



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
Date: Jan-19
Review Cycle: 1 year
Next Review Date: Jan-20

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 2018-19

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 the values of Love, Compassion and Respect. All children are entitled to high quality first teaching and this is seen as the first step in responding to pupils who have or may have Special Educational Needs and Disability (SEND).

'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN' (SEN CoP, 2015 6.37)

At The Queen's School, we believe that all children can develop good learning skills. In order to support children to become good learners our learning and teaching focuses on developing the appropriate skills and qualities. These are our twelve Learning Certainties: Enthusiastic, Responsive, Flexible, Resourceful, Inclusive, Resilient, Independent, Determined, Motivated, Confident, Imaginative and Focused.

This report is written in line with the following policies

- Part 3 of the Children and Families Act 2014
- SEN Code of Practice 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137
- The Equality Act 2010

This report should also be read in conjunction with the following Queen's policies:

- Behaviour policy
- Equalities policy
- Assessment policy
- Safeguarding policy
- Homework policy
- Complaints policy
- Anti-bullying policy

What are the aims and objectives of this SEND report?



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This document is intended to give parents/carers information regarding the ways in which we support all our pupils, including those with SEND, in order that they reach their full potential.

- To explain how SEND children are identified, assessed and provided for in order to maximise their progress.
- To demonstrate how we communicate with parents/carers and make them a part of their children's educational journey.
- To show how we ensure that our children, where possible, have a voice in their own educational process.
- To identify roles and responsibilities of staff in providing for children's Special Educational Needs.
- To demonstrate how we enable all children to have full access of all elements of the school curriculum so that they reach their potential.
- To explain what the next step is if your child isn't making progress despite tailored interventions.
- To identify the professionals available to us and how we co-operate with our local authority in the 'Local Offer'.

This report may not list every skill, resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils.

What is SEND?

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

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:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) 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, 2014, p.84)



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The D 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.

A SEND register is kept to monitor who is receiving additional support. Parents' permission is sought before adding a child to the register. We also keep a record of all meetings held with parents and carers; these are securely locked away in the child's file. No child will be identified as having SEND without parental consultation. Behavioural difficulties do not necessarily mean that a child has SEN and do not automatically lead to a pupil being registered as having SEN.

Are there different levels of SEND?

Needs between children vary and can change over time. We no longer identify varying levels of need under specific headings. 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) (formerly known as a 'Statement of Educational Need'). An EHC plan 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 plan 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 of.

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

Anna Chalcraft is the SENCo. Anna Chalcraft can be contacted via the office or be sending an e-mail to senco@queens.richmond.sch.uk

Tel: 0208 940 3580

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 decides on the deployment of SEND resources, in consultation with the School Finance Officer and school governors, on the basis of needs within the school.



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- On a termly basis data meetings are held, attended by the Headteacher, the SENCo, the Assessment subject leader and Class Teacher, to discuss the following:
- The progress and attainment of each child
- The child's individual needs and any barriers to learning
- Current provision and its impact
- The identification of children requiring additional support

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

The SEN code of Practice (2014) 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.

Early identification of any special educational need is vital. Many of the children who join us have already been in early education. In some cases, children join us with their needs already assessed. All children are assessed when they enter our school, so that we can build upon their prior learning. We use this information alongside information provided by parents and carers and previous schools, to provide starting points for the development of an appropriate curriculum for all our children.

Children's progress will be discussed during the termly parent consultation and the annual report. 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 – 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' – see table below for details.

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 data (which is monitored termly at an in-school data 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 could be written as an individual personal plan (PP) if the



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decision is made, that due to the complexity of needs, that the child is put on the SEND register. Any intervention that has been agreed needs to be evidence-based to show progress. This is then recorded and kept up to date on the school's provision map.

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 support that is additional to and different from the curriculum.

If no progress is being made despite intensive intervention being put in place and/or the child demonstrates significant cause for concern, a decision would then be made, with permission from parents, to make a request for statutory assessment from the local authority. If successful, a child would be given an Educational, Health Care Plan (EHCP), which provides further funding to support the needs of the child. This is the highest level of support.

Where a pupil has an Education, Health Care Plan, the school will hold an annual review meeting with the child (if appropriate), parent/carer and all professionals. Schools will work cooperatively with the local authority in the review process. If they are unable to attend the meeting, then the school will hold the meeting on their behalf. All paperwork is sent to the relevant case officer for that child. If you require any further information on this subject please consult the local authority website on 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)?

Class Teacher



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Make an appointment with the class teacher (via the staff office) to share and discuss your concerns.

Responsibilities:

- 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
- Plan and teach well-structured lessons
- Adapt teaching to respond to the strengths and needs of all pupils
- Make accurate and productive use of assessment
- Manage behaviour effectively to ensure a good and safe learning environment
- Use of effective resources to support individuals in class

SENCo

Make an appointment with the SENCo – Anna Chalcraft. She works Monday – Wednesday and can be contacted on senco@queens.richmond.sch.uk or via the school office.

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
- Ensuring that the school keeps the records of all pupils with SEN up to date

Headteacher

The Headteacher is Katie Bentham. Appointments can be arranged via the school office.

Responsibilities:

- To oversee the effectiveness of the SEND provision.

The SEND Governor

The SEND governor is Emma Roberts. She can be contacted via 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 a 'Statement of Special Educational Need'/Education, Health and Care Plan (EHCP)' for instance Dyslexia, Dyspraxia, Speech and Language needs, Autism, Asperger's Syndrome, learning difficulties and behavioural difficulties.

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There are other kinds of special educational need, which do not occur as frequently, but we can access training and advice so that these kinds of needs can be met.

The school currently meets the needs of pupils with a 'Statement of Educational Need'/Educational, Health and Care Plan' with the following kinds of special educational need: Autistic Spectrum Disorder, Speech and Language Delay, Global Development Delay, Social, Emotional and Behavioural Difficulties, Pathological Demand Avoidance syndrome and Down's Syndrome.

The table below identifies the different provision (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.

1. School entitlement offer to pupils with Additional Needs		
Communication and interaction needs	Autistic Spectrum Disorders Asperger's Syndrome Speech, Language and Communication needs	Speech and language therapist Educational Psychologist Occupational therapist Social skills
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	Educational Psychology service Specialist 1:1 teaching 5-minute box Rapid Maths Numicon Number shark Word shark
Social, emotional and mental health needs	Attention Deficit disorder (ADD) Attention Deficit Hyperactive Disorder (ADHD) Attachment Disorder	Social groups Music therapy Family Support Worker School nurse Child and Adolescent Mental Health Service 1:1 mentoring support 1:1 Drawing and Talking sessions Mindfulness sessions

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Sensory and/or physical needs	Visual Impairment (VI) Hearing Impairment (HI) Multi-Sensory Impairment (MSI) Physical Disability (PD)	Occupational Therapy service Visual Impaired service Hearing Impaired service School nurse Fine Motor Skills group Gross motor gym club Sensory based 'Calm down' sessions to support transitions.
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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
- marking, including 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
- Half termly assessments against the age expectations
- Day to day assessment during lessons and through marking
- Termly data meetings attended by class teacher, SENCo and a member of the leadership team to identify areas of strengths and weaknesses
- Use of software called Target Tracker to identify area of concern and lack of progress
- In consultation with parents at termly parent meetings
- For children who have a personal plan or EHC plan (on the SEN register), termly meetings with the class teacher, an additional teaching assistants, SENCo and parents to review targets and objectives
- For children with an EHC plan, 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

In addition to this, we also administer alternative assessments for children with special needs in order to track and review progress is being made. For example, spelling and reading ages, Phonological



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Assessment Battery testing (PhAB), YARC (spelling assessment), York Assessment of Reading for Comprehension (YARC), dyslexia screening (Pearson Junior Dyslexia Screener) which we use not to give a label of dyslexia, but to give us a greater insight into areas that we can support the individual.

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.

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 achieved in maths. 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 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 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 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 so we will communicate with them every step of the way. For children with SEND a personal plan will be discussed with parents termly and a copy will be sent home as well as the review from the previous plan.



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How do we adapt the curriculum to meet the needs of pupils with SEND?

The Queen's School is a fully inclusive school and we will strive to adapt any activity to include all children including SEND children. Our teaching staff employ a range of different strategies to support all learners in lessons. We believe in developing independent learners by providing support in a number of ways such as additional adult support, visual resources, additional processing time, differentiated work as well as many other strategies. Additional specialist advice is sought in order to fully include all children including Occupational Therapy, Hearing and Vision Impairment team, the Educational Psychologist and the Speech and Language Therapist. Our SEND children have access to many enrichment opportunities both at Queen's and in the borough including sporting activities and school journeys. All clubs, trips and activities are offered to pupils at The Queen's School are available to pupils with special educational needs (see clubs list on the website). For some pupils 'reasonable adjustments' may need to be made so that they can fully access school trips and journeys. This is always done in partnership with families and carers. This can include liaising with outside providers, providing extra staff on school journeys and putting extra planning in place. We also provide additional lunch and playtime cover as appropriate for children with SEN who require this.

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 house training by our specialist SEN teachers. We have many highly skilled teaching assistants whose specialists include Numicon, social skills, Speech and Language, Sensory integration, Autistic Spectrum Disorders, Drawing and Talking, English interventions and Maths interventions.

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 SEAL and Circle Time,) and indirectly with every conversation adults have with pupils throughout the day.

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 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.

We are interested in hearing parents/carers and pupils' views and we do this in the following ways:

- Open door policy for parents to meet with teacher/SENCo
- Parent and child surveys
- Parent/teacher consultations
- School council



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Children and young people with SEN are more likely to be the victims of bullying, so it is important to ensure that they report any behaviour that concerns them. They will be provided with safe, supervised places that they can go to during social time such as the library and lunchtime clubs should this be required. Peer support systems are in place in addressing bullying behaviour, as well as raising awareness of SEN for everyone in the school community through awareness days, class teaching and whole school assemblies.

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 and liaise with the previous setting to ensure a smooth transition.
- A phased transition may be appropriate, where the two settings work together to plan a number of visits over time.
- Use of visual aids, transition books and discussions with children help to ensure that they feel supported as they prepare for the change. A PSHCE topic of 'Changes' is taught across the school in Summer term to prepare all children emotionally and socially with the change in year group/phase.
- 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/Statement of Educational Need we write a transition action plan that is written and communicated with parents, along with a key information sheet for the new teacher and teaching assistant.

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 SEN. The local offer can be found at www.afclocaloffer.org.uk

TEL: 020 8547 4722

E-mail: sendlocaloffer@achievingforchildren.org.uk

What support services can I access?



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SENDIASS

Provide signposting to local sources of information as well as a range of other services: Phone: 0208 831 6179 E: RichmondKingston@kids.org.uk W: <https://www.kids.org.uk/richmond-and-kingston-sendiaass>

The Local Offer The Local Offer.

Managed by Achieving for Children contains a wealth of information on services and support.:AfC Local Offer

SENDSpeak.org

SENDSpeak includes signposting to local events, from local groups; and national news from the likes of the Council for Disabled Children, Special Needs Jungle and the Department for Education. www.sendspeak.org/

21andCo

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

Express CIC

For families of children with autism T: 020 8390 4273 M: 07971 466 218/ 07910 680 927 E: info@expresscic.org.uk W: www.expresscic.org.uk

MeToo&Co

Offer support, advice, training and therapies and services for children with SEND. info@metooandco.org.uk W: www.metooandco.org.uk

Phyz

For families of children with physical disabilities E: info@phyz.org.uk

Richmond Dyslexia Association (RDA) =

Offers support for those in Kingston too T: 07495 648 025 E: info@richmond dyslexia.org.uk W: www.richmond dyslexia.org.uk



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Richmond Mencap = T: 020 8744 1923 E:
Laura@richmondmencap.org.uk W:
www.richmondmencap.org.uk

National Autistic Society Richmond Branch (NAS) =
Supporting families and people living with autism T: 07810
505 982 E: richmond@nas.org.uk W:
www.richmondnas.org

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).



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The D 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.

A SEND register is kept to monitor who is receiving additional support. Parents' permission is sought before adding a child to the register. We also keep a record of all meetings held with parents and carers; these are securely locked away in the child's file. No child will be identified as having SEND without parental consultation. Behavioural difficulties do not necessarily mean that a child has SEN and do not automatically lead to a pupil being registered as having SEN.

Are there different levels of SEND?

Needs between children vary and can change over time. We no longer identify varying levels of need under specific headings. 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) (formerly known as a 'Statement of Educational Need'). An EHC plan 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 plan 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 of.

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

Anna Chalcraft is the SENCo. Anna Chalcraft can be contacted via the office or be sending an e-mail to senco@queens.richmond.sch.uk

Tel: 0208 940 3580

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 decides on the deployment of SEND resources, in consultation with the School Finance Officer and school governors, on the basis of needs within the school.



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- On a termly basis data meetings are held, attended by the Headteacher, the SENCo, the Assessment subject leader and Class Teacher, to discuss the following:
- The progress and attainment of each child
- The child's individual needs and any barriers to learning
- Current provision and its impact
- The identification of children requiring additional support

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

The SEN code of Practice (2014) 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.

Early identification of any special educational need is vital. Many of the children who join us have already been in early education. In some cases, children join us with their needs already assessed. All children are assessed when they enter our school, so that we can build upon their prior learning. We use this information alongside information provided by parents and carers and previous schools, to provide starting points for the development of an appropriate curriculum for all our children.

Children's progress will be discussed during the termly parent consultation and the annual report. 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 – 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' – see table below for details.

5. 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 data (which is monitored termly at an in school data 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.

6. Plan

At this stage, we plan expected outcomes for the child, which are specific, measurable, achievable, relevant and time bound. These targets could be written as an individual personal plan (PP) if the



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decision is made, that due to the complexity of needs, that the child is put on the SEND register. Any intervention that has been agreed needs to be evidence-based to show progress. This is then recorded and kept up to date on the school's provision map.

7. 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.

8. 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 support that is additional to and different from the curriculum.

If no progress is being made despite intensive intervention being put in place and/or the child demonstrates significant cause for concern, a decision would then be made, with permission from parents, to make a request for statutory assessment from the local authority. If successful, a child would be given an Educational, Health Care Plan (EHCP), which provides further funding to support the needs of the child. This is the highest level of support.

Where a pupil has an Education, Health Care Plan, the school will hold an annual review meeting with the child (if appropriate), parent/carer and all professionals. Schools will work cooperatively with the local authority in the review process. If they are unable to attend the meeting, then the school will hold the meeting on their behalf. All paperwork is sent to the relevant case officer for that child. If you require any further information on this subject please consult the local authority website on 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)?

Class Teacher



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Make an appointment with the class teacher (via the staff office) to share and discuss your concerns.

Responsibilities:

- 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
- Plan and teach well-structured lessons
- Adapt teaching to respond to the strengths and needs of all pupils
- Make accurate and productive use of assessment
- Manage behaviour effectively to ensure a good and safe learning environment
- Use of effective resources to support individuals in class

SENCo

Make an appointment with the SENCo – Anna Chalcraft. She works Monday – Wednesday and can be contacted on senco@queens.richmond.sch.uk or via the school office.

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
- Ensuring that the school keeps the records of all pupils with SEN up to date

Headteacher

The Headteacher is Katie Bentham. Appointments can be arranged via the school office.

Responsibilities:

- To oversee the effectiveness of the SEND provision.

The SEND Governor

The SEND governor is Emma Roberts. She can be contacted via 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 aim to provide for every kind of frequently occurring special educational need for children without a 'Statement of Special Educational Need'/Education, Health and Care Plan (EHCP)' for instance Dyslexia, Dyspraxia, Speech and Language needs, Autism, Asperger's Syndrome, learning difficulties and behavioural difficulties.

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There are other kinds of special educational need, which do not occur as frequently, but we can access training and advice so that these kinds of needs can be met.

The school currently meets the needs of pupils with a 'Statement of Educational Need'/Educational, Health and Care Plan' with the following kinds of special educational need: Autistic Spectrum Disorder, Speech and Language Delay, Global Development Delay, Social, Emotional and Behavioural Difficulties, Pathological Demand Avoidance syndrome and Down's Syndrome.

The table below identifies the different provision (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.

2. School entitlement offer to pupils with Additional Needs		
Communication and interaction needs	Autistic Spectrum Disorders Asperger's Syndrome Speech, Language and Communication needs	Speech and language therapist Educational Psychologist Occupational therapist Social skills
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	Educational Psychology service Specialist 1:1 teaching 5 minute box Rapid Maths Numicon Number shark Word shark
Social, emotional and mental health needs	Attention Deficit disorder (ADD) Attention Deficit Hyperactive Disorder (ADHD) Attachment Disorder	Social groups Music therapy Family Support Worker School nurse Child and Adolescent Mental Health Service 1:1 mentoring support 1:1 Drawing and Talking sessions Mindfulness sessions

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Sensory and/or physical needs	Visual Impairment (VI) Hearing Impairment (HI) Multi-Sensory Impairment (MSI) Physical Disability (PD)	Occupational Therapy service Visual Impaired service Hearing Impaired service School nurse Fine Motor Skills group Gross motor gym club Sensory based 'Calm down' sessions to support transitions.
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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
- marking, including 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
- Half termly assessments against the age expectations
- Day to day assessment during lessons and through marking
- Termly data meetings attended by class teacher, SENCo and a member of the leadership team to identify areas of strengths and weaknesses
- Use of software called Target Tracker to identify area of concern and lack of progress
- In consultation with parents at termly parent meetings
- For children who have a personal plans or EHC plan (on the SEN register), termly meetings with the class teacher, an additional teaching assistants, SENCo and parents to review targets and objectives
- For children with an EHC plan, 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



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In addition to this, we also administer alternative assessments for children with special needs in order to track and review progress is being made. For example, spelling and reading ages, Phonological Assessment Battery testing (PhAB), YARC (spelling assessment), York Assessment of Reading for Comprehension (YARC), dyslexia screening (Pearson Junior Dyslexia Screener) which we use not to give a label of dyslexia, but to give us a greater insight into areas that we can support the individual.

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.

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 achieved in maths. 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 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 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/well being 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 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 so we will communicate with them every step of the way. For children with SEND a personal plan will be discussed with parents termly and a copy will be sent home as well as the review from the previous plan.



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How do we adapt the curriculum to meet the needs of pupils with SEND?

The Queen's School is a fully inclusive school and we will strive to adapt any activity to include all children including SEND children. Our teaching staff employ a range of different strategies to support all learners in lessons. We believe in developing independent learners by providing support in a number of ways such as additional adult support, visual resources, additional processing time, differentiated work as well as many other strategies. Additional specialist advice is sought in order to fully include all children including Occupational Therapy, Hearing and Vision Impairment team, the Educational Psychologist and the Speech and Language Therapist. Our SEND children have access to many enrichment opportunities both at Queen's and in the borough including sporting activities and school journeys. All clubs, trips and activities are offered to pupils at The Queen's School are available to pupils with special educational needs (see clubs list on the website). For some pupils 'reasonable adjustments' may need to be made so that they can fully access school trips and journeys. This is always done in partnership with families and carers. This can include liaising with outside providers, providing extra staff on school journeys and putting extra planning in place. We also provide additional lunch and playtime cover as appropriate for children with SEN who require this.

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 house training by our specialist SEN teachers. We have many highly skilled teaching assistants whose specialist skills include Numicon, social skills, Speech and Language, Sensory Integration, Autistic Spectrum Disorders, Drawing and Talking, English interventions and Maths interventions.

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 SEAL and Circle Time,) and indirectly with every conversation adults have with pupils throughout the day.

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 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.

We are interested in hearing parents/carers and pupils' views and we do this in the following ways:

- Open door policy for parents to meet with teacher/SENCo
- Parent and child surveys
- Parent/teacher consultations
- School council



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Children and young people with SEN are more likely to be the victims of bullying, so it is important to ensure that they report any behaviour that concerns them. They will be provided with safe, supervised places that they can go to during social time such as the library and lunchtime clubs should this be required. Peer support systems are in place in addressing bullying behaviour, as well as raising awareness of SEN for everyone in the school community through awareness days, class teaching and whole school assemblies.

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 and liaise with the previous setting to ensure a smooth transition.
- A phased transition may be appropriate, where the two settings work together to plan a number of visits over time.
- Use of visual aids, transition books and discussions with children help to ensure that they feel supported as they prepare for the change. A PSHCE topic of 'Changes' is taught across the school in Summer term to prepare all children emotionally and socially with the change in year group/phase.
- 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/Statement of Educational Need we write a transition action plan that is written and communicated with parents, along with a key information sheet for the new teacher and teaching assistant.

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 SEN. The local offer can be found at www.afclocaloffer.org.uk

TEL: 020 8547 4722

E-mail: sendlocaloffer@achievingforchildren.org.uk



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What support services can I access?

(Please be aware that these websites are presented here for your information, The Queen's School is not responsible for the content they provide.)

SENDIASS

Provide signposting to local sources of information as well as a range of other services: Phone: 0208 831 6179
E: RichmondKingston@kids.org.uk
W: <https://www.kids.org.uk/richmond-and-kingston-sendiass>

The Local Offer

Managed by Achieving for Children contains a wealth of information on services and support:
https://kr.afcinfo.org.uk/local_offer

SENDSpeak.org

SENDSpeak includes signposting to local events, from local groups; and national news from the likes of the Council for Disabled Children, Special Needs Jungle and the Department for Education. www.sendspeak.org/

21andCo

For families of children with Down's Syndrome
W: www.21andco.org.uk
They can also be contacted regarding other types of moderate learning disability, and short breaks.

Express CIC

For families of children with autism T: 020 8390 4273 M: 07971 466 218/ 07910 680 927 E: info@expresscic.org.uk
W: www.expresscic.org.uk

MeToo&Co

Offer support, advice, training, therapies, and services for children with SEND. info@metooandco.org.uk W: www.metooandco.org.uk

Phyz

For families of children with physical disabilities
E: info@phyz.org.uk

Richmond Dyslexia Association (RDA)

Offers support for those in Kingston too T: 07495 648 025
E: info@richmond dyslexia.org.uk
W: www.richmond dyslexia.org.uk



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Richmond Mencap

T: 020 8744 1923 E: Laura@richmondmencap.org.uk

W: www.richmondmencap.org.uk

National Autistic Society Richmond Branch (NAS)

Supporting families and people living with autism

T: 07810 505 982 E: richmond@nas.org.uk

W: www.richmondnas.org

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).