



QUEEN EMMA'S
PRIMARY SCHOOL
BELONGING, BEING AND BECOMING

Policies and Procedures

SEND Information Report 2024

Our vision is that Queen Emma’s Primary School will be one of the best performing schools in the country, both academically and emotionally. We want a school with a culture of compassion – where children and staff want to belong. We want to play a prominent role in the community by supporting not only our children, but their families too. We want to grow our school in size, expertise and strength. We will continue to be research informed – our decisions will be informed by research but we will do what’s right for our context. We want to continue to lead on local and national initiatives and open our doors to colleagues from other schools to share best practice. Whilst we strive for academic success, we will ensure that our pupils are emotionally and physically ready to learn.

As part of our constant goal to raise standards, the main focus must be on the classroom where continued and sustained improvement is dependent upon improving the quality of the teaching and learning that is taking place on a daily basis.

At this school, it is our expectation that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement.

We expect every teacher to be a good teacher – no child deserves less!

Our Aims

- We aim to ensure that all pupils make progress using our ‘catch up’ and ‘keep up’ strategies.
- We aim to use feedback to identify and close the gap between what they can currently do and what we would like them to be able to do.
- We aim to make the right decisions, for the right reasons and influenced by evidenced based research.
- We aim to provide an inclusive environment for all of our pupils.
- We recognise and celebrate the achievements of our pupils.
- We aim to establish and maintain an effective partnership with parents and the wider community
- We aim to learn from each other, through the adoption of a collaborative, enquiry-based approach to teaching and learning, where good practice is frequently shared.

“Leaders, governors and the trust have worked together effectively since the last inspection, which took place prior to the school converting to academy status. They have successfully developed a strong ethos and culture, where all staff have contributed to bringing about significant improvements to teaching, pupils’ behaviour and outcomes.”

“The trust’s strong moral purpose to provide effective support for the school is lived out through its strapline and key values: ‘Motivate, Inspire, Learn, Lead’. Their focus on five big questions (Is leadership driving improvement? Is our curriculum irresistible? Are we managing resources effectively? Are we research-based? Are we ensuring equity?) is driving school

*improvement and leading to greater consistency across the school and the trust.” Ofsted
September 2018*

The Oxfordshire County Council Local Offer for Children with SEN and disabilities
can be found at: <https://www.oxfordshire.gov.uk/cms/taxonomy/term/278>

Information and Guidance and Points of Contact

Who should I contact to discuss the concerns or needs of my child?

Queen Emma’s is committed to working in partnership with parents and will listen to any concerns parents may wish to raise. Please contact the school to arrange a meeting.

- Class Teacher – is the first point of contact. They monitor the progress of each child and liaise with key staff about interventions needed.
- School Leaders- support teachers in identifying solutions.
- SENDCo – Yazmin Goodgame
- Community Relationships, Health and Mental Wellbeing Coordinator– Amanda Cox
- Headteacher – Leanne Dixon
- Assistant School Leader Early Years – Karen Wavish
- Deputy Headteacher – Alexandra James-Bott
- SEND Committee Volunteer – Jenny Prowse

Assessment, Planning and Review and Partnerships for Progress

How does the school know how well my child is doing? How will I be kept informed about how well my child is doing? How regularly will I be updated on my child’s progress?

Will I know if my child is not making progress and what will happen?

- Teacher’s assess for learning and data is recorded three times a year for Reading, Writing and Maths.
- Class teachers attend a pupil progress meeting each term to discuss the progress of each pupil. The rates of progress are monitored and those pupils

not making the expected rate of progress are identified. Strategies will be put in place in order for the identified pupils to reach their expected outcomes.

- Formative assessment is used to determine progress and attainment.
- Regular review meetings are held with the class teacher to track progress towards outcomes and evaluate interventions. The SENDCO may attend these meetings when necessary.
- Live feedback, regular low stake tests and quizzes ensures staff and pupils are clear on each pupils next steps.
- Parents are invited to parents' evening twice a year to discuss progress, attainment levels and expected outcomes, with the class teacher and SENDCO if appropriate.
- Parents of children with SEND are invited to review meetings each term to update Pupil Passports and review Learning Plans, with pupil and parent voice.
- Children with EHC Plans have an annual review, where progress is discussed and targets set. Written reports are provided and sent out in advance. Children are invited to contribute to this review.
- A Community Relationships, Health and Mental Wellbeing Coordinator is available to support families as needed. Parents may self-refer through contacting Mrs Cox or the office.
- Additional support may be provided after discussions with key staff, parents/carers, pupil and where relevant, external agency.
- The school identifies the needs of SEND pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.
- The school will seek external support/advice for children continuing to experience significant difficulty – this may involve an application for an Education, Health and Care Needs Assessment (EHCNA).
- School staff may informally discuss progress with parents/carers as needed.
- The Local Committee are provided with attainment and progress information. They act as 'critical friends' and support staff to use their best endeavors to raise standards further.

Curriculum and Teaching Methods (including Groupings and/or Interventions)

What is the curriculum and how is it taught? How will the curriculum be adapted to meet the needs of my child? How flexible can teachers be in meeting the needs of my child?

Is there any additional support available to help my child reach his/her expected outcomes?

- High quality teaching and learning is an entitlement for all children.
- Class teachers are responsible for the teaching of all children in their class and they ensure all children receive high quality teaching.
- Teachers are skilled at adapting and differentiating the curriculum to take account of individual pupil needs.
- All children are grouped for early reading (RWI Phonics) and Maths (White Rose) based on gaps in their learning.
- Every project begins with a memorable experience to ignite learning.
- Children may be identified by the SENDCo as benefiting from intervention programmes. These programmes will run for 6 weeks on average and progress is carefully monitored.
- Advice from educational agencies such as Special Education Needs Support Service, Educational Psychology and health agencies such as Speech and Language Therapy, Occupational Therapy and CAMHS may be sought.
- Specialist teaching is available in both key stages. In Key Stage 1 and Key Stage 2, we pre and post teach children to “keep up” and to “catch up”. Decisions regarding access to this specialist input are based on need.

Access to Learning and the Curriculum

Are there any special features or strategies to help children learn? How do I know my child's particular need will be met?

- Children are aware of their targets and next steps. They receive feedback on

progress towards targets through discussions with teachers and regular feedback. Self-evaluation is also encouraged.

- Reading and writing are taught using 'Read Write Inc', 'Hooked on Books' and 'The Write Stuff'. Children are grouped according to their gaps.
- Learning walls in classrooms support the learning of Literacy and Maths.
- ICT is used to support learning, including computer programs, iPads and voice recorders.
- Learning Support Assistant (LSA) support within Key Stage teams and are deployed to support individuals and groups of children.
- External agencies can provide advice and may offer individual or group tuition depending on a pupil's individual need.
- All classes have a visual timetable on display which details the daily planned activities. Some pupils have their own visual timetable.
- The school's physical environment is accessible to all learners, including those with disabilities.
- Reasonable adjustments are made to help pupils to learn. For example, some pupils may use special equipment such as pencils grips, sound amplification systems and sloped writing desks.
- Children may be identified as benefiting from social skills groups. This support will be additional to their curriculum.

Tests and Assessments: Access Arrangements

What arrangements are available for pupils to access tests and assessments? How will I know if my child qualifies for additional support or time to access tests?

- The class teacher, supported by the SENDCo will assess Year 6 pupils to determine whether individuals may qualify for additional time and/or additional support which comply with tests guidance.
- School adheres to current access arrangements for Key Stage 1 and 2 statutory tests.

- Class teachers will inform parents/carers whether their child qualifies for additional support or time to access tests.
- Pre and post teaching are used throughout the school year to help close gaps and support children in catching up with their peers.

Social and Emotional Support

How does the school help my child to feel comfortable and safe and manage social situations? How does the school help develop my child's social and emotional skills? What is the school's policy on bullying?

- All classes follow a structured PSHE (Personal, Social, Health and Education) curriculum.
- Drawing and Talking therapy is available on a referral basis.
- An Emotional Literacy Support Assistant (ELSA) is available on a referral basis.
- The school offers a Breakfast Club every morning from 7.30am.
- Sporting activities and games are available and facilitated by LSA's on duty every lunchtime.
- A variety of after school clubs are offered throughout the year; Digital Leaders, Art, Games, Football, Tennis and Lego.
- Additional support for children who find playtime challenging, identified by the SENDCo.
- Visual timetables/symbols.
- Strong ethos of pastoral care.
- Anti-Bullying Policy and procedures.
- E-safety and cyber bullying is addressed at an age appropriate level.
- Transition preparation.
- Behaviour Blueprint.

- Thrive profiling by class teacher
- Thrive Practitioner supporting emotional wellbeing.

Accessibility to Premises and Facilities

What facilities are in the school to assist children with disabilities move around the building and take part in lessons? How do I know my child will be able to access all lessons?

- The building and playground are accessible to wheelchair users.
- Disabled toilet.
- Semi-open plan building with classrooms off a central resource area.
- Awareness of sensory needs.
- Reasonable adjustments are made by staff to ensure children with disabilities can access all lessons.
- Trips will be planned taking into account the needs of children with disabilities.
- Transition preparation.

Working with Others

Who does the school work with? How does the school work with other agencies? How will I be informed?

Queen Emma's works with a number of services including:

- Child and Adolescent Mental Health Service- Parents are encouraged to contact CAMHS Single Point of Access (01865 902 515) to complete a referral.
- Children's Services
- Educational Psychology Service
- English as an Additional Language Service
- Health Visitor/ School Nurse

- Learning Support Service
- OCC Traveler Services
- Occupational Therapy
- OXSIT (Oxfordshire Schools Inclusion Team)
- Play therapist
- SENDIASS – advice and support for parents and children about SEN
- Sensory Impairment Service
- SENSS Communication and Interaction Team
- Speech and Language Therapy Service
- Voluntary services
- The SENCO liaises with class teachers, leadership team, Family Support Coordinator and parents to prioritise referrals to these services.
- Referrals to services may also come about following pupil review meetings.
- Staff (usually the SENCO or class teacher) discusses the referral to a service with parents/carers.
- Parents' views will be sought and they may be invited or can request to meet with the service.
- Reports and recommendations are shared with parents and expected outcomes and strategies to meet those outcomes are planned.
- Early Help Assessment supported by School Leaders.

Transition

How will the school help my child settle with confidence and manage change as they move between schools and year groups?

Early Years Transition

- SENDCo or class teacher attend transition meetings for pupils with SEND making the transition from Pre-school/Nursery to Reception. Class teacher

and SENDCo visits child in their setting if required.

- Parents are invited to a pre-admission meeting with the class teacher.

Moving on at Year 6

- Key staff and often some Year 7 students from the secondary school visit Queen Emma's to speak to the Year 6 pupils transferring to their school. The transition arrangements with The Henry Box School are long standing and successful.
- All pupils in Year 6 are invited to familiarisation days at their secondary school. Children are prepared for the visit and given information in advance as necessary.
- Additional visits to the secondary school may be arranged for individuals or groups as needed.
- Transition arrangements are planned at Year 6 Statement/Education, Health and Care Plan reviews. Secondary schools are invited to attend.
- SENDCO attends Year 6 to Year 7 SEN transfer meeting.
- Use of social stories/transition books.
- A planned programme of transition, which may include mentoring to help prepare children.
- Class teacher/ SENCO meets with key staff from new school.
- EduKey documents (Pupil Passports, Learning Plans and Provision Maps) for identified pupils are shared with secondary schools.
- Information transferred in advance of move.

Moving Schools

If your child is moving to another school we will:

- Contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- Make sure that all records about your child are passed on as soon as possible.

If your child joins us from another school we will:

- Contact the school SENDCo to find out any special arrangements or support that needs to be made for your child.

- Meet with parents to discuss any concerns and put a transition plan in place as required.

Moving Classes

- A hand over meeting will take place between the present and the new teacher.
- Transition visits to new classes are planned in the second half of the summer term. Identified pupils have a number of additional visits to the new class.

Related Policies

- SEN policy
- Behaviour Blueprint
- Behaviour Policy and Statement of Behaviour Principles
- Suspension and Permanent Exclusion Policy
- Anti-bullying policy
- Equality Policy
- Access plan

Belonging Being Becoming

Queen Emma's Primary School
Burwell Drive, Witney, Oxfordshire OX28 5JW
T: 01993 704770 E: office.2304@queen-emmas.oxon.sch.uk
www.queen-emmas.oxon.sch.uk