



Queen's Park C.E/URC Primary School
School Offer for Special Educational Needs & Disabilities (SEND)

January 2018

Special Educational Needs at Queen's Park C.E/URC Primary School

The school has strong and effective processes to monitor of individual pupils. Disabled children and children with special educational needs and those in receipt of pupil premium make similar and sometimes better progress than their peers

(Ofsted 2013)

At Queen's Park C.E/URC we offer a broad, balanced and exciting curriculum that is inclusive and develops the child as a whole. It is our aim to ensure that all children in our care reach or exceed their full potential to become valued and effective members of society.

How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

All children from Reception to Year 6 are regularly assessed and their progress monitored closely. The class teacher assessments of each individual child are discussed frequently with Phase Leaders, Special Educational Needs Co-ordinator (SENCo) and Headteacher.

In addition to the school's robust tracking and assessment procedures, the school's subject leaders work closely with the leadership team to examine the work being produced by the children in their books and on displays.

Where there are concerns about a child's progress, relevant support is provided. Queen's Park C.E/URC Primary School prides itself in intervening early to identify children with special educational needs. Each term, the school holds a multi-agency planning meeting with the local authority and other professionals to discuss children with special education needs. This is where decisions are made regarding referrals, possible involvement from other professionals and next steps.

Our Pastoral Manager holds frequent discussions with all staff involved in the care of the children, including support staff, lunchtime staff and visiting support staff.

If your child is new to our school then progress will be discussed with the previous school; this usually includes a phone conversation between both Headteachers. Similarly, should your child leave us to move to another school, all records are passed on.

If you think your child may have special educational needs that have not already been identified by the school, then an appointment can be made to see the class teacher and the SENCo to discuss next steps.

If your child/ren already has identified special educational needs and you are thinking of transferring your child to Queen's Park C.E/URC Primary School, then a meeting will be arranged prior to your child's starting date to ensure we have all the correct information to ensure a smooth transition into our school.

How will school staff support my child?

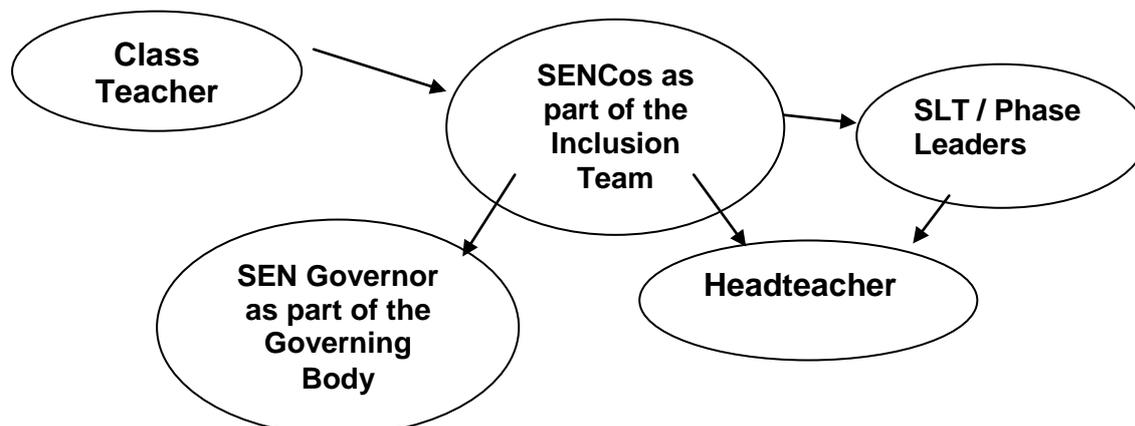
Once a child has been identified as having special education needs, an Individual Education Plan (IEP) will be written. At Queen's Park, our IEPs are child friendly and the child is involved in the writing of their own IEP. Their targets are discussed and agreed by the child and teacher and then shared with the parents through a structured conversation. This is a detailed conversation held between all involved to ensure the best possible outcomes for the child involved.

Their programme of support is then overseen by the SENCo who will suggest resources and interventions to address the targets on their IEPs. All interventions are tailored to the needs of the children and their frequency, length and staffing will be dictated by these factors. All interventions and support strategies are monitored carefully at regular intervals, to measure their impact and effectiveness. At any stage, any or all of the following people may be involved in supporting your child: class teacher; classroom assistants; specialist outreach teachers; Pastoral Manager and SENCo.

Miss Bailey is the SENCo at Queen's Park Primary School and she has completed in National SENCo Award, which is a legal requirement for SENCos in the Code of Practice 2014. However, she does have a teaching commitment and therefore unable to respond to parents' requests for advice, information or meetings immediately therefore your initial concerns should be shared in the first instance with their class teacher.

The SENCo does work as part of the Inclusion Team, which is dedicated to supporting those children in the school who require additional support, or may be classed as vulnerable. The Governors are regularly updated on matters involving Special Educational Needs and Disabilities (SEND) through SENCo reports. There is also a Governor dedicated to SEND who is Mrs Devine.

The staffing structure can be summarised as...



The school takes every care to ensure the effectiveness of its own policies and procedures. This is done through seeking the feedback of all of those involved in the support of any child with SEND. Within the school, there are opportunities for staff to discuss any concerns with the SENCo or Headteacher. The Governing Body are rigorous in their questioning of the Headteacher with regards to the progress and development of children with SEND (on an anonymous basis) and scrutinise a wide variety of data. The school always seeks feedback from external agencies involved with any child with SEND and act upon their advice. Regular meetings ensure that children's needs are being met, and minutes of meetings are kept on file.

As with all schools, effectiveness is judged by Ofsted. Our current effectiveness with regards to inclusion was recently judged by Ofsted to be 'good' (February 2013).

How will the curriculum be matched to my child's needs?

Within every class a variety of methods of differentiation are employed to meet the needs of all children. This might include resources, additional adult support or IT. All teachers are fully trained in methods of differentiation to enable all learners to access the curriculum.

The school offers a wide variety of intervention programmes to support children with SEND. These interventions are closely matched to the demands of the National Curriculum and aim to enable every child to access this in a meaningful and productive way that enable progress to be made. All children develop and learn at different rates, and as a school we recognise this.

All children are regularly assessed and their progress tracked closely by their class teacher. Once a term, a Parents' Evening is held, which parents and carers are invited to. In addition to this, parents are able to speak to their child's class teacher as and when necessary by making an appointment. We hold 'Meet the teacher' events in September and various other parental engagement workshops to allow families to readily engage with school. Our Pastoral Manager is available to speak to parents daily. A written report outlining your child's progress throughout the year is given to all parents and carers at the end of each school year.

As a school, we measure our pupils' progress against national expectations, which we explain at parents' evenings and in the written report.

We have developed a 'Queen's Park' curriculum which is being designed to be inclusive and meet the needs of all learners in our school including those with special educational needs. Topic Webs are available on the website for parents to share.

What support will there be for my child's overall well-being?

The Pastoral system is a strength of the school and ensures that pupils are well cared for

(Ofsted 2013)

All school staff closely observe all children in school, not just those in their class. Staff work closely together to ensure that any concerns are passed to the relevant person and acted upon. All staff in school have regular Safeguarding and Child Protection training and updates.

We have identified First Aiders and there is a First Aider on duty at every playtime and lunchtime. At lunchtime, we have a specialised designated mid-day supervisor who is fully trained to deal with any accidents. First Aiders are stationed in every area of school throughout the day. We also have identified staff who are trained to administer medicines to children in school. Children who need to take medicine during the school day can have this administered in school, if the relevant form is completed by the child's doctor. Medicines are stored safely (in either a lockable fridge or lockable cupboard) and are administered by the trained member of staff.

We have a medical register which is updated by class teachers termly and a medical concerns board in the staff room to ensure all staff are aware of the needs of the children. We have a defibrillator in school which all First Aiders are trained to use.

Our pupils who have complex medical conditions have Care Plans in place, drawn up in collaboration with our school nurse (who visits school monthly). From these care plans, detailed posters are made and displayed in appropriate places (staffroom, classroom and school office) with parent's permission. This ensures all the correct information is available at all times.

Our Education Welfare Officer (EWO) works closely with the school's attendance team and comes into school frequently to help us monitor attendance and punctuality, ensuring that all children are receiving their full entitlement to education. All our safeguarding procedures are robust and up to date.

On a weekly basis, Queen's Park commission a Speech and Language Therapist and a Counsellor. These specialised professionals work with identified children across the school to improve language, communication and emotional well being.

School Council is made up of pupils elected by their peers, and allows the children to share their ideas and worries. Small groups of children regularly meet up with subject co-ordinators to discuss their feelings and thoughts about certain subjects. We also have Circle Time built into the school day, allowing children to share worries or ideas with each other. 'Pupil Voice' is a major theme which underpins so much of the work at Queen's Park. Consequently, we have child governors so that information can be shared at governor level as well.

What specialist services and expertise are available at or accessed by the school?

School staff regularly update their professional development, and attend training courses on a wide variety of subjects. Staff have most recently received training in the following areas:

- ASD (Autistic Spectrum Disorder)
- Dyslexia
- Child Friendly IEPs
- Structured Conversations
- Diabetes
- Using the Defibrillator
- First Aid
- Team Teach
- Talk Boost
- Medicine Training
- Epi-Pen and Allergy Training
- Asthma Training

- Sensory Awareness Training
- Speech and Language interventions
- Using PECS (picture exchange communicate system)
- Sign language

Pupils in our school may work with a variety of external agencies, including:

- Educational Psychologist
- Behaviour Improvement Team (BIT)
- LASC
- Speech and Language Therapist (SALT)
- Councillor
- Social Services
- St Helens Social Care Team
- ASD pathway
- CAMHS
- Occupational Therapy (OT)
- Physiotherapy
- Education Welfare Officer (EWO)
- School Nurse
- Inclusion Team at Atlas House

What training have the staff supporting children and young people with SEND had or are having?

Currently, the SENCo is studying for a MA award in Special Educational Needs. All staff have completed manual handling training. A selection of staff across the school are fully trained first aiders with all Mid-day supervisors having basic first aid training, Seven staff are trained to use the defibrillator. The SENCo attend termly SEND Briefings held by the Local Authority in order to keep up to date with legislative changes and local/national initiatives.

How will my child be included in activities outside the classroom including school trips?

All school trips are assessed for risk factors and accessibility and it is our aim to allow every child to participate in them. Risk Assessments are made for each school trip. We have a high ratio of staff supporting school trips to ensure safety. Parents are always informed about school trips in plenty of time and if we feel that your child may require additional support or equipment in order to fully participate, then we will contact you separately. We have an educational visits co-ordinator who ensures that all of the necessary and required assessments are conducted.

How accessible is the school?

Our school is fully accessible to wheelchair users, with easy access into the building from outside and from the ground floor to the first floor. We also have full access to disabled parking on the school site. A lift operates between the ground and first floors. We have disabled toilets facilities. Reasonable adjustments are made on a individual's needs.

How will the school support my child to join the school and how will the school support my child in transferring to the next stage of education?

All children joining our school are invited to look around before starting; the Head Teacher / Member of the school's leadership team always meet parents and pupils. If a child is transferring from another school, a telephone conversation will take place between the two schools to ensure smooth transition.

Transition within our school is planned, structured and smooth – we support all our pupils when moving from one year to the next, allowing them to visit their new classrooms and get to know staff in the term before they move up.

We offer a robust and enhanced transition programme for those pupils transferring from primary school to secondary school and liaise closely with all our secondary partners.

Records are always passed on to secondary schools and in-depth conversations take place between our staff and secondary staff about every child prior to moving up.

We seek specialist advice regarding transition from our specialist partners in order to offer specific, tailored support to any pupils who may need it. We hold Family Action meeting (FAM meetings) when they are appropriate, involving all agencies who work with you and your child.

How are the school's resources allocated and matched to a child's special needs?

Pupil premium is used effectively to provide additional support as one to one or small groups for literacy and numeracy.

(Ofsted 2013)

School has a robust tracking system in place which is analysed termly by the Headteacher, Phase Leaders and SENCo. This analysis informs the allocation of interventions and resources.

School is in receipt of Pupil Premium for children who are eligible for Free School Meals (or have been within the last six years), are the children of service personnel or are Looked After by the Local Authority. Some of this money is used to support children who also have SEND.

School is allocated a budget for SEND, which is spent on staffing, training, specialist services and resources to support those children on the SEN Register.

The SENCo attend regular, termly meetings with other local authority to allocate specialist service time (e.g. Educational Psychology time, BIT etc).

How is the decision made about what type and how much support my child receives?

Decisions about support are made between school staff and specialist support services and are dependent upon individual circumstances. Parents may also be consulted. Interventions are monitored for effectiveness by regular and close monitoring by staff delivering it. Children are assessed at the start of an intervention, and also at the end of the programme – progress is measured. If your child requires more specialist support, we will always consult you and discuss how this support can

be accessed. We will always be happy to make an individual appointment to meet with you to discuss your child's progress, as well as offering Parents' Evenings once a term.

How are parents involved in the school? How can I be involved?

Through the IEP process and structured conversation, parents are encouraged to attend a meeting to discuss in depth the progress of their child. The child is involved in this meeting as at Queen's Park we pride ourselves in having the child at the centre of every decision that is made.

Parents can help in school by asking either their child's class teacher or our Volunteer Coordinator – Mrs Potter.

Parents' Evenings are held termly and you will always be invited to them. Your feedback on written reports is also welcomed and encouraged. You are more than welcome to make an appointment to meet with either your child's class teacher or the SENCo to discuss your child's progress or your concerns at any time of the year. 'Meet the teacher' events and various parental engagement workshops are held which are aimed at equipping parents / carers with the skills and resources to support children at home.

Who can I contact for further information?

Our school's website address is www.queenspark.st-helens.sch.uk and our contact telephone number is 01744 678202

If you want to discuss any aspect of your child's education, your first point of contact will be your child's class teacher. You may also wish to speak to our Pastoral Manager who is available each morning.

You may want to make an appointment to speak to the SENCo, which can be done via your child's class teacher or the office.

If you are interested in sending your child to our school, please ring the school office or call in and ask to make an appointment with the Head Teacher, Mrs Kellett.

The SENCo at Queen's Park C.E/URC Primary School is Miss Bailey who can be contacted on the above number.

The Local Authority's Local Offer can be found in the Family Services Directory on Liverpool City Council's website: www.sthelens.gov.uk