



# Queensway Primary School

## School Offer

The Children and Families act of 2014 requires that all local authorities publish information about all services in the area for children and young people with Special Educational Needs and Disabilities (SEND). This can be found on the Leeds City Council website <http://www.leeds.gov.uk/residents/Pages/Leeds-Local-Offer.aspx> from 1<sup>st</sup> September 2014.

In addition to this, schools must publish more detailed information about their arrangements for identifying, assessing and making provision for all children with Special Educational Needs and Disabilities (SEND). Here is Queensway Primary School's 'offer' which is in addition to that which Leeds City Council can provide.

### Queensway's Inclusion Team

Mr Will Riley - Headteacher, Safeguarding Lead

Mrs Lucy Swindlehurst - Assistant Head Teacher/SENCO, Child Protection Lead

Mrs Caroline Midgley - Family Support Manager, Designated teacher for Child Protection

Mrs Dorothy Charlesworth - School governor in charge of Inclusion

Debbie Wood - School governor in charge of Child Protection

<p><b>Ethos</b></p>	<p>Governors and staff at Queensway Primary School are committed to the inclusion of all pupils. We aim to:</p> <ul style="list-style-type: none"> <li>• Provide an environment which enables every pupil to be safe and healthy</li> <li>• Value every individual and enable them to enjoy their learning.</li> <li>• Enable every pupil to make a positive contribution to their school and community</li> <li>• Identify and respond to pupils' diverse and individual needs</li> <li>• Identify and overcome potential barriers to learning.</li> <li>• Set suitable learning challenges for every pupil.</li> </ul>
<p><b>Policies</b></p>	<p>The following policies may be useful and are available to read in school:</p> <ul style="list-style-type: none"> <li>• Inclusion (including SEN)</li> <li>• Behaviour</li> <li>• Child Protection</li> <li>• Personal Social and Health Education</li> <li>• Attendance</li> <li>• Admissions</li> <li>• Charging</li> <li>• E-Safety</li> <li>• Race Equality</li> <li>• Care and Control</li> <li>• Sex and Relationships Education</li> </ul>

## **Frequently Asked Questions**

### **What do I do if I think my child may have special educational needs?**

If your child is already at the school your first point of contact is your child's class teacher. We offer an open door policy but you may prefer to arrange a meeting. Initial concerns can be expressed in this meeting and the class teacher may be able to offer small group intervention work to help your child. This information will be relayed to the SENCO and the progress of the child will be monitored during pupil progress meetings. If more specialised help is required, such as that offered by an outside agency, Mrs Lucy Swindlehurst will make a referral. She is able to refer to agencies such as a Speech and Language Therapist, the Complex Needs service, STARS or Occupational Therapists for further advice and strategies to help your child.

### **How will school support my child?**

Educational targets for SEN children will be reviewed and next steps will be agreed by parents, children and the class teacher at the termly parent's evenings. Programmes of support will be delivered by LSAs (Learning Support Assistants) or HLTAs (Higher Level Teaching Assistant) under instruction from the class teacher and SENCO. The progression of children in intervention groups is closely monitored by class teachers but also the Headteacher (Mr Will Riley) and SENCO (Mrs Lucy Swindlehurst) during the termly Pupil Progress meetings. For children working above national expectations they are challenged consistently across school. The senior leadership team work together to ensure that quality first whole class teaching sessions, small group interventions and 1:1 work is the very best for every child.

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

Within lessons, the curriculum is differentiated using a wide range of strategies. Through planning, teachers cater for all abilities within the class including the lowest and highest. Responsive teaching means that all children work at an appropriate level in every lesson. Additional adults are directed to support groups of children of varying abilities, depending on the need in each lesson. Activities in lessons are varied to cater for children's different styles of learning (visual, kinaesthetic and auditory)

### **How will I know how well my child is doing and how will you help me support my child's learning?**

There are two parent's evenings with class teachers where parents will have the chance to discuss their child's progress and next steps. If a child has SEN and has individual targets, parents can use this opportunity to review and plan for the next steps. Where necessary, guidance will be given about how best to support your child at home with additional activities to reinforce those done in class. There are opportunities throughout the year for parents to visit the school to find out more about children's learning (celebration events and sessions for parents.) Children who have individual targets will produce a book of evidence when working on these targets which you are encouraged to come and look at, at regular intervals. There is an open door policy and the SENCO is always available to have an informal meeting or discussion on the telephone if there are any issues concerning you.

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

Mrs Swindlehurst (SENCO), Mr Riley (Headteacher), Mrs Midgley (Family Support Manager), Mrs Charlesworth (Inclusion Governor) and The Governing body Pupil Support Committee oversee all pastoral issues including Inclusion, Child Protection and Safeguarding. Together they can signpost parents to where additional support can be gained for a child and their family including that which is available locally. A member of the Inclusion team will attend all meetings concerning children's well-being, putting together the relevant action plans to meet the child's needs, with support from professionals where appropriate. The school works in close partnership with the Aireborough Children's Centre and the Aireborough Extended Services.

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

At Queensway School we can offer:

- An experienced SENCO to ensure all children and family needs are met in school.
- The retreat - sensory room and nurture room
- An experienced Family Support Manager who works with parents and children to support the child's wellbeing.
- A SENCO who is trained to Level 3 making us a Champion Autism School and has undertaken a vast range of training experiences within SEN.
- A caring and supportive ethos where all children feel valued.
- A Speech and Language therapist who is employed to work in school 2 days a week supporting children on individual needs.

Queensway School has good links to organisations which can offer specialist provision for our pupils. These include;

- The Complex Needs Service provided by Leeds City Council such as inclusion workers, educational psychologists and SEN support workers.
- A Speech and language therapist
- Aireborough Extended Services who offer parent support workers and activities outside school
- TaMHS (Targeted Mental Health in Schools) counsellor
- CAMHS (Child and Adolescent Mental Health Service) to support for children with emotional and behavioural difficulties
- Support from the school nurse to help with writing Health Care Plans
- Visual Impairment team who offer support to the school for students with sight deficiencies.
- The Orchard Centre in Otley which can work alongside children who have behavioural and motivational difficulties. This agency can also offer outreach work in school.
- Support from the Occupational Therapy Services
- STARS team to support children in school who have Autistic Spectrum Disorder.

### **What training are the staff supporting children with SEN having/had?**

- Braille training from the Visual Impairment team
- In-house training on Dyslexia and interventions which can be used.
- Training for the whole staff on positive handling (Team Teach)
- Level 1 Autism training for the whole staff
- Two staff trained at level 2 and one at level 3 for Autism awareness.
- Up-to-date Child Protection training

- Numicon maths resources
- All staff trained in Makaton
- Training from the Diabetic nurse
- Training from the Down Syndrome Training Centre
- Greater Depth maths project to extend the most able with explorative learning experiences.
- How to use B Squared effectively to assess and set next steps.

### **How will my child be included in activities outside the classroom?**

There is a range of fun activities after school which all children are to participate in. Active and outdoor learning is an important part of our curriculum and all children have the opportunity to go on school visits including residential. Children with additional needs are considered in the planning of such visits, and parents are consulted in this process where necessary. When necessary, individual risk assessments are produced to ensure the children's safety.

### **How accessible is the school?**

The school meets all guidance on access needs, including allocated disabled parking, ramped access, disabled toilets, and a care suite. The whole of school accommodates wheelchair access. Further modifications can be made to the accommodation under the guidance of relevant professionals where needed.

### **How will the school help my child on transfer to the next phase of education?**

Effective transition arrangements exist between our primary school and the high schools. Extra meetings are held with the appropriate staff at high school, to ensure all information is passed on, enabling a smooth transition. Also the children access extra visits to high school to build their confidence before the move.

### **How are the school's resources/funding allocated and matched to children's needs?**

The Senior Leadership Team which includes the SENCO will analyse where support is required by understanding the needs of the whole child and will allocate staff support and other resources from the budget accordingly. This will be done by using a provision map of all vulnerable learners or high achieving pupils which will highlight when need is greatest. We feel it is important to have a team of staff around the child so no one child becomes reliant on one adult.

### **How are parents involved in the school and how can I be involved?**

Parents are always encouraged to be involved in the life of the school. We hope that parents involve themselves in their child's learning through supporting with homework tasks like reading, learning spellings and other activities. There are many other ways for parents to participate. These include the school governance, assisting on school trips, volunteering in the classroom with reading or creative activities, attending Celebration Events or parent information sessions and attending events such as coffee mornings, harvest festivals and performances.

**Who can I contact for further information?**

- For information about school admissions, please contact the school office on 01943 874925 or [office@queenswayschool.co.uk](mailto:office@queenswayschool.co.uk).
- For specific information about your child, please contact the class teacher.
- If you require information about support from outside agencies, please contact Mrs Swindlehurst on 01943 874925.
- For further information about the Leeds Local Offer, please refer to the website [www.leeds.gov.uk/residents/Pages/Leeds-Local-Offer](http://www.leeds.gov.uk/residents/Pages/Leeds-Local-Offer) from 1st September 2014.