



## **Specialist Educational Needs at Queenborough School & Nursery**

Queenborough School and Nursery is a mainstream primary and provides for pupils with a wide range of special educational needs, including those with:

- **Communication and Interaction needs** - this includes students who have speech, language and communication difficulties, and slower processing difficulties and includes students with autism spectrum conditions;
- **Cognition and Learning needs** - this includes students who have learning difficulties and specific learning difficulties, for example dyslexia, dyspraxia and dyscalculia;
- **Social, Emotional and Mental Health needs;**
- **Sensory and/or Physical needs** - this includes students who have visual or hearing needs, or a physical disability that affects their learning.

The above four SEN categories are definitions of special educational need found in the August 2014 Code of Practice.

There are other kinds of special educational need which do not occur as frequently and with which the school may be less familiar, but we can access training and advice so that these kinds of needs can be met. For example, a medical need such as diabetes or epilepsy.

Our special educational needs co-ordinator (SENCo) is **Karen Williams**. She can be contacted on **01795 662574** or by e-mail on [k.williams@queenborough.kent.sch.uk](mailto:k.williams@queenborough.kent.sch.uk).

### **How do we identify and give extra help to students with SEN?**

Through communicating regularly with parents, we hope to work together to identify any SEND early and take appropriate action to support pupils. Every pupil has their progress closely monitored through termly pupil progress meetings and frequent consultation with parents/carers. Children who are not making expected progress are highlighted and interventions or additional support are allocated depending on need. At the same time, and again in consultation with parents, we are able to identify additional needs that a child may have and will seek out specialist assessments by going through the LIFT process to get support from STLS (Specialist Teaching Service), we also have our own Speech and Language Therapy Service in school once a term.

The SENCo and SLT strategically analyses data termly and provides targeted support and intervention and identifies any potential SEN issues. The SENCo and class teacher along with the Well-being & Family Support Officer and Safeguarding Lead work closely to ensure pupils with social and emotional difficulties are supported as well as meeting their learning needs.

If appropriate, the school will support parents and pupils in statutory assessment and work towards developing an Education Health Care Plan if required.

Use of assessments in school including Burt and Salford reading assessments, Cognitive Ability Tests in all years, Speech link and Language link, both Infant and Junior, Language assessment in Nursery, Reception and Year 1, Dyslexia Screening, (GL Assessment), Visual Stress Assessment for possible Irlens, British Picture Vocabulary Scale, Phonics screening in Y1, termly assessments in reading, writing and maths, and end of Key Stage SATS.

### **What are the different types of support available for children with SEND in Queenborough School?**

- Class teacher input, via excellent targeted classroom teaching (Quality First Teaching)
- A special learning programme for your child.
- Extra help from a teacher or teaching assistant.
- Making or changing materials and equipment.
- Observing your child in class or during breaks and keeping records.
- Making sure your child has understood things by encouraging them to ask questions and to try something they may find difficult.
- Supporting your child with physical or personal care, such as eating and drinking
- Getting around school safely, toileting or dressing.

The class teacher will use a Provision map to set out the support your child is receiving and evaluate the success of any interventions. For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies (which may be suggested by the SENCo) are in place to help support your child's learning, for example, Precision Teaching, Social skills groups or Memory Skills work, Gross Motor and Fine Motor skills work and Sensory Circuits.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their learning/understanding and needs some extra support to help them make the best possible progress.

This is often done through class differentiation, discreet group support (both inside and outside of classes) and through Class Teacher support, Teaching Assistant support and one-to-one support where applicable. The curriculum will be adapted, where is required, as will the learning environment.

### **How do we work with parents/carers and pupils?**

We will always contact parents/carers if we have a concern that their child may have a special educational need. We work closely with pupils with SEN and their parent/carers to agree outcomes, how we will all work towards these and then to review progress. We do this by holding review meetings, parent evening meetings, phone call and email contact when appropriate.

### **Adapting the curriculum**

The curriculum is adapted to meet the needs of all our pupils. Class teachers make sure pupils have learning activities that are appropriately challenging regardless of any SEN. Where appropriate, children

may have access to special equipment including: pencil grips, writing slopes, reading filters, move 'n' sit cushions, personal visual timetables, personal workstations, ear defenders, sound recording devices, laptops, specialist software and more.

The school building is fully accessible for wheelchairs and walking frames. Arrangements are made if physiotherapy exercises are needed and appropriate adult support is given to those who need it while moving around school. We ensure that we work closely with pupils, parents and medical professionals to ensure the classroom layout and seating arrangements suit pupils with Visual or Hearing impairments. Provision is made during break and lunchtimes for pupils who find it difficult to spend their time outside or in busy places. We provide some quiet 'withdrawal' areas for pupils who need it. This is assessed on a needs basis as space is at a premium around school and the use of learning areas must be carefully timetabled to suit all learners.

### How does the expertise and training of staff help support pupils with SEN and how do we secure specialist expertise?

All teaching staff have received training in Quality First Teaching to meet the needs of all learners. Teaching and support staff have been trained in using basic Makaton and other 'in-house' training is used to develop the skills and expertise of all. All staff have received ASD (Autistic Spectrum Disorder) awareness training to enable them a greater understanding of pupils with an ASD diagnosis, as well as equipping them with a range of strategies to support ASD pupils.

The SEN lead has expertise in a variety of areas and has had an extensive, wide range of training, including Speech & Language, Boxhall Profiles, Nurture, Lego intervention, Dyslexia and Dyscalculia awareness, Clever Fingers, Supporting Pupils Emotional Well-Being and Supporting ASD pupils, Friendship Skills, Memory training, The Tam's project, Drawing and Talking.

We also have access to a range of specialist support services including: Educational Psychology, Specialist Teaching and Learning Service, Behaviour Support Service, Kent Schools Inclusion Team, Various NHS therapy services, The Local Authority Early Intervention team, Early Help Hubs, School Nurse, School Counsellors.

We also work with other services and organisations that are involved with a family, with the family's permission. We always discuss the involvement of specialist SEN services with parents/carers first.

### How do we know if SEN provision is effective?

The progress of all pupils is tracked throughout the school through termly pupil progress meetings. Pupil progress is also monitored closely by the SENCo. In addition, we regularly review progress towards agreed outcomes assessing whether the support that has been in place has made a difference and what we need to do next. We evaluate this progress against age-related expectations. When we run special intervention programmes for groups of pupils we will use a form of tick sheet to ascertain before and after scores, this will help to assess how successful they have been and use that information to decide on how best to continue with support in the future, this is analysed termly by the SENCO.

### How are students with SEN helped to access activities outside of the classroom?

We ensure the school is fully compliant with DDA requirements. The school is on a split-level site with wider doors and a ramp at the main hall entrance. We also have disabled railings at both sides of the stairs to our and a lift. There are four main disabled toilets: two in the main building, one in the new corridor and one in the new build. One of those in the main building also has capacity for showering and changing facilities.

We ensure where ever possible that equipment used is accessible to all children regardless of their needs.

Breakfast Club before school is accessible to all children, including those with SEN. Extra-curricular activities are accessible for children with SEN.

As our ethos is to be fully inclusive for all children attending our school, we believe it is important to treat children with disabilities in the same way as every other child in our care. Education and generating understanding surrounding needs and difference is important for young people and such learning is offered through our PSHE lessons across the school.

All students are included in activities and trips (with risk assessments, where needed.) We talk to parents/carers and pupils when planning trips so that everyone is clear about what will happen and offer support when needed.

### What do we do to support the well-being of students with SEN?

We recognise that pupils with SEN may well have an Emotional and Social Development need that will require support in school. We have a robust Safeguarding Policy in place and we follow National and LA Guidelines. Our school employs a well-being leader at senior leadership level, who is also a qualified counsellor, who is able to provide a wide range of pastoral support. The school also employs a well-being mentor.

A range of support strategies are in place for pupils who need them including: 1:1 talk time, drawing and talking therapy, nurture groups, lego therapy, feelings books, friendship groups, as well as more targeted support provided by the school's counsellor and well-being mentor if required. The school prides itself on working closely with families and other agencies to provide the best outcomes for pupils in their educational, social and emotional development. The school council and other pupil groups such as the playground leaders all add to the development of the 'pupil voice' in school.

We can also access Early Help for families where children may be referred to Young Healthy Minds or Project Salus. We can also access CYPMHS (Child and Young people Mental Health Service), where needed. The Children's Centres, Beaches in Warden Bay, Seashells in Sheerness and Ladybirds in Queenborough.

### How does the school manage the administration of medicines and personal care?

The school has a policy regarding the administration and managing of medicines.

Parents need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day. Any medication must be handed in at the school office in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown. A form must then be completed by the parent and handed in with the medicines.

On a day-to-day basis, the administrative staff generally oversee the administration of any medicines. Class TAs will also administer if trained. As a staff we have regular training and updates on conditions and medication affecting individual children, so that all staff are able to manage medical situations. We have more Paediatric First Aiders than we are required to have and nine members of staff are trained to administer adult First Aid.

## How will we support your child when they are leaving, transferring from another school or setting or moving up into a new class?

We recognise that transitions can be challenging for a child with SEN, and we take appropriate steps to ensure that any transition is as smooth as possible. We achieve this by:

- Encouraging all new children to visit the school prior to starting;
- Creating 'social stories' with/for children if transition is likely to prove challenging.
- Sending postcards home during holidays.

If your child is joining us from another setting:

- The SENCo will visit pre-schools with EYFS staff when appropriate;
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them, with the support from Early Years Specialist Teacher Service with parental involvement;
- Children entering Early Years will be invited to a 'Stay and Play' taster session in the summer term prior to their starting date in September;
- For children moving from another school in year, we follow our Induction/Mobile policy ensuring that we settle these children very quickly.

If your child is moving to another school:

- We will ensure that all records about your child are passed on;
- We will ensure that the next school is aware of any particular needs of your child.

When your child leaves us in Year 6:

The SENCo, Wellbeing Lead and Year 6 staff will discuss the specific needs of your children with staff from the Secondary schools, (often the SENCo or Pastoral Support Staff).

Many Secondary schools also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary school stage of education. At any point where a child with SEND is preparing to leave our school we would seek to arrange additional visits to support smooth transition.

When your child moves up to the next class:

We recognise that Transition for all children can prove to be an anxious time and particularly for our vulnerable children. A planning meeting between year group staff will take place. Provision plans and Education and Healthcare Plans will be shared with the children's new teachers. Children will spend time in the second half of the summer term in their new classes to aid a smooth transition. Vulnerable children will have more frequent opportunities to meet their new teachers; these children will be encouraged to touch base with the next teacher e.g. taking a message to them or showing their good work to the next teacher. Careful planning is always completed for a smooth transition. New teachers will send a message home in the holidays.

## Where can I find more information?

There are a wide variety of sources of information for parents available online. This includes the 'local offer' for Kent which will give you a great deal of information regarding the services available locally.

The School Website: [www.queenborough.kent.sch.uk](http://www.queenborough.kent.sch.uk)

The Local Offer: <http://www.kent.gov.uk/education-and-children/special-educationalneeds>

The Government guide to SEND for Parents:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/344424/Special\\_educational\\_needs\\_and\\_disabilities\\_guide\\_for\\_parents\\_and\\_carers.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/344424/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf)

Kent Partnership Service (KPPS) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on:

HELPLINE: 03000 41 3000

Office: 0300 333 6474

E-mail: [kentparentpartnershipservice@kent.gov.uk](mailto:kentparentpartnershipservice@kent.gov.uk)

Who are the best people to talk to at Queenborough School about my child's difficulties with learning/Special Educational Needs or Disability (SEND)?

Talk to us! In the first instance, contact your child's class teacher; if you still have concerns you can contact the SENCo Mrs Karen Williams or the Well-being & Family Support Officer and Safeguarding Lead, Mrs Clare Bush. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us. If you require any further information, please do not hesitate to call, email or make an appointment to see a member of staff.

**Karen Williams**

**Assistant Head/SENCO**