



Queensgate Foundation Primary School SEND OFFER



Queensgate Foundation Primary School
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All Isle of Wight providers will use their best endeavours and adopt a similar approach to meeting the needs of pupils with Special Educational Needs. Schools are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as proactive and inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.

Admissions

Children and young people, with SEND are allocated places in two separate & distinct ways:

Those children and young people with Education Health and Care Plans have a separate admissions procedure overseen by the IW SEND Assessment and Review team.

Those children and young people who have SEND but do not have an Education, Health and Care Plan are admitted via the normal school admissions criteria.

Detailed information and guidance of how to apply for a place at an Isle of Wight School both if your child/young person has an Education Health Care Plan, or if he/she has special needs but does not have an Educational Health Care Plan, can be found on the following link:

<https://www.iow.gov.uk/search/admissions%20to%20school?filter=All>

**PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH LEARNING
IN THIS SCHOOL:**

Setting/School/College Based Information	Staff	Summary of Responsibilities
<p>1. Who are the best people to talk to in Queensgate Foundation Primary School about my child's difficulties with learning/ Special Educational Needs/Disabilities (SEND)?</p>	<p>Your child's class teacher</p> <p>Inclusion Manager Clare Grant</p> <p>Family Liaison Officer (FLO) April Jeffers</p>	<p>Responsible for:</p> <ul style="list-style-type: none"> • Providing opportunities for your child to learn and progress at their own level. • Monitoring and assessing their progress. • Liaising with families, school staff and any outside agencies involved. • Ensuring all interventions needed are carried out and recorded. • Meeting with parents of children with SEND termly to discuss and agree targets on the Pupil Passport. <p>Responsible for:</p> <ul style="list-style-type: none"> • Ensuring all children are able to access an education tailored to their individual needs • Providing and signposting support to parents of children with SEND • Involving outside agencies where needed to support school staff, parents and their children • Advising and supporting school staff and parents in working together to ensure each child is able to make progress and has access to the tools they need to make this happen • Attending meetings with parents to address concerns • Providing a link between parents, class teachers and outside agencies involved with the family • Requesting Local Authority involvement where needs are seen to be significant

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HOW COULD MY CHILD GET HELP AT QUEENSGATE FOUNDATION PRIMARY SCHOOL?

Children and young people in Queensgate Foundation Primary School will get support that is specific to their individual needs. This may be all provided by one or a number of people/agencies, the class teacher or may involve:

- Other staff in the school.
- Staff who will visit the school from the Local Authority central services such as the Specialist Outreach Team, the Speech and Language therapy (SALT) Service, the Primary Behaviour Service or Sensory Support Service (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Hampshire and Isle of Wight Educational Psychology Service, Therapeutic Intervention Teams, School Nursing Team and so on.

	Types of support provided also showing the stage of the SEN Code of Practice children will be at when receiving this input	What would this mean for your child?	Who can get this kind of support?
2. What are the different types of support available for children and young people with SEND in Queensgate Foundation Primary School?	High quality inclusive teaching	<ul style="list-style-type: none"> • Your child will have their learning needs met through high quality inclusive teaching using regular assessments and adapted methods and resources in order to make progress. 	All children
	Intervention programmes for maths and English.	<ul style="list-style-type: none"> • Small group support within the classroom to make progress in these subjects. Often the programmes are daily and sometimes they may involve some 1:1 teaching usually by the class learning support assistant. Children are monitored half termly for progress. 	Children who do not appear to be making the progress we expect or those who require extra support in their learning.

	Sensory Club, a daily intervention programme to support self-regulation skills.	<ul style="list-style-type: none"> Attending a daily morning group at school from 8.30-9.00am where children are supported to develop their sensory needs in order to improve their self-regulation and their confidence within these areas. 	Children who school assess to have difficulties with self-regulation where it is impacting on their progress in class.
	The Nest, a small nurturing environment for children who are unable to access the demands of the classroom due to social or emotional needs.	<ul style="list-style-type: none"> Your child would attend The Nest each morning from 9.30-lunch time, which is a small nurture environment separate from their classroom. Here they would learn about how to understand their own and each other's emotions, manage their own behaviour, learn to follow routines and instructions as well as focussing on key skills in order to give them the confidence to return to the mainstream classroom successfully. Two adults currently run the Nest for up to six children at a time. 	Children who are not managing to access the mainstream curriculum in spite of extra adult support due to social, behavioural or emotional needs preventing their learning and/or the learning of others.
	Benji Time, time with the school therapy dog, to develop confidence, resilience and self-esteem.	<ul style="list-style-type: none"> Sessions can be ad-hoc or timetabled with Benji to work on the child's own targets around emotional regulation using the Zones of Regulation. 	Children who may have difficulties with confidence or those who need support with social skills.
	Therapeutic Play for vulnerable children or those needing an intervention to support them working through some difficulties	<ul style="list-style-type: none"> A therapeutic play practitioner is employed to carry out weekly or fortnightly therapy to help children with significant need to communicate difficulties through play. Sessions are normally an hour a week for twelve weeks. 	Children who have a significant need which cannot be addressed through traditional counselling. Children who may have

		<ul style="list-style-type: none"> A report is available afterwards to parents and school. 	experienced trauma which is affecting their ability to access their environment.
	ELSA groups or 1:1 sessions tailored for specific individuals or groups of children timetabled in the afternoons. Also 'Drawing and Talking' therapy.	<ul style="list-style-type: none"> Every afternoon there are a range of groups run in The Nest around supporting children's emotional and social needs. These groups could be resilience, sensory needs, social interaction or emotional needs based upon the needs of individual children 	Any child who may be finding friendships difficult or needs supporting emotionally or socially.
	1:1 Speech and Language sessions.	<ul style="list-style-type: none"> Two members of staff have been trained to deliver individual and small group support to children identified by the Speech and Language Service. Support is available every afternoon in the school's Speech and Language room and at specific times in Reception class. The Speech and Language Teams provide school with a report, resources and support to carry out the therapy. There is usually an expectation the families carry out the therapy at home too for best results. 	Children who have been assessed by the Speech and Language Therapy teams to have a current need for specific support.
	Sensory Shed	<ul style="list-style-type: none"> This is a resource within the school grounds open to any age child. There are a range of sensory resources on offer. 	Any child who finds the sensory demands of the classroom overwhelming or

			needs a calm area to self-regulate.
	Communication and Interaction groups.	<ul style="list-style-type: none"> Groups are run weekly to help support those children who may have specific needs around speech and language. These have been set up with support from the Speech and Language Team. 	Children who have been referred to the Speech and language service
	Referral for consultation with the Educational Psychologist	<ul style="list-style-type: none"> The Educational Psychologist would meet with school staff and parents in order to make recommendations for helping your child make progress. Often there is a short observation of the child in class. 	Children who do not appear to be making the correct progress at their own level, where a range of interventions, home support and outside agencies have not had an impact.
3. How can I let Queensgate Foundation Primary School know I am concerned about the progress of my child in school?	<ul style="list-style-type: none"> The first point of contact would be the class teacher. This can be done by telephoning or calling into the office to make an appointment. The Inclusion Manager will attend these meetings if requested also. Appointments can also be made with the Head teacher and Deputy Head teacher. 		
4. How will Queensgate Foundation Primary School let me know if they have any concerns about my child?	<ul style="list-style-type: none"> Usually concerns are shared during parent meetings. Sometimes, when concerns are more pressing the class teacher will contact you to come in for a meeting. The Inclusion Manager may attend these meetings where appropriate. 		
5. How is extra support allocated to children and young people and how do they move between the different levels?	<ul style="list-style-type: none"> In the first instance children will be assessed to check their progress. Where it is felt they would benefit from extra support either for educational, health, emotional or social needs this will be discussed with the parent and put into place. Usually this is monitored six weekly and if all is going well this will continue until it is felt that the child is making adequate progress in line with their peer group. Sometimes when the progress we 		

	<p>expect from individual children is not being made then we will look to carry out more specific assessments and then maybe involve an outside agency. Where the difficulties are significant then the school, with parental permission may ask for an assessment from the local authority. Parents are kept fully involved at all levels.</p>	
<p>6. What specialist services are available at or accessed by Queensgate Foundation Primary School?</p>	<p>A. Directly funded by the school</p>	<ul style="list-style-type: none"> • The Nest- nurture style environment • ELSA trained staff • Sensory Club- self-regulation intervention programme • ELSA groups, 1:1 intervention and Drawing and Talking Therapy • Communication and interaction groups • Speech and Language therapy from school staff • Trained staff to carry out more detailed assessments for a range of learning, physical and specific needs. • Benji, school dog to support children’s wellbeing • Educational Psychologist referrals and advice • Therapeutic Play • MAYBO training • Specialist Outreach Support courses and referrals • Extra adult and small group support • Emotional literacy training and supervision (ELSA) • Alternative provision
	<p>B. Paid for centrally by the Local Authority but delivered in school</p>	<ul style="list-style-type: none"> • Social Services/ Children’s Disability Team • Early Help process • Support for parents through SENDIASS • Barnardo’s • Family Centres • Funding through Education, Health and Care Plans • Primary Behaviour Service and Creative Guidance • Mental Health Support Team (MHST) • Support and advice from the Virtual School

	<p>C. Provided and paid for by the Health Service but delivered in school</p>	<ul style="list-style-type: none"> • School Nursing Team advice and referrals. • Speech and language therapy assessment and programmes. • CCAMHS • Occupational therapy • Paediatric Physiotherapy • Community Nursing Team • Youth Trust counselling service • Diabetic Training
<p>7. How are staff in Queensgate Foundation Primary School supported to work with children & young people with SEND?</p> <p>a) What training have the staff supporting children with SEND had or have available?</p>	<ul style="list-style-type: none"> • Staff have opportunities for training around carrying out specific educational programmes as well as paediatric physiotherapy and occupational therapy programmes. • In school training for programmes such as Paired Reading, Colourful Semantics, Precision Teaching etc. • Catheterisation training • Managing Diabetes • ELSA training and supervision • Drawing and Talking therapy • ELKLAN training • Supporting children with ASC and ADHD • Specialist Outreach training courses including working with children with ASC, • Speech and Language courses including colourful semantics and working with visuals etc. • Bereavement training • Attachment and Trauma awareness • Zones of Regulation • MAYBO training for all staff • Working with Benji, therapy dog 	
<p>8. How will activities/teaching be adapted for my child with learning needs?</p>	<ul style="list-style-type: none"> • Depending upon the needs of your child the curriculum will be adapted to ensure they make progress. For some children this could mean extra adult support or modified tasks, for others it could mean specific equipment. Teachers ensure that all children are able to access the work at their own level while also promoting independence and a sense of achievement. Sometimes it is necessary to involve outside agencies 	

<p>a). How will the curriculum be matched to my child's needs?</p> <p>b) How will I know how my child is doing and how will you help me to support my child's learning?</p>	<p>to help us ensure that we are providing the correct level of support for children and to make recommendations for us to try with support from home.</p> <ul style="list-style-type: none"> • It is essential that all children are included and confident in being successful in their learning. It may be helpful to provide visuals to promote their independence and all curriculum areas will need to take into account the needs of individual children. • Regular opportunities will be offered via the newsletter, letters home and texts to invite families in to discuss progress. All children should be supported at home with reading, family tasks and homework provided by school. Children with SEND will have termly reviewed targets to work towards on their 'Pupil Passport' that will be agreed with the child, parents and school with input expected from home and school. If there are any concerns the Inclusion Manager will meet with parents and staff.
<p>9. How will Queensgate Foundation Primary School measure the progress of my child?</p>	<ul style="list-style-type: none"> • Whenever new targets are written teachers will assess the previous ones to see what progress has been made. Sometimes this will be measured by reading and spelling tests, phonic tests, maths tests or regular observations of your child in the school environment. All targets can be supported at home and if you are unsure how you can help please ask the class teacher. Children are monitored closely and when teachers have concerns they will ask the Inclusion Manager for advice and support. Children on the SEND register, and those with an EHCP, will have a termly Pupil Passport written by the class teacher with targets to monitor.
<p>10. What is the pastoral, medical and social support available in Queensgate Foundation Primary School?</p> <p>a) What support will there be for my child/young persons' overall wellbeing?</p> <p>b) What support is there for behaviour, avoiding exclusion and increasing attendance?</p>	<ul style="list-style-type: none"> • Monday mornings there is a check in circle time to discover any issues. There are also weekly circle groups to support children with their pastoral needs. • Every lunch time The Nest is open to children who are having difficulties with emotions or socialising or maybe just need some time in a small environment supported by an adult. • ELSA groups are run every afternoon and children are included within these depending upon their need. Often this can be to support friendships, behave appropriately or learn about protective behaviours and the Zones of Regulation. Groups change six weekly and are tailored to the specific needs of classes and ages. • We have two members of staff who are trained to support children as and when difficulties arise. Children who are experiencing a difficult time for whatever reason can be picked up at any time and told they have open access to these adults as and when needed. • Queensgate Foundation Primary School has a code which sets out expectations of behaviour for all children. Concerns are shared with parents and staff. Staff record concerns on CPOMS which is shared between senior leaders and staff for actions. Parents are kept informed of concerns. Staff and the Senior Leadership team

	<p>deal with incidents as and when they arise. Positive behaviour reinforcement is part of the school's ethos. Children receive Dojos for following the school code to earn prizes which they receive from the Head teacher or Deputy Head teacher.</p> <ul style="list-style-type: none"> • Attendance remains an important focus at Queensgate Foundation Primary School and we have an attendance officer who picks up late families every day. Classes receive awards for the best attendance each week in Assembly and individuals with the best attendance are rewarded termly. The Attendance officer is supported by the Education and Inclusion Team who contact parents where there is an ongoing concern. Families may be invited in for a meeting to discuss absences. • April Jeffers completes and runs Early Help assessments and Team around the Family meetings. We also have regular involvement with Social Services and will attend Child Protection or Child in Need meetings. • The School Health service monitor children's health routinely and will support staff, parents and children with medical issues. • Queensgate have close links with Barnardo's. Where families are finding behaviour at home challenging they will be directed to the Children's Centre or the School Nurse for support. The Primary Behaviour Service and Wellbeing Team also support with challenging behaviours at home and school. April Jeffers can signpost families for the support they need.
<p>11. What support does Queensgate Foundation Primary School have for me as a parent of child with a SEND?</p> <p>a) How are young people with SEND currently involved in their education at your setting</p>	<ul style="list-style-type: none"> • The Inclusion Manager is able to meet with parents from Monday to Friday, usually by appointment. She will liaise with school staff and outside agencies on behalf of the parents. She can advise parents on agencies to contact for support or refer through school where possible. Sarah Turner, Inclusion Assistant is also available. • Children with a SEND are made aware of their targets by school staff and encouraged to share their successes.
<p>12. How does Queensgate Foundation Primary School manage the administration of medicines?</p>	<ul style="list-style-type: none"> • Many staff are First Aid trained and there is a rota to ensure there is always cover. Parents sign a form to give permission for staff to administer prescribed medication which is carried out in the medical room. Medicines are kept in a locked cabinet/ fridge in school

<p>13. How accessible is the school environment? (including after school clubs and school trips)</p>	<ul style="list-style-type: none"> • Queensgate is fully inclusive. • There is a lift to enable access between the two floors. There are EVAC chairs in case of a fire and four staff are trained too use these. Staff complete PEEPS forms for children who need them. Risk assessments are carried out for all trips and in some cases, individual children to ensure equality of provision.
<p>14. How will Queensgate support my child when they are leaving? OR moving to another Year?</p>	<ul style="list-style-type: none"> • When your child transfers to secondary school we can set up extra visits with the new school. The Inclusion Manager meets with the Inclusion department in the next school and goes through your child’s needs. These meetings are set up in the spring and summer term through the Local Authority. Secondary school staff are invited to Annual Reviews and TAF meetings along with any current outside agency professionals involved with your child. Some children require more support with transition than others and at Queensgate we make sure the transition is as smooth as it can be. All documents are transferred to new schools and there is regular contact between professionals to make sure all needs are known. • When moving to another year we ensure the child would also have extra time in their new classroom meeting the staff and familiarising themselves with the routines. Staff often prepare a book for the children to take home over the summer holidays with pictures of the new staff and rooms. Teaching and non-teaching staff meet to discuss the needs of individual children towards the end of the summer term and the Inclusion Manager ensures that all paperwork is passed on. New teachers can be invited to attend any meetings held about the child prior to their transfer. Progress meetings involve Head, Deputy and Inclusion Manager, all teachers, current and new, in the summer term to ensure continuity.
<p>15. Where can I get further information about services for my child?</p>	<ul style="list-style-type: none"> • The school’s Inclusion Manager or FLO can give you information if requested or advice on who else to contact. • There is also a link on the Isle of Wight council’s website under ‘Local Offer’ for SENDIASS support: <p>Email: info@iowsendiass.org.uk Telephone helpline: 08081645492</p> <p>The Isle of Wight Council is committed to giving all children and young people high quality education that enables them to make progress and achieve well. For children and young people aged 0 to 25 with special educational needs or a disability, additional or specialist support may be needed to enable this. To support the process of identifying the range of provision and advice that is</p>

	available, the Isle of Wight Local Authority have published a local offer. For more information about the Local Offer please use the following link: https://iwc.iow.gov.uk/localoffer
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It is due for review April 2025