The Queen Anne Royal Free CE First School

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

October 2026
Next review: October 2027

Information for parents and carers

This report explains how we identify and support children with SEND, work with families and review provision. It describes our school offer and signposts families to the wider RBWM SEND Local Offer.

Your class teacher is the first point of contact. They involve the SENCo where further advice or coordination is needed. You do not need to wait for a review meeting to raise a concern.

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Please ask the school office if you need a paper copy or information in a more accessible format.

1. Identifying SEND and planning support

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

At The Queen Anne Royal Free CE First School, we want every child to feel welcome, valued and included. Within our Christian community, we celebrate children's individual strengths and differences and work together so that every child can enjoy school, develop independence and achieve their best.

We are a mainstream first school supporting children with a range of special educational needs and disabilities (SEND). These may fall within one or more of the following areas:

- **Communication and interaction:** support with understanding and using language, communicating needs and interacting with others, including support for autistic children.
- **Cognition and learning:** support with learning, remembering and applying skills, including literacy and numeracy difficulties and specific learning difficulties such as dyslexia.
- **Social, emotional and mental health:** support with emotional wellbeing, anxiety, relationships and understanding and regulating emotions.
- **Sensory and/or physical needs:** support with sensory processing, hearing, vision, mobility and physical access to learning.

Children may have needs across several areas, and these can change over time. **Support is based on each child's individual needs; a diagnosis is not required before we begin providing support.**

Our starting point is inclusive everyday teaching and support, described in our Ordinarily Available Provision (OAP). Where needed, we provide additional targeted or personalised support, drawing on specialist advice. We work closely with children and families to identify barriers, agree priorities and review what is helping.

Where a child may need more specialist provision, we work with their family, relevant professionals and the local authority to explore appropriate support. If a specialist placement is being considered, the child's and family's views are central to discussions about their learning, wellbeing and development.

What is a SEN Support Plan?

Most children identified as having special educational needs receive additional help through **SEN Support**, recorded in a school SEN Support Plan. The plan explains their needs, the outcomes we are working towards and the support that will help them make progress. It builds on their strengths and interests and is developed with parents and carers, taking account of the child's views.

The plan includes:

- A small number of clear, achievable short-term targets.
- The teaching approaches, adjustments and additional support needed.
- How progress will be checked and when the plan will be reviewed.

Targets may focus on learning, communication, independence, emotional regulation, relationships or physical skills, according to individual priorities. We use an **Assess–Plan–Do–Review** approach: identify needs, agree support, put it into practice and review its impact together. Plans are reviewed at least termly.

What is an Education, Health and Care Plan?

An **Education, Health and Care Plan (EHCP)** is a legal document issued by the local authority. It describes a child's special educational needs, the outcomes they are working towards and the special educational provision that must be provided. It also records relevant health and social care needs and provision.

Where a child may need provision through an EHCP, an Education, Health and Care needs assessment can be requested. This brings together information from the child, their family, school and relevant professionals. The local authority decides whether to assess and, following assessment, whether an EHCP is necessary. Needs may relate to any area of SEND, rather than academic learning alone.

Parents and carers can request an assessment directly from their local authority. The school can also make a request and will work with families to share relevant information. An EHCP is reviewed at least annually. In school, longer-term outcomes are broken into manageable steps and progress is reviewed regularly.

Your child does not need an EHCP to receive additional support at school.

b. How does the school know if a child has SEND and needs extra help?

We work with families to identify needs early and understand what will help children thrive. As a small school, we know our children well and can share and respond to concerns promptly.

We identify possible needs through:

- **Information shared before children join:** we listen to families and liaise with nurseries, previous schools and professionals already involved.
- **Getting to know each child:** staff observe strengths, interests, communication, learning, relationships and emotional wellbeing. We recognise that children need time and support to settle, while responding promptly to emerging needs.
- **Ongoing observation and assessment:** teachers check progress and participation across school life, considering barriers to learning, independence and wellbeing as well as academic attainment.
- **Listening to children and families:** we value children's views and parents' knowledge, including difficulties that may be more apparent at home than at school.
- **Regular progress discussions:** class teachers and the Senior Leadership Team review progress termly. Concerns can be raised and acted on at any time.

Teachers use observations, conversations, children's work and assessments to understand progress from individual starting points alongside curriculum and age-related expectations.

Where a clearer understanding is needed, we may use additional assessments or screening tools appropriate to the areas being explored. These might focus on reading, spelling, mathematics, speech and language, communication, emotional wellbeing or physical development. We review and develop our assessment approaches as needed.

Findings are considered alongside observations, family information and the child's views. School assessments help us understand needs; they do not, on their own, provide a diagnosis. Where specialist assessment is needed, the SENCo discusses this with families and seeks relevant professional advice. **Support can begin while we continue to explore and understand a child's needs.**

When a concern is identified, the class teacher discusses it with parents or carers and reviews the teaching approaches, adjustments and support in place. If difficulties persist, or needs require more immediate specialist consideration, the Special Educational Needs Coordinator (SENCo) works with the teacher and family to explore these further. This may include observations, further assessment or specialist advice, with consent where required.

c. What should I do if I think my child may have SEND?

Please speak to your child's class teacher first. They know your child's day-to-day experiences in school. We welcome your concerns and value your knowledge of your child. You can request an appointment through the school office or contact the teacher through the school's usual communication channels.

Together, we will:

- Discuss strengths, difficulties and experiences at home and school.
- Consider progress, participation and wellbeing, including your child's views.
- Review teaching approaches, adjustments and support already in place.
- Agree additional support or next steps and when to review their impact.
- Share practical ideas for home, where helpful, taking account of family circumstances.

Our **OAP document**, which will be shared with families shortly, explains everyday teaching approaches, adjustments and resources. You do not need to read it before raising a concern. Where further advice or coordination is needed, the class teacher involves the SENCo.

Some children need additional help for a short time without having SEN. Where we identify that your child needs special educational provision—support additional to or different from that usually provided for children of the same age—we discuss this with you, record them on the school's SEND register and develop a SEN Support Plan together. **A diagnosis is not needed for this support to begin.**

If concerns remain after discussions with the class teacher, please contact the SENCo. If they remain unresolved, a meeting with the Headteacher can be arranged. Section 9 explains feedback and complaints.

2. Support the school provides for children with SEND

a. What teaching strategies do you use?

We have high expectations for every child. We work with children and families to understand their strengths, interests and needs and identify approaches that help them learn, participate and develop independence.

Inclusive everyday teaching and support

Our starting point is high-quality teaching adapted to children's individual needs. Together with everyday adjustments, routines and resources, this forms our **Ordinarily Available Provision (OAP)**. It supports children's learning, communication, wellbeing and independence, whether or not they have identified SEND.

Examples include clear explanations and modelling, visual supports, extra processing time and practical resources.

Our separate **Ordinarily Available Provision document** explains these approaches in more detail and will be shared with families shortly.

We work with children and families to identify which approaches help and review whether additional targeted or personalised support is needed.

We also draw on guidance and resources within the **RBWM SEND Local Offer**, including its **Ordinarily Available Provision and Barriers to Learning resources**, where helpful. These support staff in exploring what may be making learning or participation difficult and identifying practical teaching approaches, adjustments and strategies to try. We select approaches according to individual needs, discuss them with families and review whether they are helping.

Staff may draw on RBWM Barriers to Learning resources.

Flexible teaching arrangements and adult support

Children may learn as part of the whole class, in small groups or individually with an adult. Groups are flexible and reviewed according to the learning involved, with opportunities to work with peers with similar current learning needs and in mixed groups.

Where appropriate and available, quieter working areas within or outside the classroom support focused learning or regulation. These are shared spaces, and their use is planned around children's needs.

Teachers and teaching assistants work flexibly with individuals and groups. Adults use prompts, modelling and practical support to develop skills and increasing independence. Support is gradually reduced where appropriate, while maintaining adjustments children continue to need.

The class teacher remains responsible for each child's teaching and progress, including when additional adults provide support.

Access to the curriculum and physical activities

We aim for children to learn alongside their peers and access a broad, ambitious curriculum. Children may work towards the same learning goal using different resources or support. Some need personalised goals and activities linked to their developmental stage and longer-term outcomes.

We adapt PE and other physical activities so children with SEND can participate alongside their peers. Adjustments may include changes to equipment, instructions, activities, pace or adult support. Where needed, we seek and follow advice from occupational therapists, physiotherapists, sensory specialists and other relevant professionals.

Planning and reviewing support

Additional support is linked to classroom learning wherever possible. For children receiving SEN Support, priorities, targets and additional provision are recorded in a SEN Support Plan. For children with EHCPs, teaching and support reflect the provision and outcomes specified in the plan.

We involve families and children when planning and reviewing support. Where helpful, we agree manageable ways to reinforce learning at home. Section 3 explains how progress and provision are reviewed.

b. What additional support, interventions and adaptations are available?

Alongside OAP, we provide targeted and personalised support according to identified needs. The class teacher and SENCo work with families to agree priorities and select appropriate approaches.

Targeted teaching and interventions

Depending on assessed needs, support may include:

- **Speech, language and communication:** language groups, Nuffield Early Language Intervention (NELI) in Reception and Year 1, Colourful Semantics and practice of therapist-recommended targets.
- **Literacy:** additional phonics teaching linked to Song of Sounds, supported reading, precision teaching and structured approaches such as SNIP or Toe by Toe.
- **Mathematics:** focused teaching and practice using practical resources, visual models and carefully sequenced steps.
- **Emotional wellbeing and relationships:** ELSA support, Drawing and Talking and opportunities to develop emotional understanding, regulation and social interaction.
- **Physical and sensory development:** fine and gross motor activities, handwriting support, movement opportunities and professionally recommended strategies.

These examples describe support we may draw on. **Children receive approaches relevant to their needs**, rather than every intervention listed. Support may take place individually, in small groups or within classroom learning. We review its impact, including whether children can use developing skills in everyday situations, and adjust approaches where needed.

Staff expertise

Relevant staff training has included Elklan, Colourful Semantics, supporting speech sound difficulties, Drawing and Talking and ELSA. We draw on specialist advice and identify training needed for particular medical or care needs. Section 7 provides further information.

Adaptations to the learning environment

Our **OAP document** explains everyday adaptations to teaching, resources and the classroom environment. It will be shared with families shortly. Please also refer to our **Accessibility Plan** for information about physical access and planned improvements.

We discuss individual adjustments with children and families and seek specialist advice where needed. Section 6 explains accessibility, specialist equipment and participation in wider school activities.

c. How is the type and amount of support decided?

Support is matched to your child's strengths, needs and barriers to learning. The class teacher, supported by the SENCo, considers:

- Your knowledge of your child and their experiences at home.
- Your child's views, interests and priorities.
- Classroom observations, assessments and progress over time.
- Communication, participation, wellbeing and independence.
- The impact of teaching approaches, adjustments and support already in place.
- Relevant professional advice.

Together, we agree intended outcomes and the type, frequency and duration of additional support. Arrangements are recorded in the SEN Support Plan, where appropriate, and reviewed at least termly.

Where further assessment or specialist advice is needed, we discuss this with you and seek consent where required. We may involve educational psychology, therapies, outreach services or other relevant professionals. Support can begin while advice is being sought.

For children with EHCPs, support must reflect the special educational provision specified in the plan. Day-to-day arrangements are reviewed regularly; proposed changes to the EHCP are considered through the local authority's review process.

d. How will I be involved in planning and supporting my child's learning?

We value parents and carers as partners. Your knowledge helps us understand needs, recognise what is working and agree priorities together.

Before a child with identified or suspected additional needs joins us, we work with the family, previous setting and relevant professionals to plan transition. Where appropriate, we meet to discuss strengths, needs, strategies, resources, training and adjustments.

Parents and carers of children receiving SEN Support are invited to review the SEN Support Plan with the class teacher at least termly. The SENCo contributes where needed. Together, we celebrate achievements, share information from home and school, consider the child's views, review support and agree next steps. You receive a copy of the agreed plan. Families of children with EHCPs also contribute to formal annual reviews.

Where helpful, we discuss manageable ways to support learning at home, taking account of family circumstances.

You do not need to wait for a scheduled review to raise a concern. Please contact the class teacher first; they involve the SENCo where further advice or coordination is needed. If concerns remain unresolved, a meeting with the Headteacher can be arranged.

Request contact through the school office: **01753 830885** or **office@queenannefirstschool.org.uk**. Where SENCo involvement is needed, you can also email **senco@queenannefirstschool.org.uk**. We respond as promptly as possible and arrange a suitable time to talk.

e. How will my child be involved in their learning and decisions?

We want every child to feel listened to and understand that their views matter. We involve children in ways suited to their age, understanding and communication needs. This may include:

- Talking with a familiar adult about what they enjoy, what feels difficult and what helps.
- Using pictures, symbols, choices, signing, drawing or other communication methods.
- Sharing interests, strengths and goals, and helping choose useful resources or strategies.
- Discussing targets in child-friendly language and recognising achievements.
- Giving feedback about the support they receive.

Where a child finds it difficult to express views directly, familiar adults draw on observation, their communication and information from families to understand preferences and experiences.

Children may contribute before a review, attend part of it or share views through a trusted adult. Attendance or a signature is not a condition of having their views heard or receiving support.

For EHCP reviews, we support children to share their views, wishes and feelings in meaningful ways. These inform discussions about progress, provision and next steps. We explain decisions accessibly and help children develop confidence in asking for support.

3. Children's progress

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

We review how well teaching and support help your child learn, participate and thrive. We consider progress from individual starting points alongside curriculum expectations and agreed outcomes.

Everyday assessment

Class teachers check understanding through observations, conversations, questions, practical activities and children's work. They use this information to adapt teaching, resources and support throughout the school day. Teachers review which OAP approaches are helping and whether further support is needed.

SEN Support Plan reviews

We use an **Assess–Plan–Do–Review** approach. The class teacher reviews the plan with parents and carers **at least termly**, drawing on information from staff working with the child. The SENCo contributes where needed, and children are supported to share their views.

Together, we consider:

- Progress towards targets and longer-term outcomes.
- Learning and use of new skills across activities.
- Communication, relationships, participation and wellbeing.
- Confidence, independence and the level of support needed.

- The child's and family's experiences of what is helping.

We update targets and support where necessary. Parents and carers receive a copy of the updated plan.

EHCP reviews

Children with EHCPs have a formal review at least annually, alongside regular school reviews of progress and support. Parents and carers, the class teacher, SENCo and relevant professionals are invited to contribute. Children are supported to express their views before or during the meeting, whether or not they attend.

The review considers progress towards EHCP outcomes, whether provision remains appropriate and changes to recommend to the local authority. For children under five, we work with the local authority and family to consider more frequent reviews, normally every three to six months, alongside the annual review requirement.

Keeping in touch

Please speak to the class teacher first about progress or concerns. They involve the SENCo where further advice or coordination is needed. Families do not need to wait for a review meeting.

b. How do you involve children and families in reviews?

Children and families are central to reviewing support. We bring together your knowledge, your child's views and information from school to understand what is working and agree next steps.

Before reviews, we invite you to share successes, concerns, changes and priorities through conversation or in writing. Completing a form is not a condition of contributing.

We help children express what they enjoy, what feels difficult and what helps, using words, pictures, symbols, signing, choices or support from a familiar adult. They can contribute before a meeting or attend part of it, depending on what works best.

At SEN Support Plan reviews, we discuss progress, consider impact and agree updated priorities. We also welcome communication between reviews so we can respond to changes promptly.

For EHCP reviews, we seek views in advance and share reports before the meeting so families have time to consider them. We discuss which professionals should be invited, taking account of your suggestions and the required participants.

After reviews, we share relevant records and next steps. You can comment, request corrections and highlight disagreements so your views are accurately recorded.

Children in care

We coordinate SEND reviews with Personal Education Plan (PEP) reviews wherever appropriate. We work with the child, carers, social worker, designated teacher and Virtual School, involving parents where appropriate to the child's circumstances. This supports shared priorities and responsibilities.

c. How do you know whether SEND provision is working?

We judge provision by the difference it makes to learning, participation, wellbeing and independence.

Before introducing additional support, we identify strengths, needs and intended outcomes using observations, assessment information, children's work, family contributions and the child's views. Additional assessments or specialist advice are used where helpful.

We agree clear, measurable targets and how progress will be checked. For a time-limited intervention, we identify its focus, frequency and review point.

Teachers and support staff monitor progress during everyday teaching and additional sessions. We consider progress towards outcomes, use of skills in different situations, access to learning, wellbeing, independence and feedback from children and families.

For time-limited interventions, we compare progress with the starting point using appropriate assessment or observation. We consider whether improvements are maintained and help in everyday learning.

If support is not having the intended impact, we explore why. This may involve changing teaching, resources, timing, grouping or the intervention, or seeking specialist advice. Changes are discussed with families and informed by the child's experiences.

The Senior Leadership Team reviews the progress of children with SEND each term. The SENCo and Headteacher regularly evaluate provision, including how consistently OAP is used and whether targeted and personalised support is effective. Findings inform improvements, staff training and resource decisions.

4. Support for overall wellbeing

a. What support promotes my child's emotional and social development?

We want every child to feel safe, valued and connected to our school community. Positive relationships, belonging and emotional wellbeing underpin our approach to learning and school life. Staff work with families to understand experiences and identify suitable support.

Everyday support for all children

Our everyday provision supports positive relationships, emotional understanding, regulation and friendships. Children have opportunities to seek help from trusted adults, and staff respond to their individual needs. Our **OAP document**, which will be shared with families shortly, explains these everyday approaches in more detail.

Our **Behaviour and Relational Policy** supports a calm, consistent approach through positive relationships, emotion coaching and our CALM approach. Adults help children feel safe and regulated so they can reflect, learn and participate. Our school rules—**Ready, Respectful, Safe**—provide shared expectations.

Teaching emotional and social skills

We use **myHappymind** to help children understand their brains, develop emotional awareness and build positive habits for wellbeing.

Weekly PSHE lessons, including relationships and health education, help children learn about friendships, kindness, feelings, personal safety and seeking help. We respond to issues as they arise and provide additional teaching where needed.

Our Christian ethos and focus on the **Fruit of the Spirit—love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control—**shape how we care for and treat one another.

Year 4 Emotional Wellbeing Champions

Our Year 4 Emotional Wellbeing Champions receive training from the Educational Psychology team. With adult guidance, they help promote kindness, belonging and awareness of emotional wellbeing. Adults remain responsible for responding to concerns, and children are encouraged to seek help from a trusted adult whenever needed.

Additional support

Depending on individual needs, support may include:

- Planned support from the class teacher or teaching assistant.
- Emotional Literacy Support Assistant (ELSA) sessions.
- Drawing and Talking, delivered by trained staff.
- Supported play and activities to develop friendships and social interaction.
- Individual regulation strategies and co-regulation with a familiar adult.
- Sensory circuits or planned movement activities where appropriate.
- Outdoor and nature-based opportunities supporting engagement and wellbeing.

We agree priorities with families and review whether support helps. Where specialist advice is needed, we may involve educational psychology, behaviour support or appropriate children's mental health services. We discuss referrals with families and seek consent where required.

Preventing and responding to bullying

We teach kindness, respect and understanding of difference. Bullying, including discriminatory and online bullying, is unacceptable. We take concerns seriously and respond promptly in line with anti-bullying and safeguarding procedures.

Children with SEND may need additional help to communicate concerns, understand situations or access support. We work with children and families to address concerns and review wellbeing.

Safeguarding underpins all our provision. We adapt communication and support so children can express concerns and access trusted adults. Our safeguarding policies are available on the website or from the school office.

Please speak to the **class teacher first** about emotional or social wellbeing. They involve the SENCo or another appropriate member of staff where needed.

5. Preparation for new and next steps

a. How will you prepare my child to join the school?

Starting school can bring excitement and uncertainty. We work with children, families and previous settings to plan carefully, taking account of strengths, communication needs and concerns.

Joining Reception

Our Reception teacher meets parents and children at the start of term to get to know one another, share information and discuss what will help children settle.

Children are introduced through a staggered start, gradually building up their time during initial settling-in arrangements. We explain arrangements in advance and discuss individual needs with families. These arrangements do not remove parents' right to a full-time Reception place from the September after their child's fourth birthday.

We liaise with nurseries and other early years settings, and the Reception teacher may visit children in their current setting before they join.

Planning for additional needs

Please share information about identified or suspected additional needs before your child starts. Where appropriate, we arrange a meeting with families, relevant school staff and professionals already involved to discuss:

- Strengths, interests, communication and preferences.
- Successful strategies, routines and resources.
- Sensory, physical, medical or personal care needs.
- Adjustments, training or specialist advice required.
- Settling in and communication with families.

Where helpful, we provide additional visits, photographs, visual information or a personalised transition booklet. For children joining another year group, we work with their previous school and family to plan an appropriate introduction.

b. How will you prepare my child for their next year group or school?

We plan transitions so children feel prepared and receiving staff understand their strengths, needs and successful support.

Moving to the next year group

The current class teacher meets the receiving teacher to share information about learning, wellbeing and provision. **The SENCo contributes where additional planning or coordination is needed.**

Children have opportunities to become familiar with their new classroom and staff. Additional preparation may include visits, time with new adults, photographs, personalised booklets, visual timetables or calendars. We explain what will change and what will stay the same and invite questions and preferences.

Moving on from Year 4

Preparation for middle school or another setting takes place gradually across Year 4. Alongside whole-class activities, children who need more preparation may receive **targeted transition groups or individual support**. These help children explore feelings about change, practise asking for help and develop confidence with routines and expectations.

Where appropriate and available, we draw on **Shine Autism Outreach or the Behaviour Support Team** to inform or contribute to transition work.

The **Year 4 class teacher meets receiving-school staff for a handover, with the SENCo involved where needed**. Relevant information includes strengths, progress, communication, wellbeing, SEN Support Plans, EHCP provision and effective strategies.

Additional arrangements may include supported visits, meetings with key staff and transition meetings involving families and professionals. Preparation is matched to individual needs.

We involve families throughout and help children contribute their views. Records are shared securely in line with information-sharing requirements, with consent sought where required. For children with EHCPs, transition planning forms part of the review process, working with the family, receiving school and local authority to support continuity of provision.

6. Accessibility and specialist equipment

a. How accessible is the school environment?

We aim to make school welcoming and accessible and reduce barriers to learning and participation.

The school has wheelchair-accessible entrances, an accessible toilet and a designated accessible parking space near the main entrance. Acoustic tiles in the hall, Reception and Key Stage 1 classrooms reduce noise and improve the listening environment, including for children with hearing or sensory needs.

Accessibility also includes understanding information, communicating, managing routines and using learning spaces. Individual adjustments may include visual information, adapted resources, seating, preparation for changes and quieter shared spaces.

Our school is small and additional spaces are limited and shared. We plan their use carefully and discuss access requirements with families and relevant professionals.

Please refer to our **Accessibility Plan** for information about access to the curriculum, physical environment and information, including priorities for improvement. Let us know about particular access needs before your child joins or as soon as they become apparent.

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

The class teacher and SENCo work with families and relevant professionals to identify equipment or adaptations that may help a child access learning and school life.

We may seek advice from occupational therapists, physiotherapists, the Sensory Consortium or other specialists. Support may include adapted seating, writing equipment, communication resources, assistive technology or specialist hearing equipment.

We explore arrangements for obtaining equipment through school resources, specialist service loans or relevant funding routes. Where equipment or provision is specified in an EHCP, we work with the local authority and relevant services to ensure it is provided.

Staff receive guidance or training where needed for safe, effective use. Suitability is reviewed as needs develop.

c. How will my child be included in activities, clubs and trips?

Children with SEND are part of our whole school community. We plan participation in playtimes, PE, worship, clubs, educational visits and other activities alongside peers.

We discuss needs with families and make reasonable adjustments, which may include:

- Accessible venues, transport or adapted equipment.
- Visual information and preparation for unfamiliar places or routines.
- Changes to instructions, activities, pace or grouping.
- Planned movement or regulation breaks.
- Additional adult support where needed.
- Arrangements for medical, communication or personal care needs.

Planning and risk assessments take account of individual needs and relevant specialist advice. We work with families to identify arrangements that support safe, meaningful participation.

We provide information about clubs and wraparound care, including **Stop and Drop** and **Stay and Play**. Please discuss adjustments or additional support in advance so arrangements can be explored with the staff or provider involved.

Families can speak confidentially to the office about costs and any financial assistance available. Please contact the **class teacher first** about participation or access concerns; they involve the SENCo where needed.

7. Staff training and specialist services

a. What expertise and training do staff have?

We develop staff knowledge and skills so children receive informed, responsive support. Training priorities reflect children's needs, school improvement priorities and professional advice.

Recent training and development

Relevant staff have undertaken training in:

- **Speech, language and communication**, including understanding, expressive language and speech sound difficulties.
- **Colourful Semantics**, supporting understanding and use of sentence structure.
- **Drawing and Talking**, delivered by trained staff to support emotional wellbeing.
- **ADHD**, including attention, activity levels, regulation and executive functioning.
- **Adaptive teaching and barriers to learning**, including modelling, manageable steps, checking understanding and appropriate prompts and resources.
- **Supporting independence**, including effective adult support and reducing prompting where appropriate.

These approaches inform OAP and targeted or personalised provision. Teachers and teaching assistants bring varied experience, with particular staff trained in **Elklan, ELSA and Drawing and Talking**. We draw on expertise according to needs and staff roles.

We seek specialist advice and training where appropriate. For specific medical or care needs, we work with families and health professionals to identify required guidance and training. Staff responsible for specialist care receive appropriate training. Designated staff hold first-aid qualifications, with arrangements to support children during school and activities.

The SENCo supports staff to understand needs, plan adjustments, develop plans and review impact. This may involve discussions, resources, modelling, coaching and implementing specialist recommendations. Further advice or training is sought where needed. We review how training informs practice and benefits children.

b. What other agencies may be involved and how can I access support?

Specialist advice helps us understand needs and strengthen support at home and school. We may seek it alongside school support; children do not need to wait until difficulties become more significant.

Depending on needs, services we may work with or help families access include:

- **Educational Psychology and Behaviour Support:** advice on learning, development, wellbeing and behaviour.
- **Shine Autism Outreach:** support for RBWM mainstream schools to understand and meet autistic pupils' needs.
- **Children and Young People's Integrated Therapies (CYPIT):** speech and language therapy, occupational therapy and physiotherapy.
- **Sensory Consortium:** specialist advice for hearing, vision or multisensory impairments.

- **Health services:** school nursing, health visiting, community paediatrics and children's emotional wellbeing or mental health services, including CAMHS where appropriate.
- **Early Help and family support services:** practical and emotional support for families.
- **The Virtual School:** educational support for children in care, working with school and relevant professionals.

This is an illustrative list; involvement depends on needs and service availability.

Access and referrals

Please speak to the **class teacher first**. They involve the SENCo where specialist advice may help. The SENCo can explain options and referral routes.

Some services accept school referrals; others require a GP or professional referral. Some offer self-referral or direct advice. We can help identify the appropriate route. Information is also available through the RBWM SEND Local Offer.

Each service has access criteria and an assessment process. Referral does not automatically lead to assessment, regular appointments or individual therapy. Support may include advice, resources, staff training, consultation, assessment or direct work.

Waiting times vary and are outside school's control. **School-based support continues and is reviewed while advice or assessment is awaited.** Please tell us if needs change during this time.

We discuss proposed referrals with families and seek consent where required. Information is shared securely in line with information-sharing and safeguarding requirements. Recommendations inform teaching and support. Where equipment is recommended, we work with the service and family to clarify how it will be obtained.

c. Who can advise families about further support?

The SENCo can help families explore services, understand referral routes and find information. Please raise day-to-day concerns with the class teacher first and request SENCo contact through the office where needed.

Information Advice and Support Service

The **Information, Advice and Support Service for Windsor and Maidenhead (IAS)** provides free, confidential, impartial information, advice and support about SEND for children, young people and families. It can explain SEN Support, EHCP processes, meetings, rights and options when concerns arise. You can contact IAS directly without a school referral.

Telephone: 01628 683182

Email: ias@rbwm.gov.uk

Website: www.ias-rbwm.info

RBWM SEND Local Offer

The **RBWM SEND Local Offer** brings together information about education, health, social care, local services, activities and other support, including how it can be accessed.

Website: RBWM SEND Local Offer

Please ask school if you would like help finding or understanding relevant information. Section 9 explains how to raise unresolved concerns about school provision.

8. Policies

a. How does the school meet SEND and disability equality responsibilities?

We recognise our responsibilities under the **Equality Act 2010**, **Children and Families Act 2014** and **SEND Code of Practice**.

We work to prevent discrimination, promote equality of opportunity and remove barriers to learning and participation. We make reasonable adjustments for disabled children and plan ahead to improve accessibility.

Our Accessibility Plan sets out how we develop access to the curriculum, physical environment and information. We involve families and seek specialist advice where appropriate.

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

Relevant policies and documents are available on the school website or from the office. These include:

- SEN Policy and SEN Information Report.
- Ordinarily Available Provision document, to be shared with families shortly.
- Accessibility Plan and equality information.
- Behaviour and Relational Policy and anti-bullying arrangements.
- Safeguarding and Child Protection Policy.
- Supporting pupils with medical conditions and intimate care arrangements.
- Complaints Policy.
- Data protection information and privacy notices.

School website: www.queenannefirstschool.org.uk

Please contact the office for help finding a document, a paper copy or information in a more accessible format.

9. Feedback and complaints

a. What should I do if I have a concern or complaint?

We welcome feedback and want families to feel comfortable raising concerns. We listen, seek to understand the issue and work with you towards a resolution.

For concerns about learning, wellbeing or day-to-day support, please speak to the **class teacher first**. Where further advice or coordination is needed, the **SENCo** becomes involved. If concerns remain unresolved, you can request a meeting with the **Headteacher**.

Arrange contact through the school office: **01753 830885** or **office@queenannefirstschool.org.uk**.

For a formal complaint, follow the school's **Complaints Policy**, available on the website or from the office. It explains the stages, response times and arrangements for complaints concerning the Headteacher or governors.

IAS can provide free, impartial advice about SEND concerns and your options. Its contact details are in Section 7c.

10. Confidentiality

a. How will information about my child's SEND be stored and shared?

We handle personal information securely in accordance with applicable UK data protection law, including the **UK GDPR and Data Protection Act 2018**, as amended. Our privacy notices explain use, storage, retention and families' rights.

SEND records may include assessments, support plans, professional reports and review records. Access is restricted to staff and others who need relevant information to fulfil their responsibilities.

We share necessary information with staff supporting your child to help them understand needs and provide consistent support. Proposed referrals and specialist involvement are discussed with families, with consent sought where required. Information is shared securely, for a clear purpose and using an appropriate lawful basis.

There are circumstances where information may need to be shared without consent, including to safeguard a child or meet a legal obligation. We follow safeguarding procedures and explain decisions to families where appropriate and safe.

When a child moves school, relevant educational and SEND records are transferred securely to support continuity. Safeguarding records are transferred separately in accordance with safeguarding requirements.

Please contact the school office with questions about records, to request access or if you believe information needs correcting.