



Queensgate Foundation Primary School SEND OFFER



<p>Queensgate Foundation Primary School Beatrice Avenue East Cowes Isle of Wight PO32 6PA</p> <p>Telephone number: 01983 292872</p>	<p>Website Address</p> <p>http://www.queensgateprimary.co.uk/index.asp</p>
<p>Mainstream Primary School</p>	

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 statement of special educational needs/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 links:

		<ul style="list-style-type: none">• Requesting Local Authority involvement where needs are seen to be significant
--	--	---

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 ASD or Medina House Outreach Team, the Speech and Language therapy (SALT) Service or Sensory Support Service (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Hampshire 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?	Many wave three intervention programmes for maths and literacy. <i>Available to children with a SEND or children with an EHCP.</i>	<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.
	'Gym Club', a daily intervention programme to support fine and gross motor skills <i>Available to all children with or without a SEND with motor skills difficulties.</i>	<ul style="list-style-type: none"> • Attending a daily morning group at school from 8.30-9.00am in the school hall or a classroom where children are supported to develop their motor skills in order to improve their handwriting, coordination and PE skills and their confidence within these areas. 	Children who the school has assessed to have difficulties with coordination, where it is impacting on their progress in class.
	The Den, a small nurturing environment for children who	<ul style="list-style-type: none"> • Your child would attend The Den each morning from 9.30-12.00 which is a small nurture 	Children who are not managing to access

	<p>are unable to access the demands of the classroom due to social or emotional needs. <i>Available to children with a SEND, a Statement or children with an EHCP.</i></p>	<p>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 Den for up to six children at a time.</p>	<p>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.</p>
	<p>Earlybirds, a daily social interaction group to support speaking, listening and confidence skills. <i>Available to all children with or without a SEND</i></p>	<p>Starting each day in a small social group learning about how to communicate confidently and effectively, taking turns, listening and sharing experiences. This is run by two adults with a maximum of eight children at any time and includes a small snack.</p>	<p>Children who may have difficulties with confidence or those who need support with social skills.</p>
	<p>Therapeutic Play for vulnerable children or those needing an intervention to support them working through some difficulties <i>Available to all children with or without a SEND</i></p>	<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 six weeks. • A report is available afterwards to parents and school. 	<p>Children who have a significant need which cannot be addressed through traditional counselling. Children who may have experienced trauma which is affecting their ability to access their environment.</p>

	<p>ELSA groups or 1:1 sessions tailored for specific individual or groups of children timetabled in the afternoons. <i>Available to all children with or without a SEND</i></p>	<ul style="list-style-type: none"> • Every afternoon there are a range of groups run in The Den around supporting children's emotional and social needs. These groups could be resilience, sensory needs or emotional needs based and vary upon the needs of individual children 	<p>Any child who may be finding friendships difficult or needs supporting emotionally or socially.</p>
	<p>1:1 Speech and Language sessions. <i>Available to children who are currently under the Speech and Language Therapy Team.</i></p>	<ul style="list-style-type: none"> • A member of staff has 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. • The Speech and Language Team provide school with a report, resources and support to carry out the therapy. • There is usually an expectation that the families carry out the therapy at home too for best results. 	<p>Children who have been assessed by the Speech and Language Therapy Service to have a current need for specific support.</p>
	<p>Communication and Interaction groups. <i>Available to children with SEND, statemented or children with an EHCP.</i></p>	<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. 	<p>Children who have been referred to the Speech and language service.</p>
	<p>Referral for consultation with the Educational Psychologist <i>Available to children with a SEND or children with an EHCP.</i></p>	<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. In some circumstances, assessments may follow. There is also a telephone helpline which parents and professionals have access to in 	<p>Children who do not appear to be making the correct progress at their own level, where a range of</p>

		order to speak to an Educational Psychologist. (Available from the Inclusion Office.)	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 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. 		
6. What specialist services are available at or accessed by Queensgate Foundation Primary School?	A. Directly funded by the school.	<ul style="list-style-type: none"> • The Den- nurture style environment • Gym Club- motor skills intervention programme • Early birds- social skills support • ELSA groups • Speech and language therapy assessment and programmes • 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 	

		<ul style="list-style-type: none"> • Educational Psychologist • Therapeutic Play • MAYBO training • Medina House courses • Specific Learning difficulties teacher • 1:1 and small group support • Emotional literacy training and supervision (ELSA) • Island Learning Centre support
	<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 Team • Medina House Outreach Team • ASD Outreach Team • Support for parents through SENDIASS • Barnardo’s • Family Centres • Funding through Education, Health and Care Plans
	<p>C. Provided and paid for by the Health Service but delivered in school</p>	<ul style="list-style-type: none"> • Regular involvement from the School Nurse • 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>	<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. • Whole staff training in Rapid Phonics • In school training for programmes such as Paired Reading, Words in a Minute, Wordshark and Numbershark, Toe by Toe, Active Literacy, Stareway to Spelling etc. 	

<p>a) What training have the staff supporting children with SEND had or have available?</p>	<ul style="list-style-type: none"> • Catheterisation training • Defibrillator training • Managing Diabetes • Lifting and Handling • CAF Training • Running communication and interaction groups • Speech and language training • ELSA training • Whole staff training in understanding and using the P levels • Recognising and supporting children with Dyslexia • Madeleine Portwood training for children with Dyspraxia • Supporting children with ASD • Medina House Outreach training • First Aid Training • Whole staff training in Attachment disorder
<p>8. How will activities/teaching be adapted for my child with learning needs?</p> <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>	<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 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. • 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.
<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 Den 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. Earlybirds is a daily morning group primarily to support children who may lack confidence or need settling in the mornings prior to returning to their class at the start of lessons. 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. Groups change six weekly and are tailored to the specific needs of classes and ages. We have three 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 a 'Cause for Concern' sheet which is shared between senior leaders and staff for actions. Parents are kept informed of concerns. This could be verbally or by using a communication book. Staff and the Senior Leadership team deal with incidents as and when they arise. Positive behaviour reinforcement is part of the school's ethos. Children receive stamps for following the school code to earn prizes which they receive from the Head teacher or Deputy Head teacher. 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 Welfare Service who contact parents where there is an ongoing concern. Families may be invited in for a meeting to discuss absences.

	<ul style="list-style-type: none"> • There are staff at school trained in completing the Common Assessment Framework forms and running 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. They will also send a representative to meetings where needed. • We currently have a monthly School Nurse 'Drop-in' in school. • 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. There are drop in sessions where a family worker can give advice, alternatively there are a range of courses available. School or the Children's Centre can advise on what is available at any given time.
<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.
12. How does Queensgate Foundation Primary School manage the administration of medicines?	<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.
13. How accessible is the school environment? (including after school clubs and school trips)	<ul style="list-style-type: none"> • Queensgate is fully inclusive.
14. How will Queensgate support my child when they are leaving? OR moving to another Year?	<ul style="list-style-type: none"> • When your child transfers to secondary school we 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. 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 handed

	<p>over at the meetings between both schools and there is regular contact between professionals to make sure all needs are known.</p> <ul style="list-style-type: none"> • When moving to another year we will ensure the child has 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 at the beginning of the summer holidays 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.
<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 Inclusion Assistant 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: sendiass@iow.gov.uk Phone: 01983 825548</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 available, the Isle of Wight Local Authority have published a local offer. For more information about the Local Offer please use the following link: http://www.iwight.com/localoffer</p>

/