



Special Educational Needs and Disabilities (SEND) Local Offer and School SEN Information Report

Queen Anne Royal Free CE First School

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Name of SEN Co-ordinator (SENCO):	Ruth Pegler
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School address:	The Queen Anne Royal Free C.E. First School, Chaucer Close, Windsor, SL4 3EH
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School website:	http://www.queenannefirstschool.org.uk
Type of school:	The Queen Anne Royal Free CE First School is a Maintained school under the Royal Borough of Windsor and Maidenhead Learning and Care Directorate. We are a Church of England Controlled school with a joint association with the Diocese of Oxford.

1. Identifying special educational needs and disabilities (SEND)

a. What kinds of special educational needs and disabilities does the school provide for?

- We are an inclusive mainstream school and regularly support pupils with a whole range of special educational needs, including cognitive learning difficulties, sensory needs, Dyslexia, Autism, Down's syndrome, Speech and Language difficulties, Emotional and Behavioural needs and physical disabilities.
- The Queen Anne is fully-inclusive; we encourage all children to take part in all activities both within and outside of school, as well as attending all events and trips.
- We ensure that parents/carers are fully-informed as to the trips and activities open to every child and when required, extra support will be provided to ensure full participation by all children.
- A number of the trips and educational visits can be subsidised by the school, thus ensuring that all children can access these extra-curricular activities.
- We offer a before and after school clubs which are fully inclusive including 'Drop and Stop' and 'Stay and Play' along with French and a range of after school clubs, funded by parents/carers.
- We recognise that children with Special Educational Needs are often more vulnerable than others. Safeguarding all pupils is our priority. We have a range of safeguarding policies and procedures which can be accessed on the school website or via the school office.

b. How does the school know if children and young people have special educational needs and disabilities and need extra help?

- If your child has been to Nursery, you may already know or suspect that your child has SEN and you may even have been given individual targets for them to work towards.

- Some children may have special needs which are identified by the class teacher when they start primary school. All children will need time to settle in to school, and teachers recognise this when they assess all of the children very carefully in their first few weeks with us. If we think that your child has SEN and may need some extra help with their learning, your child's teacher will chat through any concerns with you first of all.
- All children's progress, academically, socially and emotionally, is constantly monitored by teachers and the Senior Management Team within the school.
- Six weekly reviews of progress are made between class teachers and the Senior Management Team, with any SEND issues or concerns being monitored closely. Individual Education Plans bring together all targets for an individual child, ensuring a joined-up approach in /out of class approach is followed. This ensures effective transfer and practice of skills both in and out of the classroom. IEPs are reviewed approximately every 7 weeks by the whole class team.?
- There are weekly planned opportunities for staff to review the SEN needs in their class with the SENCO. .
- As a small school, any concerns about a child can be raised quickly and easily and where appropriate, dealt with directly within the school or relevant professionals informed.
- Close liaison with parents, enables us to know our children well, and parents are able to discuss their child regularly with either the class teacher, the SENCO or the Senior Leadership Team.
- We use both formative and summative assessment for pupils across the school. A teacher's knowledge and understanding of a pupil's progress is our primary tool for assessing pupil progress. Teachers assess pupils against age related expectations, using core descriptors from the current curriculum or using Aspects of Engagement if appropriate from Sept 2021 . In addition to this we use standardised testing which includes Puma maths, Sandwell maths, PIRA reading, PM Benchmarking and SWIST spelling assessments. This enables us to develop a rounded picture of a pupil's academic progress and attainment across the year.
- Additionally, we may assess a pupil using a social communication checklist, BPVS, PHaB2, YARC assessments or against CYPIT recommended developmental milestones prior to referral for additional support
- We liaise closely with a range of external professionals including Educational Psychologists, Speech and Language, Shine and Occupational Therapists

c. What should I do if I think my child/young person may have special educational needs/disabilities?

- If you think your child may have Special Educational Needs, then talk to your child's teacher and share any worries that you have, we can only help if we know that you have concerns and you tell us what they are! Make an appointment with your child's teacher at the end of the day, pick up the phone and give us a call or send the teacher an email, we will always respond as soon as we can.
- We will identify how much support your child needs in order to make good progress with their learning and who can help with this.
- We will give your child some targets, which we will discuss with you.
- We will tell you how we will support your child at school so that they can meet their targets as quickly as possible.
- We will ask you to help your child at home and we will give you some ideas of how to do this.
- After offering catch up support and following professional diagnosis and guidance, we will put your child's name on our Special Needs register in school so that we can monitor their progress very carefully. We have to do this by law.

2. Support the school provides for children and young people with SEND

a. What teaching strategies do you use to support children with special educational needs and disabilities?

- We will all work together to support your child. After discussions with you, the class teacher, the SENCO and relevant professionals, we will review your child specifically, to determine the most appropriate support for your child's needs.
- Together they will ensure that your child gets a range of support which may include small group work 1:1 working with an adult; support in the classroom during whole class teaching time and very specific teaching, for example speech and language support where this is needed.

- Every child is different so the support they get will be specific to them.
- Your child will have an I.E.P which sets out all the details of their support and you will be asked to contribute to this, discuss the suggested targets and to support your child by working on their targets at home.
- All of our teachers are skilled in Quality First Teaching and supported to adapt teaching to meet the diverse range of needs in each class. They plan lessons so that the school curriculum is accessible and challenging for all children. Daily planning takes into account individual pupils' needs and requirements.
- Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning. Some children may just need a bit of extra support, or where necessary, children will have individual practice of crucial basic skills whilst having support to participate in whole class lessons at their own level. A child may have individual resources provided to enable them to access a specific task or to help them to manage within the classroom environment.
- Children may work with an adult 1:1, in small groups or work as part of the whole class.
- Grouping arrangements are organised flexibly with opportunities for both ability and mixed ability setting to maximise learning opportunities for all.
- Additional adults are used flexibly to help groups and individual pupils, but our long-term goal is for all learners to have independent learning skills.
- Support is available for pupils with physical needs to ensure that they engage in the activities of the school with pupils who do not have Special Educational Needs.
- We differentiate our P.E lessons to ensure that all pupils are included and supported. We liaise with Occupational Therapist, the Sensory team and other experts to provide a rich and inclusive physical education for our SEN pupils.
- Children with SEN have an I.E.P which outlines the agreed targets for your child. All staff involved with your child will review your child's progress towards their targets every six weeks. The progress of all children with Special Educational needs is reviewed by the school's senior management team each half term.
- Children with an Educational Health Care Plan (EHCP) will have yearly reviews with the parents, child (if appropriate) class teacher, SENCO and any other supporting professionals.
- Children under the age of five will have 6 monthly EHCP reviews.
- The effectiveness of SEN provision is regularly reviewed by the SENCO and Head Teacher. Effectiveness is judged on the progress of children towards their personal targets. If progress is not as expected, then the support package is reviewed and altered to meet the child's needs.
- High quality first teaching ensures that ongoing assessment for learning is an integral part of the daily classroom context for all pupils.
- I.E.Ps are based on a Plan Do Review model and reviewed approximately every seven weeks with parents. These meetings ensure that progress is jointly monitored and collaborative targets set by the class teacher and parents/ carers.
- The class teacher will then implement specific strategies to target the area requiring additional support.
- Close liaison with parents, enables us to know our children well, and parents are able to discuss their child regularly with either the class teacher, SENCO or the Senior Leadership Team

b. What additional support is available to help my child with their learning including specific interventions provided and adaptations to the curriculum and learning environment?

We offer a bespoke service tailored to children's individual needs. So, if your child has a specific Special Educational Need, then staff will receive specialist training to support your child's individual needs.

All staff undertake on-going professional development and this has recently included:

- Attachment Theory
- Supporting Children with Down's Syndrome
- Non-Directed Play Training
- Social Emotional and Mental Health Training
- Drawing and Talking Training
- Training for Cochlear Implant Users and Hearing Impairment
- A.D.D training
- Bereavement Training

- Speech and Language Training
- Specific medical training
- We have eleven teaching assistants in the school, most of whom have many years of experience. We have an ELKAN trained Speech and Language teacher, and staff trained in Non-directive play
- We use the 'Song of Sounds' phonics scheme for early reading, which combines the best of Jolly Phonics, Read, Write Inc and Letters and Sounds concepts and teaching strategies.
- We have acoustic tiles in EYFS, Y1 and Y2 and disabled access throughout the school.
- The use of visual timetables is integral to our classroom management and planning, as is the use of comic strips or social stories should pupils require support with social communication.
- Most staff are trained in basic Makaton, and Makaton is used regularly by the whole school.

c. How is the decision made about what type and how much support my child/young person will receive?

- We use formative and summative assessment as outlined in Section B to make informed decisions regarding the type of support a pupil may require
- Additionally, in agreement with parents we may make a referral to for example an Educational Psychologist, speech and language therapist or occupational therapist for additional assessment of needs to be made – This may include social communication assessment and cognitive assessment
- We will then seek to implement any support strategies recommended.
- We may occasionally seek support from Special School outreach services.

d. How will I (the parent) be involved in planning for and supporting my child/young person's learning?

- The school strives to work closely with parents to provide effective support for all pupils.
- If your child has a Special Educational Need before they join the school, a meeting will be held with parents, class teacher and SENCO/Head Teacher and any other professional already involved prior to their start date. A plan will be made to ensure that the school is ready to support your child on entry. Any training needs, specific strategies or resources will be identified. It is important the school is ready to support your child on entry.
- Parents are kept informed of their child's progress on a regular basis. Parents of children with Special Educational needs will be invited to a meeting with the class teacher and/or the SENCO to review their child's progress and jointly plan targets on a termly basis. Parents are welcome to make appointments to discuss any concerns about their child at any point. We will always set an appointment for as soon as possible.
- Children are at the heart of the learning process. Targets are broken down and explain clearly to children in ways which will be appropriate and meaningful to them.
- They share success through contributing to their I.E.P. Children are asked about their learning, and asked to contribute to their own targets, at an appropriate level commensurate with their individual special needs.

- Parents may contact the class teacher or Senco through the school office 01753 830885 or by email office@ queenannefirstschool.org.uk
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e. How will my child be involved in his/her own learning and decisions made about his/her learning?

- The Queen Anne takes a child and family centred approach to learning and personal development
- Consequently, we are keen to collaborate with all pupils regarding their learning journey
- Pupils are made aware of child friendly targets, and celebrate success, before moving onto next steps in their learning.
- They receive oral and written feedback on a regular basis and are encouraged to develop their own thoughts and ideas, interests and goals
- We have two Teaching Assistants who are trained in non- directive play, which places the child at the centre of the learning experience and enables staff to be responsive to pupils as they work together to develop learning in all areas
- The I.E.Ps act as a regular point of reference to both adult and child in planning nextsteps and celebrating achievements- and is signed by the child and parents

3. Children and young people's progress

a. How do you check and review my child/young person's progress?

- Children with SEN have an I.E.P which outlines the agreed targets for your child. All staff involved with your child will review your child's progress towards their targets every term. The progress of all children with Special Educational needs is reviewed by the school's senior management team each half term.
- Children with an Educational Health Care Plan (EHCP) will have yearly reviews with the parents, child (if appropriate) class teacher, SENCO and any other supporting professionals.
- The effectiveness of SEN provision is regularly reviewed by the SENCO and Head Teacher. Effectiveness is judged on the progress of children towards their personal targets. If progress is not as expected, then the support package is reviewed and altered to meet the child's needs.
- High quality first teaching ensures that ongoing assessment for learning is an integral part of the daily classroom context for all pupils.

All teachers hold I.E.P review meetings with the parents/carers of children benefitting from additional support within the class. These meetings ensure that progress is jointly monitored and collaborative targets set by the class teacher and parents/ carers. The class teacher will then implement specific strategies to target the area requiring additional support. Close liaison with parents, enables us to know our children well, and parents are able to discuss their child regularly with either the class teacher, SENCO or the Senior Leadership Team.

b. How do you involve my child/young person and parents in those reviews?

- Parents and pupils are integral to our on-going monitoring, assessment and reviews
- We regularly meet parents informally and are keen for parents to discuss concerns, share successes, ideas and strategies for supporting pupils
- At annual reviews we welcome parent and pupil input, and usually ask parents if there are any representatives from outside agencies they would like to attend
- Prior to review we ask parents and pupils to complete a review of their thoughts and feelings re targets, plans and successes and challenges
- Records of all reviews are given to parents for agreement and approval after any meeting
- We regularly review PEP plans for looked after children alongside pupils and parents/ carers and welcome attendance from representatives of the virtual school.

c. How do you know if the provision for children and young people with SEND at your school is working?

- Intervention and support for pupils is bespoke and includes careful assessment to identify areas requiring support
- Gaps are identified and support is based on teacher knowledge and assessment, standardised assessment, such as PUMA (Maths), PIRA (Reading), PM Benchmarking (Reading) and Sandwell (Maths), BPVS and PHab2 assessments along with any assessments made by external agencies, such as Educational Psychologist, Speech and Language therapist
- Once needs are identified, SMART targets are set and a clear plan is outlined for supporting pupils
- This might include an evidence based intervention such as 'Firstclass@number', 'ReadWriteInc spelling'
- On-going assessment against targets then continues, along with an exit assessment on completion of an intervention to evaluate effectiveness of support and modify appropriately as required
- Children with SEN have a I.E.P which outlines the agreed targets for your child. All staff involved with your child will review your child's progress towards their targets every six weeks. The progress of all children with Special Educational needs is reviewed by the school's senior management team each half term.
- Children with an Educational Health Care Plan (EHCP) will have yearly reviews with the parents, child (if appropriate) class teacher, SENCO and any other supporting professionals.
- The effectiveness of SEN provision is regularly reviewed by the SENCO and Head Teacher. Effectiveness is judged on the progress of children towards their personal targets. If progress is not as expected, then the support package is reviewed and altered to meet the child's needs.
- All teachers hold I.E.P review meetings with the parents/carers of children benefitting from additional support within the class. These meetings ensure that progress is jointly monitored and collaborative targets set by the class teacher and parents/ carers.
- The class teacher will then implement specific strategies to target the area requiring additional support
- Close liaison with parents, enables us to know our children well, and parents are able to discuss their child regularly with either the class teacher, SENCO or the Senior Leadership Team

4. Support for overall well-being

a. What support is available to promote my child/young person's emotional and social development?

We have a strong pastoral approach in school who will work together to create an appropriate package for support tailored to your child's individual needs.

Support offered might include:

- Classroom strategies led by class teacher and teaching assistant
- Support from the specific SEN Teaching Assistants
- Non-directive play support from trained Tas
- Drawing and Talking – a therapeutic intervention led by Teaching Assistants
- Forest bathing sessions
- Emotional regulation support, sensory circuits and movement breaks
- At times it might be necessary to draw upon guidance from outside professional agencies, for example the Educational Psychologist or Behaviour Support Team. We will always consult with you before making a referral
- We have a clear anti-bullying policy within the school, and will respond swiftly to concerns raised by pupils, staff or parents in accordance with this policy
- Our whole school weekly focus on a 'Fruit of the spirit' helps underpin our value system and we encourage the entire school community to demonstrate ' Love, joy, peace, patience, kindness, goodness, gentleness, faithfulness and self-control' in our interactions together

5. Preparation for new and next steps

a. How will you help and prepare my child to join your school?

- We work closely with both nurseries and middle schools to ensure smooth transition both into The Queen Anne and when pupils move on
- Our Foundation Stage teacher will visit all pupils in their nursery setting prior to arrival
- We actively encourage meeting with parents and pupils prior to starting at The Queen Anne for pupils with additional needs, and will facilitate multi-agency meetings where possible to ensure a clear understanding of a pupil's needs and plan of support is in place prior to arrival
- In Y4 we prepare students for transition gradually across the year, often offering transition support through non-directive play for pupils who would benefit from this
- We also offer additional supported visits to transition schools for pupils who would benefit from this
- On arrival new pupils are 'buddied' with a class member to support smooth transition
- With informed parental consent, we liaise closely with other schools to ensure relevant paperwork is shared for smooth transition
- We are aware that pupils with additional needs may sometimes find transition both into school and between classes challenging, and as such routinely prepare bespoke transition booklets for pupils, including photographs of new classes, teachers, pupil likes, dislikes, hopes and wishes.

b. How will you prepare my child young people to join their next year group/school/college/ stage of education or life?

- When a child is due to transfer to another school, the SENCO or the Head teacher will liaise with the receiving school to ensure that they have all necessary information they need about your child so that they are ready to support by the time they make the transition.
- Where necessary, meetings will be arranged and these may involve families or professionals and may happen on a regular basis in the run up to transition.
- Where appropriate, the child will receive transition opportunities e.g. visits, photographs, discussions, visual timetables, calendars etc or transition support.
- Our Y4 teacher will meet with middle school representatives towards the end of the year to discuss pupils directly and with parental consent share any EHCP plans, statements, learning passports, progress levels and effective support strategies with the next school

6. Accessibility and specialist equipment

a. How accessible is the school environment?

(A link to the School's Accessibility Plan can be found in section 8b)

- The Queen Anne has wheelchair access at all points of entry and also offers disabled toilet facilities.
- The school hall and all FS/KS1 classroom are fitted with 'Acoustic Tiles' facilitating an improved auditory environment, particularly for the hearing impaired
- There is a disabled parking space at the front of the school entrance

b. What if my child needs specialist equipment or facilities?

- We liaise with external agencies for advice, guidance and loan of specialist equipment for example acoustic tiles (Sensory Consortium).

c. How will my child/young person be included in activities outside the classroom including physical activities, school clubs and school trips?

- The Queen Anne is fully-inclusive; we encourage all children to take part in all activities both within and outside of school, as well as attending all events and trips.
- We ensure that parents/carers are fully informed as to the trips and activities open to every child and when required, extra support will be provided to ensure full participation by all children.
- A number of the trips and educational visits can be subsidised by the school, thus ensuring that all children can access these extra-curricular activities.
- We offer a before and after school clubs 'Stop and Drop' and 'Stay and Play' French and a range of after school clubs, funded by parents/carers.

7. Training for staff, specialist services and further support

a. With regard to staff who support children with SEND, what expertise do they have and what training have they undertaken?

We offer a bespoke service tailored to children's individual needs. So, if your child has a specific Special Educational Need, then staff will receive specialist training to support your child's individual needs.

All staff undertake on-going professional development and this has recently included:

- Attachment Theory
- Supporting Children with Down's Syndrome
- Speech and Language Training
- Dyslexia
- Specific medical training
- WE have eleven teaching assistants in the school, most of whom have many years of experience.
- We have an ELKAN trained Speech and Language teacher and staff trained in Non-directive play
- All staff receive regular training from the health service around key medical issues which could arise for children.
- Individual staff are trained in First Aid and are strategically placed around school
- The SENCO provides in-house training on developing I.E.P s and around specific requests from staff, or as necessary to support a particular child or group of children. Where necessary, specialist training is brought into the school.

b. What other agencies do you involve to meet the needs of my child/young person and how can I access support from these agencies?

Sometimes, despite all the support children get in school, the children need further support and we need to get the expertise of colleagues who do not work in school. We may invite them in to work with your child or refer your child on to them.

These could include:

- Speech and Language Therapist
- Educational Psychologist
- Behaviour Support Outreach team
- Sensory Consortium

- Virtual School for Children who are Looked After
- Occupational Therapist
- Health Visitors/ School nurses
- Paediatricians
- CAMHS – Child and Adolescent Mental Health Services
- Family Friends
- Early Help
- SHINE
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We would always get your permission before involving outside agencies like these.

We work closely with the outside agencies listed above. If they recommend that your child needs any specialist equipment or facilities, then they would be provided, in consultation with the outside agency.

c. Who should I contact to find out about other support for parents/carers and families of children and young people with SEND?

- If you have any worries or concerns, please discuss them straight away with your child's class teacher. An appointment can always be made to discuss your child's needs with the SENCO or Head Teacher.
- If you have a complaint about the school's provision for your child, you will be requested to follow the school's complaints policy, a copy of which is available on the school website or from the school office by request.
- You can contact the Information, Advice and Support Service for Windsor and Maidenhead who provide impartial information and advice on matters relating to Special Educational Needs and Disabilities for children and young people aged 0-25 and their families
Tel: 01628 683182
Email: IAS@rbwm.gov.uk
Website: <http://ias-rbwm.co.uk/>
- Please follow this link to the Royal Borough of Windsor and Maidenhead's Local Offer for information about other services that might be available to support your child/young person:
www.rbwm.gov.uk/localoffer

8. Policies

a. Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 (Special Educational Needs & Disabilities Act 2001) and the Equality Act 2010?

Yes

b. Where can I find other school policies relating to SEND?

The school policies are available on the school website at the following link:

<http://www.queenannefirstschool.org.uk/>

9. Additional Information

a. Do you provide any other resources for children and young people with SEND?

- If you have any queries about Special Needs provision at our school, please do not hesitate to contact our Senco (Ms Pegler) rpegler@queenannefirstschool.org.uk or Head Teacher (Mrs Street) j.street@queenannefirstschool.org.uk
- Any member of school staff can be contacted through the school office: 01753 830885
- The Royal Borough of Windsor and Maidenhead's Children and Young People Disability Service: Email: cypds@rbwm.gov.uk Telephone: 01628 685878

10. Feedback and complaints

a. What do I need to do if I have a concern or complaint about the school and its provision for my child/young person?

- If you have a concern or complaint regarding the school and its provision please make an appointment to speak with the head teacher, so that you can personally explain the nature of your complaint. We can only resolve difficulties if we know what they are! We will always respond as soon as we can. Please do not hesitate to contact Mrs Street on 01753 830885 j.street@queenannefirstschool.org.uk
- Full details of complaints Policy can be found at - <http://www.queenannefirstschool.org.uk/our-school/policies/guide-to-making-a-complaint/>

11 Confidentiality

a. How will the SEN information about my child be stored and shared?

We follow the latest GDPR guidance on storing and sharing information.
 We follow our Safeguarding Policy if we have any safeguarding concerns.
 Information is shared with external agencies with parental permission and involvement.
 Information is shared with the receiving school when your child moves to another school.

Date of last update of this document: May 2021 -~~2021~~

Date of next review: September 2022