

## The Queen Anne Royal Free CE Controlled First School

**In our Christian Community we Achieve, Enjoy and Include.**

"But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control." Galatians 5:22-23

# Special Educational Needs Policy

The school promotes equality and actively challenges all ageist, gender, racist, disablist, homophobic, social and transphobic language and behaviour.

Safeguarding all of our children is at the centre of every aspect of school policy.

|                         |   |
|-------------------------|---|
| <b>Approved by</b>      | Governing Board   |
| <b>Date</b>             | June 2026   |
| <b>Policy owner</b>     | SENCo / Headteacher   |
| <b>SEND Governor</b>    | Kerry Howcroft  |
| <b>Headteacher</b>      | Judith Street   |
| <b>SENCo</b>            | Francesca Collin  |
| <b>Contact</b>          | senco@queenannefirstschool.org.uk   01753 830885                                  |
| <b>Review frequency</b> | At least annually, and sooner if statutory guidance or school arrangements change |

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## **1. Policy statement and aims**

The Queen Anne Royal Free C.E. First School is committed to identifying and meeting the special educational needs and disabilities of pupils, and to ensuring that all pupils are included in school life, make progress from their starting points and are supported to achieve their potential.

This policy should be read alongside the school's SEN Information Report / Local Offer and the linked policies listed in Appendix A. Together, these documents explain how the school supports children with SEND, the roles and responsibilities of staff and governors, and how parents, carers and pupils are involved in decision-making.

- Set out how the school will identify, support and make provision for pupils with SEND.
- Ensure a whole-school approach in which every teacher is a teacher of SEND and all staff understand their responsibilities.
- Promote high aspirations, strong outcomes, wellbeing, independence and preparation for the next stage of education and later adulthood.
- Remove barriers to learning and participation through high-quality inclusive teaching, reasonable adjustments, targeted support and specialist provision when required.
- Work in partnership with pupils, parents and carers, external professionals, the local authority and the governing board.
- Monitor and evaluate the effectiveness of SEND provision, including through pupil voice, parent/carer voice, progress data, provision mapping and governor oversight.

## **2. Legislation and guidance**

This policy is informed by current statutory duties and guidance for schools in England, including:

- The Children and Families Act 2014, Part 3.
- The Special Educational Needs and Disability Regulations 2014, as amended.
- The Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015).
- The Equality Act 2010, including the public sector equality duty and the duty to make reasonable adjustments.
- The School Admissions Code 2021 and the school/RBWM admissions arrangements.
- Statutory guidance on supporting pupils at school with medical conditions.
- The Early Years Foundation Stage statutory framework.

The school will also have regard to the Department for Education guidance on the mandatory qualification requirements for SENCOs. The SENCO is the school's SENCO for statutory purposes and will meet the qualification requirements for the role.

## **3. Definition of SEND and disability**

A pupil has special educational needs if they have a learning difficulty or disability that calls for special educational provision to be made for them.

A pupil has a learning difficulty or disability if they:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children of the same age in mainstream schools.

Many children and young people who have SEND may also have a disability under the Equality Act 2010. A disability is a physical or mental impairment that has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. Children with medical conditions may or may not have SEND; where a pupil has both medical needs and SEND, provision will be planned in a coordinated way.

#### 4. Areas of need

The SEND Code of Practice identifies four broad areas of need. These areas help the school plan support, but the school recognises that individual pupils may have needs across more than one area and that needs can change over time.

| Area of need                               | Examples of needs that may be considered  |
|--|---|
| <b>Communication and interaction</b>       | Speech, language and communication needs; social communication; autism; difficulties with understanding or using language, interaction or communication rules.  |
| <b>Cognition and learning</b>              | Learning difficulties such as moderate, severe, profound and multiple learning difficulties, and specific learning difficulties such as dyslexia, dyscalculia and DCD (Developmental Coordination Disorder, also known as dyspraxia). |
| <b>Social, emotional and mental health</b> | Needs which may present as anxiety, withdrawal, low mood, dysregulation, attention difficulties, attachment difficulties or behaviours that communicate unmet need.   |
| <b>Sensory and/or physical</b>             | Needs relating to hearing, vision, multi-sensory impairment, physical disability, sensory processing, mobility or access to the learning environment.   |

#### 5. Admissions and inclusion

- No child will be refused admission to The Queen Anne Royal Free CE Controlled First School because they have SEND or a disability.
- Admissions to the school are managed in accordance with the RBWM admissions arrangements and the School Admissions Code.
- Children whose education, health and care plan names the school will be admitted in line with statutory arrangements.
- The school will make reasonable adjustments to ensure disabled pupils are not placed at a substantial disadvantage compared with their peers.

- Pupils with SEND will have access to the broad and balanced curriculum, worship, visits, clubs, residential activities, productions, sport and wider school life, with reasonable adjustments made where required.
- The school will work with parents/carers, pupils, staff, the local authority and external professionals to plan inclusion safely and successfully.

## **6. Roles and responsibilities**

### **6.1 Governing board and SEND governor**

- Ensure the school meets its statutory duties for pupils with SEND and disabilities.
- Help raise awareness of SEND at governing board meetings and maintain strategic oversight of SEND provision.
- Monitor the quality and effectiveness of SEND provision, including through regular meetings with the Headteacher and SENCo and reports to governors.
- Monitor how resources, including SEND funding and staffing, are used to meet pupils' needs effectively.
- Ensure the SEN Information Report is published and updated at least annually and that linked policies remain accessible.

### **6.2 Headteacher**

- Work with the SENCo and SEND governor to determine the strategic development of SEND policy and provision.
- Have overall responsibility for the provision and progress of pupils with SEND and disabilities.
- Ensure staff have appropriate training, guidance and time to plan, deliver and review SEND provision.
- Ensure the school meets its Equality Act duties, including reasonable adjustments and access arrangements.
- Oversee the effective use of delegated SEND budget and other resources.

### **6.3 SENCo**

The SENCo is Francesca Collin and can be contacted via [senco@queenannefirstschool.org.uk](mailto:senco@queenannefirstschool.org.uk) or through the school office on 01753 830885.

- Lead the day-to-day operation of this policy and coordinate specific provision for pupils with SEND, including those with EHC plans.
- Provide professional guidance to colleagues and work with staff, parents/carers, pupils and external agencies to secure appropriate support and high-quality inclusive teaching.
- Advise on the graduated approach to SEND support: Assess, Plan, Do and Review.
- Advise on the use of the school's delegated SEND budget and other resources.
- Be a point of contact for the local authority, RBWM / Achieving for Children services and external professionals.
- Liaise with previous and next educational settings to support transition and information sharing.
- Ensure that SEND records, provision maps and pupil support plans are accurate, up to date and stored securely.

- Coordinate applications for EHC needs assessments, annual reviews and early reviews, where appropriate.
- Contribute to staff CPD and keep up to date with local and national SEND developments.

#### 6.4 Class teachers

- Remain responsible and accountable for the progress and development of every pupil in their class, including pupils supported by teaching assistants or specialist staff.
- Provide high-quality, adaptive teaching and make reasonable adjustments to remove barriers to learning.
- Identify concerns early, gather evidence and work with the SENCo to implement the graduated approach.
- Work with pupils, parents/carers, teaching assistants and external professionals to plan, deliver and review provision.
- Review individual targets and support plans with pupils and parents/carers at least termly, or more frequently where required.
- Use assessment information to evaluate the impact of interventions and link support to classroom learning.
- Maintain effective communication with parents/carers and contribute to SEND records.

#### 6.5 Subject leaders

- Ensure curriculum planning, resources and assessment approaches are inclusive and accessible in their subject area.
- Support staff to adapt teaching and remove subject-specific barriers for pupils with SEND.
- Monitor the attainment, progress, participation and quality of learning for pupils with SEND in their subject.
- Work with the SENCo to identify training needs and develop resources.

#### 6.6 Teaching assistants and all staff

- Understand and follow this policy and the procedures for identifying, supporting and safeguarding pupils with SEND.
- Contribute observations from all areas of school life to build a holistic picture of the child.
- Deliver agreed support and interventions with fidelity, while promoting independence rather than dependency.
- Share information with class teachers and the SENCo so provision can be reviewed and adapted.
- Uphold the school's inclusive ethos and promote dignity, equality and respect.

### 7. Identification of SEND

Early identification is central to effective support. The school will identify needs using a range of information, including:

- information from parents/carers, pupils, previous settings and external professionals;
- teacher assessment, observation and knowledge of the child;
- whole-school tracking of progress, attainment, attendance, behaviour, wellbeing and engagement;
- phonics, reading, writing and mathematics assessments, standardised assessments, checklists and screeners where appropriate;

- observations of communication, social interaction, independence, sensory needs and emotional regulation across the school day;
- pupil progress meetings, SEND meetings and pastoral/safeguarding information where relevant.

Concerns can be raised at any time by parents/carers, pupils, staff or external professionals. In the first instance, parents/carers should speak to the class teacher or SENCo.

Slow progress and low attainment do not automatically mean that a pupil has SEND. Equally, a pupil does not need a formal diagnosis to receive support. The school will consider whether the pupil requires provision that is additional to, or different from, what is ordinarily available through high-quality teaching and reasonable adjustments.

### **8. The graduated approach: Assess, Plan, Do, Review**

Where a pupil is identified as needing SEND support, the school will follow the graduated approach. This is a cycle in which decisions and actions are revisited, refined and revised as understanding of the pupil's needs grows.

| <b>Stage</b>  | <b>What happens at Queen Anne</b>   |
|---------------|---|
| <b>Assess</b> | The class teacher and SENCo analyse the pupil's needs using assessment information, progress over time, views of parents/carers and the pupil, staff observations and advice from external professionals where relevant.  |
| <b>Plan</b>   | The teacher and SENCo agree, in consultation with parents/carers and the pupil, the outcomes sought, provision, adjustments, interventions, resources, responsibilities and review date. This may be recorded in a SEN Support Plan, which includes a pupil profile, or other agreed school format. |
| <b>Do</b>     | The class teacher remains responsible for the pupil's progress and daily teaching. Teaching assistants and specialist staff (where appropriate) deliver agreed support. The SENCo supports staff and monitors implementation.   |
| <b>Review</b> | The impact and quality of support are reviewed at least termly, using evidence of progress, pupil and parent/carer views and staff evaluation. Provision is continued, adapted, intensified or reduced in response to impact and need.  |

Interventions should be time-limited, targeted and evidence-informed. The impact of interventions will normally be reviewed within a term, and earlier where concerns arise. Where a pupil has an EHC plan, statutory annual reviews will be held at least every 12 months, with interim reviews or early reviews arranged where necessary.

### **9. SEND support and provision**

The school uses a graduated model of provision: universal provision for all pupils, targeted provision for pupils needing additional support, and specialist provision for pupils with significant or complex needs. Support may include:

- adaptive teaching, scaffolding, modelling, pre-teaching and overlearning;
- adapted resources, visuals, communication supports, assistive technology, sensory supports or modified recording methods;

- small group or individual intervention for speech and language, literacy, numeracy, social communication, emotional regulation, fine/gross motor skills or other identified needs;
- pastoral, nurture, ELSA-type or wellbeing support where available and appropriate;
- specialist advice, therapy plans or programmes from external professionals;
- access arrangements and reasonable adjustments for assessments and school activities.

### SEND register

The SENCo maintains the school SEND register. Pupils may be recorded as:

- **SEN Support (K)** - where the pupil requires provision that is additional to, or different from, what is ordinarily available.
- **Education, Health and Care Plan (E)** - where the pupil has an EHC plan issued by the local authority.

Parents/carers will be formally informed when a pupil is placed on, or removed from, the SEND register. Pupils may move on or off the register as needs change and provision has impact. Additional support may be provided for pupils who are not on the SEND register when this is appropriate.

### Education, Health and Care needs assessments and plans

Where a pupil has significant and complex needs that may require special educational provision beyond what the school can ordinarily provide through SEN Support, the school may work with parents/carers and external professionals to request an EHC needs assessment from the local authority. The school will contribute evidence to the assessment process and will implement the provision specified in an EHC plan where the school is named.

## 10. Curriculum, adaptive teaching and accessibility

The school aims to provide a broad, balanced, relevant and ambitious curriculum for all pupils. Curriculum leaders and teachers plan with inclusion in mind so that barriers are anticipated and reduced. Examples of adaptive teaching and reasonable adjustments include:

- clear routines, visual supports, now/next boards, task boards and accessible instructions;
- flexible grouping, guided practice, scaffolds, concrete resources and worked examples;
- pre-teaching of vocabulary, retrieval practice and overlearning;
- alternative ways to record learning, including scribing, oral rehearsal, technology or adapted writing materials;
- movement breaks, sensory regulation strategies and calm spaces where appropriate;
- reasonable adjustments for homework, worship, trips, clubs, sport, performances and residential activities;
- specific access arrangements for statutory and school assessments, where evidence and regulations support this.

The school will regularly review its Accessibility Plan to increase the extent to which disabled pupils can participate in the curriculum, improve the physical environment and improve the accessibility of information for disabled pupils and parents/carers.

## 11. Working with parents, carers and pupils

Partnership with parents and carers is essential. Parents/carers know their child well and their views will be valued. The school will aim to communicate clearly, listen carefully and work collaboratively.

- Parents/carers will be involved when concerns are first identified and when support is planned, reviewed or changed.
- Parents/carers of pupils on the SEND register will be invited to review progress, provision and outcomes at least termly.
- The pupil's strengths, interests, views and aspirations will be gathered in an accessible way and used to inform provision and reviews.
- Where appropriate, support plans will include what school will do, what parents/carers can do at home and what the pupil is working towards.
- Meetings will be accessible and jargon will be explained. Copies of relevant plans and notes will be shared with parents/carers.

## **12. External agencies and local support**

The school works with external professionals where additional advice, assessment or specialist support is needed. This may include:

- RBWM / Achieving for Children SEND Team and Children and Young People's Disability Service (CYPDS);
- Educational Psychology Service;
- Speech and Language Therapy (SaLT);
- Occupational Therapy and Physiotherapy;
- Specialist teachers for hearing impairment, vision impairment or other sensory/physical needs, including Berkshire Sensory Consortium Service where appropriate;
- SHINE / autism outreach, communication and interaction support and special school outreach;
- Social, emotional and mental health services, including CAMHS, Getting Help and Early Help routes;
- School Nursing, health professionals and voluntary sector organisations.

Referrals will normally be discussed with parents/carers before they are made, except where safeguarding duties require otherwise.

## **13. Transition arrangements**

### **Transition to The Queen Anne**

- The Foundation Stage transition programme will gather information from parents/carers, pre-school settings and external professionals.
- The class teacher, teaching assistants and SENCo will be involved in transition planning for pupils with SEND.
- Adaptations may include additional visits, social stories, transition books, meetings with parents/carers and liaison with external professionals.
- For in-year admissions, the school will seek information from the previous setting and arrange meetings or visits where appropriate.

## Transition from The Queen Anne

- Year 4 pupils will be supported through PSHE and transition activities to prepare for moving to middle school.
- The Year 4 class teacher and SENCo will liaise with receiving schools to discuss pupils with additional needs and agree support arrangements.
- Vulnerable pupils may be offered additional transition visits or a personalised transition programme where available.
- For pupils with EHC plans, transition will be planned through the annual review process and relevant paperwork will be shared securely.
- For in-year transfers, the school will communicate with the receiving school and share relevant SEND information in line with data protection requirements.

## 14. Training and resources

- The governing board, Headteacher and SENCo will keep up to date with statutory responsibilities and local SEND developments.
- The SENCo will attend appropriate training, network meetings and briefings, and will share relevant updates with staff.
- Staff training will be planned in response to the needs of pupils currently in school and may include whole-school training, targeted group training and individual coaching.
- Teachers and teaching assistants will receive guidance on specific strategies, interventions and external professional recommendations for pupils they support.
- The school will deploy staffing, SEND funding, equipment and resources to meet pupils' needs as effectively as possible and will monitor impact through the graduated approach.

## 15. Records, confidentiality and safeguarding

- SEND records will be kept securely and shared only with staff and professionals who need the information to support the pupil.
- Information will be handled in line with the Data Protection Policy, UK GDPR and the school's safeguarding procedures.
- The school recognises that pupils with SEND may be more vulnerable to some safeguarding risks, including communication barriers, isolation, bullying or unmet needs being misinterpreted as behaviour.
- All safeguarding concerns will be reported and managed through the school's Safeguarding and Child Protection Policy.
- Where behaviour, attendance or wellbeing concerns arise, staff will consider whether underlying needs, SEND, disability, mental health, trauma or medical factors may be contributing.

## 16. Complaints

The school will make every effort to work with parents/carers to resolve concerns early and in partnership.

1. In the first instance, parents/carers should speak to the class teacher and/or SENCo.
2. If the concern is not resolved, parents/carers should contact the Headteacher.
3. If a resolution is still not reached, the school's formal Complaints Policy should be followed.
4. Parents/carers may also seek impartial information and advice from RBWM Information, Advice and Support Service (IAS).

5. Parents/carers of disabled pupils have the right to make disability discrimination claims to the First-tier Tribunal (SEND) in relation to exclusions, education and associated services, and reasonable adjustments, including auxiliary aids and services.

Complaints relating to the content of an EHC plan, statutory assessment decisions or local authority duties should be pursued through the relevant local authority routes, mediation and tribunal processes.

### **17. Monitoring and review**

- This policy will be reviewed at least annually by the SENCo and Headteacher, and approved by the governing board.
- The policy will be updated during the year if statutory guidance, local arrangements or school practice changes.
- The SENCo will monitor the effectiveness of provision through pupil progress meetings, IEP/support plan reviews, provision mapping, intervention evaluations, learning walks, book looks, pupil voice, parent/carer feedback and staff feedback.
- The SEND governor will meet with the Headteacher and SENCo regularly to review provision, impact, statutory compliance and strategic priorities.
- Evaluation will consider both quantitative evidence, such as progress and attendance, and qualitative evidence, such as pupil voice, wellbeing, participation and parent/carer views.

## Appendix A. Linked policies and documents

This policy should be read alongside the following school policies and documents:

- SEN Information Report / School Local Offer
- Accessibility Plan
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Equality Information and Objectives Policy
- Supporting Pupils with Medical Conditions / Children with Medical Needs Policy
- Attendance Policy
- Admissions Policy
- Teaching and Learning Policy
- Curriculum Intent and subject policies
- Relationships and Health Education Policy
- Data Protection Policy and Privacy Notices
- Health and Safety Policy
- Positive Handling Policy
- Complaints Policy
- Pupil Premium Strategy
- Homework Policy
- Separated Parents Policy
- Staffing / CPD arrangements

## Appendix B. Levels of provision

| Level                       | Examples  |
|-----------------------------|---|
| <b>Universal provision</b>  | High-quality inclusive teaching, reasonable adjustments, accessible curriculum, positive relationships, inclusive classroom routines, use of assessment and early discussion with parents/carers. |
| <b>Targeted provision</b>   | Additional time-limited interventions, small group or individual support, IEP/pupil support plan, increased monitoring, provision mapping and termly review.                                      |
| <b>Specialist provision</b> | External professional advice or assessment, therapy plans, specialist resources, higher levels of adult support, EHC needs assessment or EHC plan where appropriate.                              |

## **Appendix C. Useful local and national links**

**RBWM SEND Local Offer:** [https://rbwm.afcinfo.org.uk/local\\_offer](https://rbwm.afcinfo.org.uk/local_offer)

**RBWM SEND policy and SEND reports information:** <https://rbwm.afcinfo.org.uk/pages/local-offer/information-and-advice/education/about-sen-support-in-schools/send-policy-and-send-reports>

**RBWM Information, Advice and Support Service (IAS):** <https://www.ias-rbwm.info/>

**SEND Code of Practice: 0 to 25 years:** <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

**Mandatory qualification for SENCOs:** <https://www.gov.uk/government/publications/mandatory-qualification-for-sencos>

**Supporting pupils at school with medical conditions:**

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

**Equality Act 2010: guidance:** <https://www.gov.uk/guidance/equality-act-2010-guidance>