be made through an EHC Plan

If the answer to both of these questions is 'yes', the LA **must** carry out an EHC needs assessment under section 36(8) of the Children and Families Act 2014). The LA will review:

- evidence of the child's academic attainment (or developmental milestones in younger children) and rate of progress
- information about the nature, extent and context of the child's SEND
- evidence of the action already taken by parents, the school or other setting to support the child
- evidence that, where progress has been made, it has only been as the result of lots of intervention and support over and above what is usually provided for children of the same age

- evidence of the child's physical, emotional and social development and health needs, taking into account advice from clinicians and other health professionals

Outcomes from the assessment determine whether an EHC Plan will be prepared and issued by the LA.

4.0 THE GRADUATED APPROACH

Queensway School adopt a 'graduated approach' to our SEND provision, the recommended model as set out in the Special Educational Needs Code of Practice 2014 (updated January 2015). We also refer to Oxfordshire County Council's guidance handbook, *Identifying and supporting Special Educational Needs in Oxfordshire schools and settings*.

The graduated approach is the mechanism through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what might help them to make good progress and achieve good outcomes. The four stages of the cycle are: Assess, Plan, Do and Review, as shown in the following illustration:



The graduated approach starts at the whole school level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children. However, where a potential or actual SEND has been identified, this cyclical process becomes increasingly personalised.

- Individualised assessment leads to an improved understanding of barriers as well as gaps in a pupil's learning.
- Continual reflection on approaches to meeting a pupil's needs enables a greater understanding of strategies that could help a pupil to make good progress and achieve desired outcomes.

In summary, the graduated approach draws on more personalised approaches, more frequent reviews and more specialist expertise in successive cycles in order to tailor provision to meet the specific needs of a child.

5.0 MONITORING AND EVALUATION

The Inclusion Manager supports Class Teachers in reviewing Pupil Profiles and 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 through formal and informal observations.

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 curriculum subject co-ordinators
- Analysis of pupil progress and attainment data (formative and summative assessments) for individual pupils, disadvantaged groups and for cohorts.
- Termly monitoring of procedures and practice by the school Governor with responsibility for SEND
- School self-evaluation processes, including the Inclusion Audit, Accessibility Audit, SEF (School Evaluation Form) and School Improvement Plan (SIP)
- The school's annual SEND Development Plan review, which evaluates the success of our provision and sets new targets for development
- Visits from the Local Authority and OFSTED inspection arrangements, which also enable us to evaluate the success of our provision
- Review meetings with parents/carers and staff, both formal and informal, 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

6.0 CURRICULUM ACCESS AND INCLUSION

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

For some curriculum subjects, the children are grouped within their class according to ability although we recognise the benefits of mixed ability teaching and learning. All Class Teachers provide a differentiated curriculum to ensure access at all levels. Children with individual needs are included as fully as possible in the classroom environment and, where appropriate, the curriculum is adjusted. Sometimes it may be appropriate to withdraw a child sensitively, to work individually with their Class Teacher, a Teaching Assistant, specialist teacher or the Inclusion Manager in order to acquire, reinforce or extend skills more effectively. Withdrawal programmes are normally 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 behavioural skills.

The school recognises the importance of supporting pupils' social, emotional and mental health alongside their academic development. Universal approaches are embedded throughout the school to

promote wellbeing, emotional regulation and positive engagement in learning, including the use of the Zones of Regulation framework. In addition, a range of targeted pastoral and nurture-based support may be provided where required. This may include access to targeted pastoral support, lunchtime clubs, play leadership opportunities, emotional wellbeing support and support from external agencies. Provision is tailored to individual need and reviewed regularly as part of the graduated approach to SEND support.

In addition to our universal and targeted classroom strategies, Queensway School operates an internally run Enhanced Learning Provision (ELP) comprising two dedicated nurture spaces, *The Haven* and *The Bridge*. These provisions offer highly personalised support for a small number of pupils with the most complex SEND needs, typically those with an EHCP. Due to the intensive nature of this support, the ELP is 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 and vulnerability.

7.0 ALLOCATION OF RESOURCES

SEND resources are allocated and utilised within the School according to need. The resources available include ICT and other materials, specialist teacher time and input from a range of professionals. The school has a continuing commitment to review its resources and to identify new resource opportunities as and when possible. Queensway School follows Local Authority guidance to ensure that the needs of children on our SEND Register are appropriately met.

8.0 PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

Our school recognises the importance of sharing knowledge, understanding, expertise and experience. At Queensway School staff support each other to secure high-quality provision for children with SEND. This includes sharing resources, the transfer of accurately maintained and up-to-date records, and participating in continuous professional development.

The school is committed to ensuring that all staff have the knowledge and skills required to meet the needs of pupils with SEND. Continuing professional development is provided through whole-school training, specialist advice and collaborative working with external agencies. Recent staff training has included neurodiversity, trauma-informed practice, adaptive teaching strategies, emotional regulation, speech, language and communication needs (SLCN), and the effective use of assistive technology to support access to learning. Staff are encouraged to share expertise and participate in ongoing professional development to ensure that provision reflects current best practice and supports positive outcomes for all pupils with SEND.

SEND and inclusion feature regularly on the staff meeting schedule. The Inclusion Manager attends Locality Inclusion Briefings and other networking opportunities in order to keep abreast of key SEND initiatives and developments.

8.1 The Voice of the Child:

Where possible all children on the SEND Register will be actively involved in discussing their learning and identifying new targets. We recognise that each child's lived experience shapes how they learn, participate and feel a sense of belonging in school. The aim of this is give the child the opportunity to make choices and for it to be acknowledged that their views are important. Children who know that their opinions are valued are likely to have greater confidence and will be more effective learners.

We encourage children with SEND to fully access and 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 Class Teachers and Teaching Assistants about their progress and next steps
- Having designated time for pupil conferencing
- Providing tailored pastoral support
- Using a range of in-class and whole-school reward systems to promote positive behaviours and celebrate successes
- Access/involvement in an active School Council
- Ensuring children's voices are heard in wider school life, so their experiences inform curriculum, enrichment and pastoral provision
- Embedding respect, kindness and resilience in all pupil interactions, so children feel represented and valued in the school community

The school is committed to a person-centred approach to SEND provision. Pupils are supported to share their views, wishes and aspirations through a range of methods appropriate to their age, stage of development and communication needs. This may include discussion, pupil surveys, mind maps, drawings, visual supports and other alternative forms of communication. Pupils are encouraged to contribute to the Assess, Plan, Do, Review process and their views are taken into account when decisions are made about support, provision and future outcomes. Families are recognised as key partners in this process, ensuring a collaborative approach to meeting individual needs.

8.2 Partnership with Parents/Carers:

Effective home-school links are an essential part of the support arrangements for a child with SEND. At Queensway School, we positively encourage parents/carers to be partners in the education process. Review meetings are held three times a year as part of the Assess, Plan, Do, Review cycle. 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. These meetings are collaborative, ensuring that parents/carers' voices are heard and that decisions reflect shared priorities for the child's progress and wellbeing.

Parents/carers are welcome to arrange meetings with their child's Class Teacher, the Head Teacher or Inclusion Manager 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. Their contributions are also valued as part of a shared responsibility for inclusion, wellbeing and achievement.

8.3 Transition and Communication:

The school recognises that effective transition arrangements are particularly important for pupils with SEND. Transition support is planned according to individual need and may include additional visits, photographs of key staff and learning environments, social stories, transition booklets, opportunities to visit classrooms when they are quiet, enhanced communication with families and meetings involving relevant professionals. Information is shared carefully between staff, families and, where appropriate, external agencies to ensure continuity of provision and support. For pupils requiring additional support, transition planning may begin well in advance to ensure that appropriate provision is in place from the outset.

For children with SEND starting in our Reception cohort, the Foundation Stage staffing team complete home visits to meet the child and their family. Parents/carers and pre-school settings are asked to complete a 'Transition to Primary School' questionnaire to gather further information about the child's

strengths, areas for development and any agencies currently involved. There is also a short 'stay and play' session for the child to experience their Reception class environment.

Where a child has already been identified as having SEND, we will liaise with their 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.

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 during the primary years, records are passed on to the receiving school and meetings may be held prior to transfer. Similarly, information is sought from previous schools for new children joining Queensway School.

At the time of secondary transfer, we support vulnerable children and those with SEND by working with receiving schools to co-ordinate transition visits. We have meetings with them to discuss each child's individual strengths, needs and areas for development, and records are passed on. We talk to the children about the differences between primary and secondary school life, e.g., a teacher for each subject and movement between lessons. We also provide activities to enable them to practise the organisational skills they will need. Some children require additional transition support, such as extra transition visits and time to meet the key staff they will be working with. As needed, we also work in collaboration with the SENSS Communication and Interaction Service to ease the transition for children with identified social interaction, communication and / or emotional regulation difficulties.

9.0 LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

The school has access to a wide range of education, health and social services professionals available in Oxfordshire, whom the Head Teacher, Inclusion Manager and/or Class Teacher will liaise with in relation to a child with SEND as appropriate. We endeavour to foster close working relationships with all external services and professionals and are committed to incorporating this expertise and the advice offered into our work with the children.

9.1 External Agency Contact List:

Please find below a list of the services we currently have access to, including those that our school 'buy in' because we believe in the importance of early intervention and comprehensive provision. Please note, commissioned (school funded) services are denoted with a *.

Service
Child Adolescent and Mental Health Service (CAMHS)
Early Years Special Needs Inclusion Teachers (EYSENIT)
*Educational Psychology Service
Education Social Worker
Getting Help and Getting More Help teams
Hearing Impairment Service
*Home School Community Link Worker
Mental Health Support Team (MHST)
Oxfordshire County Council Learner Engagement Team
Occupational Therapy Service
*Oxfordshire Schools Inclusion Team (OXSIT)
Physical Disability Service
Physiotherapy Service
*Place2Be counselling and Place2Talk

School Nurse Team
SENDIASS Oxfordshire (formerly known as Parent Partnership)
SENSS Communication and Interaction Advisory Service
SENSS Downs Syndrome and Complex Needs Support Service
SEN ICT Advisory Service
Speech and Language Therapy Service (NHS)
Social Services
*Talk Therapy
The Banbury Early Intervention Hub
Visual Impairment Team

Other health, social services, and voluntary organisations will be contacted as a need arises.

10.0 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, official complaints will be addressed in accordance with the school's Complaints Policy.

11.0 RELATED POLICIES:

- Accessibility Policy and Plan
- Attendance Policy
- Behaviour Policy
- Children We Care For Policy
- Complaints Policy
- English as an Additional Language (EAL) Policy
- Equality Policy
- Health and Safety Policy
- Oxfordshire Dyslexia Policy
- Safeguarding Policy
- Supporting Pupils with a Medical Condition Policy

12.0 USEFUL WEB LINKS:

If you would like impartial advice from Oxfordshire's SENDIASS Service, please contact: https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer/information-advice-and-support-parents-and-children-about-sen/sendiass-oxfordshire

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

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

For the Children's and Families Act 2014, please see:
https://www.legislation.gov.uk/ukpga/2014/6/contents

For the Equality Act 2010, please see:
https://www.legislation.gov.uk/ukpga/2010/15/contents

For the SEND Code of Practice 2014 (updated 2015), please see:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

13.0 REVIEW

This policy will be reviewed annually by the Head Teacher and the Quality of Education Committee.

Chair of Committee …… Date ……

Head Teacher …… Date ……

Policy to be reviewed: November 2027