



## **The Queen's Church of England Primary School**

*Encouraging every child to reach their full potential, nurtured and supported in a Christian community which lives by the values of Love, Compassion and Respect.*

# **THE QUEEN'S SCHOOL Special Educational Needs and Disability Report**

Agreed by: The Queen's School Governing Board – Pastoral Committee  
Date: November 2022  
Review Cycle: 1 year  
Next Review Date: Nov-23

All the Queen's School policies should be read in conjunction with the Equality Policy.

If you require a copy of this document in large print, braille, audio format or paper, please contact the School Office.



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## SPECIAL EDUCATIONAL NEEDS AND DISABILITY INFORMATION REPORT 2022-23

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### **Introduction**

The Queen's Primary School is a two-form entry school in the heart of Kew. We are a fully inclusive school who encourage every child (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need) to reach their full potential; nurtured and supported in a Christian community, which lives by and learns the values of Love, Compassion and Respect.

The aim of this policy is to outline how this school ensures that the necessary provision is made for any pupil who has special educational needs with consideration for what the school can reasonably provide.

### **What is SEND?**

The SEN part stands for Special Educational Needs and the D stands for Disabilities.

All children are entitled to high quality first teaching which is differentiated for individual pupil's needs. This is seen as the first step in responding to pupils who have or may have Special Educational Needs and Disability (SEND). (SEN CoP, 2015 6.37)

A child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

The SEN part can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap (SEN Code of Practice, 2015, p.95)

The disabilities part can be characterised by a physical or mental impairment, which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.

Special Education provision is that, which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area.

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The school will have regard to the Special Educational Needs Code of Practice (2015) when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEND provision is being made for their child. Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their view about what sort of support they need. They will be encouraged to participate in all the decision making processes and contribute to the assessment of their needs, the review and transition process.

### **Who is responsible for co-ordinating and evaluating the effectiveness of SEN provision?**

Dionne Hurst is the SENCo. Dionne Hurst can be contacted via the office or by sending an e-mail to [info@queens.richmond.sch.uk](mailto:info@queens.richmond.sch.uk) or Tel: 0208 940 3580.

### **How are children identified as needing additional support or having special educational needs?**

The school will ensure that teachers and support staff in the school are able to identify and provide for those pupils who have special educational needs. This allows pupils with special educational needs or disability to join in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated.

All teachers and teaching assistants are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility. At the heart of our work is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of the children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments and progress in a specific area fall significantly outside the expected range may have special educational needs.

The SEN code of Practice (2015) describes adequate progress as:

- Is similar to that of children of the same age who had the same starting point
- Matches or improves on the pupil's previous rate of progress
- Allows the attainment gap to close between the pupil and the children of the same age.

Children's progress will be monitored closely in school and discussed with parents. If concerns about progress arise a meeting will be arranged to discuss a plan of how to support your child make the necessary progress. We use a graduated approach with four stages of action:

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- Assess
- Plan
- Do
- Review

It is important that parents/carers, the child and all professionals are involved at each stage of the process. At this stage the 4-step plan will be put into action. This does not necessarily mean that your child has SEND, but they may require a short intervention in a specific area to 'catch up'.

### 1. **Assess**

We meet to discuss the history of the child and to assess their needs. We listen carefully to parental and/or the child's concerns and use observations, assessments and knowledge of each child (which is monitored termly at an in-school progress review meeting) to analyse the progress the child has made as well as their overall attainment. The decision may be made at this stage to involve external agencies; this has to be agreed by parents/carers.

### 2. **Plan**

At this stage, we plan expected outcomes for the child, which are specific, measurable, achievable, relevant and time bound. These targets are written as an individual education plan (IEP) and the child is put on the SEND register. This will include additional support interventions.

### 3. **Do**

It is important that the class teacher remains responsible for working with the child on a daily basis and has an overall awareness of any intervention that takes place outside of the classroom with a teaching assistant, specialist teacher or external agent. Throughout this stage, all professionals work closely together to ensure that the needs of the child are met and to ensure that the intervention is having a positive impact.

### 4. **Review**

The impact of the support and interventions put in place must be evaluated to ensure they have impacted positively upon the child's progress. Views from the child, parent/carer and all professionals are also vital at this stage to analyse the effectiveness of the support put in place. Outcomes are then reviewed and support adapted to ensure progress. The cycle would then be on-going for the child, with at least three meetings per year to review, until they no longer require specific intervention or additional support.

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### **Are there different levels of SEND?**

Needs between children vary and can change over time. The majority of children and young people with SEND will have their needs met at 'school level' – support within school.

However, if the special educational provision here at The Queen's School is unable to meet some children's requirements or needs, the local authority must conduct an assessment of education, health and care needs and prepare an Education, Health and Care Plan (EHCP). An EHCP is a legal document that describes a child or young person's special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want to in their life. The EHCP must be focused on the outcomes the child or young person seeks to achieve across education, health and care and most often provides additional adult support so that the child can access the curriculum and make progress within their mainstream setting. The plan will be based on a coordinated assessment and planning process which the child and their parents are at the centre.

### **How is extra funding allocated to support children?**

The school budget, received from The London Borough of Richmond, includes money for supporting children with SEND. This funding is used to support and enhance high quality teaching in the school. The amount of support required for a child to make good progress will be different in each case. In a few instances, a very high resource level is required. If this is the case, the school will request 'top up' funding from the Local Authority in which the child lives.

The Headteacher works with the SENCo to decide on the deployment of SEND resources, in consultation with the School Finance Officer and school governors, on the basis of needs within the school.

Where a pupil has an Education, Health Care Plan, the school will receive additional funding to deliver the EHCP. If you require any further information on this subject please consult the local authority website on [https://www.afcinfo.org.uk/local\\_offer](https://www.afcinfo.org.uk/local_offer) .

### **Who should parents speak to about their child's difficulties with learning/special educational needs or disability (SEND)?**

If parents are concerned about how their child is progressing in school they should first make an appointment with the class teacher to discuss their child's needs. This can be done direct with the teacher at pick up / drop off or by contacting the school office. After the initial meeting if needed the class teacher will seek advice from the SENCo and if needed a further meeting will be arranged.

All teachers are teachers of SEND and as part of the Assess, Plan, Do, Review process and meeting the needs of pupils with SEND, teachers are responsible for:

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- Provision of Quality First Teaching (QFT) which means high quality inclusive teaching
- Set high expectations which inspire, motivate and challenge pupils
- Encourage all children to meet their full potential
- Promote good progress and outcomes for all pupils
- Demonstrate a good subject and curriculum knowledge, enabling them to note children who are not keeping up with expectations for their year group
- Plan and teach well-structured lessons
- Adapt teaching to respond to the strengths and needs of all pupils
- Make accurate and appropriate use of assessment
- Manage behaviour effectively to ensure a good and safe learning environment
- Use of effective SEND specific resources to support individuals in class

### **SENCo**

#### Responsibilities:

- Overseeing the day-to-day operation of the school's SEN Report
- Co-ordinating provision for children with SEN
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEN
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact for external agencies, especially the local authority and its support services

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- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements and all records of pupils with SEND are kept up to date.

### **Headteacher**

The Headteacher is Ms Jenny Stroud-Turp. Appointments can be arranged via the school office.

Responsibilities:

- To oversee the effectiveness of the SEND provision.

### **The SEND Governor**

The SEND governor is Vasiles Polydorou. He can be contacted via [info@queens.richmond.sch.uk](mailto:info@queens.richmond.sch.uk)

Responsibilities:

- Supporting the school in evaluating and developing the quality and impact of provision for pupils with SEND across the school.

### **What provision is available within school and what specialist support can we access?**

Children with special educational needs or disabilities may need extra help at school because of a range of needs, including thinking and understanding, physical or sensory difficulties, emotional and behavioural difficulties, or difficulties with speech and language or how they relate to and behave with other people.

There are four main areas of Special Educational Needs and disability:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical development

At The Queen's School we can make provision for every kind of frequently occurring special educational need for children without an 'Education, Health and Care Plan (EHCP)' for instance Dyslexia, Dyspraxia,



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Speech and Language needs, Autism, Asperger's Syndrome, learning difficulties and behavioural difficulties.

The table below identifies some of the different provisions (under the four main SEND categories as stated earlier) we can offer for children who have SEND or need a short-term intervention in specific areas. There are then many more types of interventions and strategies that are used to support the specific need of the pupil. It is our role to respond and seek information, guidance and additional training on the presenting needs of our pupils.



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<b>1. School entitlement offer to pupils with Additional Needs</b>		
Communication and interaction needs	Autistic Spectrum Disorders  Asperger's Syndrome  Speech, Language and Communication needs	<ul style="list-style-type: none"> <li>• Speech and language therapist (for children with and EHCP)</li> <li>• Educational Psychologist</li> <li>• Occupational therapist</li> <li>• Social skills</li> <li>• Lego therapy</li> <li>• Social stories</li> </ul>
Cognition and learning needs	Moderate Learning Difficulties (MLD)  Severe Learning Difficulties (SLD)  Profound and Multiple Learning Difficulties (PMLD)  Specific Learning Difficulties (SpLD) e.g. Dyslexia, Dyspraxia, Dyscalculia	<ul style="list-style-type: none"> <li>• Educational Psychology service</li> <li>• Educational Inclusion support Service</li> <li>• Specialist 1:1 teaching</li> <li>• Pre teaching</li> <li>• Nessy - Spelling</li> <li>• Envelope Spelling</li> <li>• Catch up Phonics</li> <li>• Multiplication tables</li> <li>• Numicon</li> <li>• Touch typing</li> </ul>
Social, emotional and mental health needs	Attention Deficit Condition (ADD)  Attention Deficit Hyperactive Disorder (ADHD)  Attachment Disorder	<ul style="list-style-type: none"> <li>• Social thinking</li> <li>• Social stories</li> <li>• Lego therapy</li> <li>• 1:1 ELSA (Emotional Literacy Support Assistant)</li> <li>• Music therapy</li> <li>• Family Support Worker</li> <li>• School nurse</li> <li>• Child and Adolescent Mental Health Service</li> <li>• Mental Health Support Service</li> <li>• 1:1 mentoring support</li> <li>• 1:1 Drawing and Talking sessions</li> <li>• Mindfulness sessions</li> </ul>
Sensory and/or physical needs	Visual Impairment (VI)  Hearing Impairment (HI)  Multi-Sensory Impairment (MSI)  Physical Disability (PD)	<ul style="list-style-type: none"> <li>• Occupational Therapy service</li> <li>• Visual Impaired service</li> <li>• Hearing Impaired service</li> <li>• School nurse</li> <li>• Fine Motor Skills group</li> <li>• Gross motor Skills programme Sensory based 'Calm down' sessions to support transitions.</li> <li>• Sensory circuit</li> </ul>

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### **How is the progress of children with SEND assessed and the effectiveness of provision evaluated?**

Class teachers are responsible for monitoring the progress of all pupils in their class. All of our assessments are guided by our core principles and therefore take on a holistic, child centred, creative and inclusive approach. Evidence for assessment is collected from a variety of sources:

- learning in books
- written feedback
- discussion and verbal feedback
- observations
- pupil conferencing

At The Queen's School all children are supported to achieve their best, allowing them to shine and demonstrate their achievements.

Progress may be defined in academic terms or it may be progress in other areas. Whilst review is a continual process, it is formally reviewed every year in the following ways:

- Early Years Baseline
- Year 1 phonics screening
- End of key stage assessments
- Year 4 multiplication tests
- Termly assessments against the national curriculum age expectations
- Day to day assessment during lessons and through feedback /marking
- Termly pupil progress meetings attended by class teacher, SENCo and a member of the leadership team to identify areas of strengths and areas for improvement/ next steps
- Use of software (Target Tracker) to track and monitor progress and identify any areas of concern
- In consultation with parents at termly teacher parent consultations
- Termly meetings with the class teacher, any additional teaching assistants, SENCo and parents to review targets and objectives
- For children with an EHCP, an annual review and mid-year review with all involved parties to review objectives and actions
- For children on the SEN register, termly reviews of their personal plans (IEPs)

In addition to this, we may also access alternative assessments in order to track and review progress. For example, spelling and reading ages, Phonological Assessment Battery testing (PhAB), YARC (spelling assessment), York Assessment of Reading for Comprehension (YARC).

It is the SENCo's responsibility to review the effectiveness of our provision, both on an individual pupil basis and in the broader spectrum. We are very proud of our provision at The Queen's School, however, we are aware that this has little substance if it is having little impact on the children that it is intended to help.

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All children are individuals and change throughout their lives so there is no such thing as 'one size fits all', therefore our provision has to be continually reviewed and evaluated to check that it is working. We do this in different ways depending on the nature of the provision. Some provisions take time to show impact and the impact might be a measure of progress such as a number of steps/targets/curriculum statements achieved in maths/writing/reading. In other provisions impact might be measured through observation or pupil conferencing such as a happier playtime or a more confident child.

Evaluating effectiveness of these provision is done in the following ways:

- The SENCo has overall responsibility for this process but the class teacher will track effectiveness on a daily/weekly basis.
- All SEN interventions and provisions are arranged by the SENCo in conjunction with the Leadership Team, the teaching team, the parents and children. These are tracked on an Intervention map.
- The Intervention map is updated termly. Details about progress and effectiveness are also tracked within the document.
- On a termly basis, the SENCo looks at the progress of each child with SEND in every intervention and reports its effectiveness. The progress will be relevant to the aim and objective of the provision. It may be an academic objective or a social/emotional or behavioural one. Often it will involve taking the views of the child and how they feel about being part of the particular provision.
- This evaluation is recorded to show the impact of the interventions in liaison with the person running the intervention.
- The overall impact of each provision will be monitored carefully to see if it is having necessary impact on the children's learning/wellbeing to continue.

### **How do we consult parents in their children's needs and education?**

As well as the more formal ways of consulting parents through termly teacher meetings and an annual end of academic year report, The Queen's School has an 'open door' policy whereby parents are able to meet with staff as and when required. Please see how to arrange a meeting under 'Who should parents speak to about their child's difficulties with learning/SEN or Disability?'. Parents and children are part of the educational journey and we are committed to communicating with them and involving them every step of the way. For children with SEND an individual education plan will be discussed with parents termly and a copy will be sent home as well as the review from the previous plan.

### **What training do our staff receive and what specialist teaching do we have in school?**

All staff are regularly updated on the SEND reforms as well as in school training delivered by SLT and subject leads. We have many highly skilled teaching assistants whose specialists include Numicon, social skills, Speech and Language, Sensory integration, Autistic Spectrum Condition, Drawing and Talking, Social Thinking, Lego Therapy, English interventions and Maths interventions.

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### **What support is available for improving the emotional and social development of pupils with special educational needs?**

At The Queen's School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching (for instance Zones of Regulation, Jigsaw PHSE scheme and Circle Time) and indirectly with every conversation adults have with pupils throughout the day – 'Every interaction is an intervention'.

For some pupils with the most need for help in this area we also can provide the following:; mentor time with a member of staff, external referral to CAMHs, time-out space for the pupil to use when upset or agitated, additional social skills training, behaviour contracts and other behaviour support strategies to suit the needs of the child.

Pupils with emotional and social needs because of their Special Educational Needs will be supported to enable them to develop and mature appropriately.

### **How do we support pupils with special educational needs and disabilities in transferring between phases of their education and in preparing them for adulthood?**

Here at The Queen's School, we understand that we are one part of a much larger life journey for any children who are with us. Whilst our aim is to provide a happy, caring environment where children can achieve their best, we also need to ensure that we provide a secure transition for them as they move on. This may be as a result of a natural phase move into a new year group, key stage or secondary school or that a relocation to another setting has been identified as a more suitable provision for them. The SENCo is responsible for ensuring that:

- All relevant information and paperwork is passed on to the new setting. This is done in various ways, but may be as a secondary transition form or as a meeting between the new setting and SENCo.
- Where appropriate, the SENCo might visit a new setting to ensure its suitability for the child.
- Where appropriate, the SENCo might visit the nursery setting of a child transferring to Queen's school and liaise with the previous setting to ensure a smooth transition.
- Use of visual aids, transition books, social stories and discussions with children help to ensure that they feel supported as they prepare for the change.
- If moving within the school we support the children and parents by arranging additional meetings with the new teacher, additional hand over time, transition books with photos and a timeline to explain when and what the change is and additional contact time for the child with the new team before the change.
- For children with an EHCP we write a transition action plan that is communicated with parents, along with a key information sheet for the new teacher and teaching assistant.

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### **What can my local authority provide?**

The school's local authority is the London Borough of Richmond upon Thames. They publish a 'local offer', which sets out information about provision that is available for children and young people in their area who have SEND. The local offer can be found at [https://kr.afcinfo.org.uk/local\\_offer](https://kr.afcinfo.org.uk/local_offer)

### **What support services can I access?**

**The Local Offer** - [https://kr.afcinfo.org.uk/local\\_offer](https://kr.afcinfo.org.uk/local_offer)

Managed by Achieving for Children contains a wealth of information on services and support

**SENDIASS** - <https://kr.afcinfo.org.uk/pages/local-offer/information-and-advice/information-advice-and-support-ias>

The Information, Advice and Support Service (SENDIASS) in Kingston and Richmond offers advice and support across a wide range of subjects. This may include help with personal budgets and how to use the Local Offer plus:

- Support with understanding reports and letters, attending meetings and preparing for assessments and reviews
- Information and signposting to support services in your area
- Support with Transition and Preparing for Adulthood

### **Emotional Health Service -**

<https://www.achievingforchildren.org.uk/emotional-health-service/>

The Emotional Health Resource Hub aims to help children, young people and their families with their emotional wellbeing. Waiting times for support are increasing and it is important that a wider range of support is available for children and young people when they need it. Families and young people may find these pages helpful so we ask anyone working with children, young people and families to share the resources and to try and encourage self-help where appropriate.

**ADHD Embrace** – <https://adhdembrace.org>

A charity providing support to parents and professionals that work with children and young people with ADHD.

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### Local and National Autism Charities

#### Express

A not for profit, entirely voluntary parent led organisation which exists to support young people with autism and their families. [www.expresscic.org.uk](http://www.expresscic.org.uk) or email [info@expresscic.org.uk](mailto:info@expresscic.org.uk) for more information and a referral form.

#### NAS Richmond Branch

A friendly parent-led group aiming to support families and individuals mainly in the Borough of Richmond upon Thames living with an autism spectrum disorder (including Asperger's Syndrome). They hold coffee mornings, liaise with other groups and provide regular updates via emails. Find out more details about NAS Richmond Branch <https://www.autism.org.uk/directory/n/nas-richmond-branch>

#### 21andCo

For families of children with Down's Syndrome: [www.21andco.org.uk](http://www.21andco.org.uk). Can also be contacted regarding other types of moderate learning disability, and short breaks.

#### Skylarks (previously MeToo&Co)

Offer support, advice, training and therapies and services for children with SEND. Tel: 07946 646033  
Email: [info@skylarks.charity](mailto:info@skylarks.charity)

#### Richmond Dyslexia Association (RDA)

Offers support for those in Kingston too <https://www.richmond dyslexia.org.uk/>

#### Richmond Mencap

<https://richmondmencap.org.uk/>

### What are the arrangements relating to the treatment of complaints from parents of pupils with special educational needs concerning school provision?

The same arrangements for the treatment of complaints at The Queen's School are used for complaints about provision made for SEND.

We encourage parents to discuss their concerns initially with the class teacher. Thereafter, they should contact the SENCo, the Inclusion Lead or another member of the Leadership Team, as necessary. If the issue is unresolved, a formal complaint can be made to the Chair of the Governing Body (see Complaints Policy, on the school website).