



INDIAN QUEENS COMMUNITY PRIMARY SCHOOL

Our School Offer 2018 – 2019

Welcome to Indian Queens School – ‘Where Learning Counts and Everyone Matters’

At Indian Queens School we are proud of our inclusive ethos, where everyone really does matter and everyone, whether a child, parent or carer, or member of staff, is highly valued and respected. All children are closely monitored, supported and challenged to reach their potential in all areas of their development throughout the school. Inevitably, though, children's needs differ. As a result, some children require additional support in one or more areas of their development. So where necessary, and with the full engagement of the parents / carers and staff who work with the child, additional support, interventions and/or programmes of work are implemented to ensure that every child is fully challenged and feels happy, secure and pleased with his or her progress and achievements. The school works closely with a wide range of specialist agencies who are able to help in the assessment of, and provision for, a child, when needed. Whatever their needs, all children are always encouraged to take part in all aspects of school life, in so far as this is in their interests and capabilities.

Indian Queens OFSTED Report 2014 (*outstanding*)

‘Disabled pupils and those with special educational needs are extremely well supported by teachers and teaching assistants, in and out of classes. They are fully included in all aspects of school activity and, in relation to their starting points, make similarly outstanding progress as their fellow pupils.’

Indian Queens School Special Educational Needs and Disabilities Team

Headteacher

SEND Coordinator and Parent Link

SEND Administration and Support

Contact details and further information - E-mail: secretary@indianqueensschool.org

Website: www.indianqueensschool.org

Tel: 01726 860540

The levels of support and provision offered by this school

1. Listening to and responding to children and young people

Whole school approaches The universal offer to all children	Additional, targeted support and provision	Specialist, individualised support and provision
<ul style="list-style-type: none"> Indian Queens School staff consult children and their families to ensure that the pupil voice is heard and responded to throughout the school. Children are encouraged to share their views through pupil, group and class conferences, questionnaires and whole school council meetings. 	<ul style="list-style-type: none"> Children with SEND are included in all aspects of conferencing opportunities and consultation. They are supported where necessary to develop their voice. Each child is encouraged to consider who their trusted adults are (those staff with whom they feel they have a very trusting relationship and prefer to speak with). 	<ul style="list-style-type: none"> Children's views are taken into account when planning and reviewing individual support. Wherever possible, the children's views contribute to SEND reviews and TAC meetings.

2. Partnership with Parents and Carers

Whole school approaches The universal offer to all children	Additional, targeted support and provision	Specialist, individualised support and provision
<ul style="list-style-type: none"> The school works in partnership with parents to ensure the best possible educational experience for their children. Clear systems exist for parents to talk to, or get messages to, or discuss concerns about their child's learning with relevant members of staff, by appointment. Parents are invited in to share children's learning in 'open learning sessions' and discuss children's progress at termly home – school review meetings. 	<ul style="list-style-type: none"> Parents may be invited to specifically targeted support and training. Interventions which are identified to meet children's needs are discussed with parents. 	<ul style="list-style-type: none"> Parents are consulted before and during SEND assessments and programmes of support. They are invited to participate in a range of reviews and meetings and their input is an integral part of TAC meetings and SEND reviews. Termly 'structured conversations' take place to discuss progress and set goals.

3. The Curriculum

Whole school approaches. The universal offer to all children	Additional, targeted support and provision	Specialist, individualised support and provision
<ul style="list-style-type: none"> All students, regardless of their ability or needs, have full access to the curriculum Topic 'question-based' learning and a focus on creativity, enquiry and investigation appeal to and stimulate the children's interest Parents receive information about the curriculum in termly curriculum leaflets. These include guidance to aid parents to support their children's learning at home. 	<ul style="list-style-type: none"> Diverse teaching strategies and carefully targeted support and interventions make the curriculum accessible and meaningful for children experiencing any difficulties. The curriculum might be differentiated for individuals or small groups through task, equipment or level of support. 	<ul style="list-style-type: none"> Some children require a higher level of support and might need an adapted, personalised curriculum. Individual support plans and Education Health Care Plans detail specific curriculum provision made to meet children's individual needs.

4. Teaching and Learning

Whole school approaches The universal offer to all children.	Additional, targeted support and provision	Specialist, individualised support and provision
<ul style="list-style-type: none"> • A range of teaching styles and differentiated teaching and strategies are used to ensure the involvement and progress of all pupils. • Children are supported to work in small groups, in pairs and individually, and preferred learning styles are identified and used. • Children have a clear knowledge of expectations regarding their learning and they know what they have to do to make progress. • Effective questioning is used to gauge the attainment and progress of children, who in turn respond to teachers' feedback and marking by editing and improving their work. • Visual timetables, learning walls and a wide range of resources enhance the children's access to their learning. 	<ul style="list-style-type: none"> • Specific support and provision are targeted for children with SEND. • Teaching assistants work with small groups or individuals to ensure understanding, foster independence and keep children focused. • Small group interventions target literacy and numeracy, speech and language, coordination and motor control, self-esteem and social skills. • Independent student learning is supported through the use of technology, for example talking tins and dedicated computer programs. • Special examination arrangements are put in place for tests for some children, for example the use of scribes and extra time. 	<ul style="list-style-type: none"> • Precision teaching develops targeted skills and programmes of intensive support are provided for those who would find the main curriculum too hard. • One to one support is put in place when necessary for those with significant learning difficulties, for example in communication, vision and hearing and those who have autism, social and emotional difficulties, global learning delay and sensory needs. • Outside agencies are brought in to support the school and families, for example Education Psychology and the Speech and Language Service.

5. Self-help Skills and Independence

Whole school approaches The universal offer to all children.	Additional, targeted support and provision	Specialist, individualised support and provision
<ul style="list-style-type: none"> • Independence is encouraged from an early age. • All children are supported and encouraged to be responsible and thoughtful learners. • Strategies for independent work are taught and reinforced and children learn to be resilient. • Resources are stored, organised and labelled to ensure easy independent access by all children. • Independence is praised and rewarded in Good Work Award assemblies, and through the lunchtime 'Golden Ticket' system. 	<ul style="list-style-type: none"> • Some children have personalised equipment and resources which help them to cope without adult intervention, for example talking tins, overlays, specialist pencils and sand timers. 	<ul style="list-style-type: none"> • Teaching assistants working one to one with children with significant or complex needs are trained to withdraw where possible to encourage the children to do as much as possible for themselves. • Children are supported in specialist aspects such as medical needs, toileting and life skills. • Personalised timetables, 'now and next' boards, social stories and visual cues also facilitate children's independence.

6. Health, Wellbeing and Emotional Support

Whole school approaches The universal offer to all children	Additional, targeted support and provision	Specialist, individualised support and provision
<ul style="list-style-type: none"> • The school ethos has a strong focus on the health, safety and happiness of all children. • Indian Queens is one of the first schools in Cornwall to be involved in the National Nurturing Schools Programme. • PSHCE lessons and class conferences are totally inclusive. • Individual pupil conferencing, peer mentoring and class worry boxes give children opportunities to voice their opinions and share their concerns. • All children are encouraged to name 'trusted adults' from the school staff to support them if they have a problem. • Golden tickets from lunchtime teaching assistants reward good behaviour at lunch times and Good Work Awards from teaching staff celebrate the efforts, attitude and success of all pupils. • Specialists from outside agencies can be accessed by the school to support children with issues such as bereavement. • All staff are trained in Safeguarding and Child Protection procedures and the designated (and /Deputy) Child Protection Officer (DCPO) oversees and ensures the wellbeing of all children, acting wherever possible to safeguard every child. 	<ul style="list-style-type: none"> • Some groups of children receive extra support with issues such as self-esteem, social skills and anger management. Programmes may be run by members of staff, or specialist input sought if necessary. Children's wellbeing is discussed at half-termly pupil progress review meetings and intervention groups are set up to meet identified needs. • Emotional wellbeing needs and issues will be identified by whole class Boxall profiling. 	<ul style="list-style-type: none"> • The Thrive Approach is used with individuals who are experiencing significant emotional difficulties and need help to overcome psychological hurdles and cope with feelings and experiences which they find challenging. Individual needs can also be identified and targeted using the Boxall Profile and a self-esteem assessment programme. • Staff are trained to recognise the need for, and to obtain support from other agencies such as Educational Psychologists, Family Support Workers and CAMHS (Child and Adolescent Mental Health Service) when the need arises. • Individual Care Plans and Intimate Care Plans are created and put into place to manage children's specific medical needs.

7. Social Interaction Opportunities

The universal offer to all children.	Additional, targeted support and provision	Specialist, individualised support & provision
<ul style="list-style-type: none"> • All children have equal opportunities for social interaction and are taught to communicate effectively with each other, with adults within the school and with visitors. • All have access to trips, after school clubs and social extra-curricular activities. 	<ul style="list-style-type: none"> • Social skills groups target specific children who require support. • Children can be supported one to one, in pairs or within small groups to develop and enhance their communication skills. 	<ul style="list-style-type: none"> • Some children have individualised support to enable them to attend an after school club. • Social stories and modelling help some children to develop social understanding. • Picture communication systems such as 'PECS' are used to help some children to communicate. • Some members of staff are able to communicate with children using Makaton.

8. The Physical Environment (Accessibility, Safety and Positive Learning Environment).

Whole school approaches The universal offer to all children	Additional, targeted support and provision	Specialist, individualised support and provision
<ul style="list-style-type: none"> • All areas of the school are accessible to all pupils and dedicated staff oversee safety in all areas on a daily basis. • The school has a secure site and robust systems of site access /security. 	<ul style="list-style-type: none"> • A large number of staff have undertaken 'Team Teach' de-escalation and positive handling 	<ul style="list-style-type: none"> • Wheelchair access is in place throughout the school site.

<ul style="list-style-type: none"> • All staff undertake regular First Aid training. • Key staff in the Early Years are trained in Paediatric First Aid. • All children know that bullying is wrong and are confident that issues will be dealt with by staff. 'Golden rules', agreed by the children, reinforce this and are displayed prominently both indoors and outdoors. • The school environment is bright, attractive and learning –focused. Corridors and public spaces reflect the creativity and artistic talents of children of all academic abilities. 	<p>training in order to ensure staff and pupil safety.</p> <ul style="list-style-type: none"> • Adapted equipment is made available in response to children's needs. 	<ul style="list-style-type: none"> • Personalised Emergency Evacuation plans are drawn up for all children for whom they are appropriate. Specialist equipment such as seating or a sloping desk is sourced or made available according to need.
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9. Transition from Year to Year and Setting to Setting

Whole school approaches The universal offer to all children	Additional, targeted support and provision	Specialist, individualised support and provision
<ul style="list-style-type: none"> • A detailed and clear transition programme takes place which includes familiarising each child with their new learning environment and staff, as well as e.g routines, new rules, their class behaviour code. • Transition visits to next classes take place, as well as meetings with teachers, open sessions for parents to visit children's next classes and meet their teacher, play sessions on new playgrounds, etc. • Strong links exist with local pre-school settings and meetings and visits are set up for children joining the school to acclimatise, meet staff and explore learning spaces. • Secondary transition is jointly supported by Indian Queens and the local secondary schools and involves pupils visiting with parents and lessons delivered at Indian Queens by key members of staff from local secondary schools. • Year 6 pupils take part in a transition day in the second half of the Summer Term. 	<ul style="list-style-type: none"> • Small groups are identified to receive extra support and enhanced opportunities to visit and find out more about their next setting. • Social skills sessions explore feelings and children are prepared for significant changes together. 	<ul style="list-style-type: none"> • Individual children and their families have a personalised transition programme drawn up to ensure the best possible transition for those who find it most challenging. Individual visits, meetings and information- sharing support this process. • SENDCOs from both settings meet to discuss children's Individual Needs and oversee smooth transition.

10. Looked After Children

- Each child's needs are met through a programme of pupil conferencing, reviews and meetings with carers/social workers. The provision for special educational needs and/or disabilities of Looked after Children is no different to those of other children. The implementation of a plan is made jointly, and shared, with all those involved in the care of the child.
- The school adheres strictly to all the procedures regarding meeting the needs of Looked after Children as laid down by the Local Authority. This includes ensuring that a personal education plan (PEP) is in place and regularly reviewed and that targeted funding is used to meet the needs of the child, agreed with those others who share the responsibility (primarily the carer). This would include any individual needs relating to the child's learning, behaviour or development.
- The school considers itself to be a corporate parent for any child who is currently in care and works as part of a strong team including carers, social workers and any other agency involved in order to fully meet the needs of the child, including their physical, emotional, educational, social and personal needs.

11. SEND training

Whole school approaches The universal offer to all children	Additional, targeted support and provision	Specialist, individualised support and provision
<ul style="list-style-type: none"> • All teaching and non-teaching staff take part in a wide range of training relevant to the needs of the pupils, for example: <ul style="list-style-type: none"> - Safeguarding and Child Protection - First Aid - Autism Awareness - Thrive - Dyslexia Friendly Classrooms - Team Teach - Speech and Language support • Members of the SEND team regularly attend local meetings to receive important updates. • SEND training needs of all members of staff are identified through discussion with the SENDCo at Performance Management mtgs, Pupils Progress Review mtgs, SEND review meetings and where a child with individual needs joins the school. A plan to meet their needs is then put into place. 	<ul style="list-style-type: none"> • Where small groups require specific provision, training will either be led by a member of the SEND team, or a staff member who has already received this training or it will be accessed via an outside agency. 	<ul style="list-style-type: none"> • Some very specialised training is arranged for staff according to need, for example when supporting a child with complex medical needs. Parents would always be consulted and informed in such cases.

12. Services and Organisations that Support the School and its Children:

Service/organisation	What they do in brief	Contact details
Child and Adolescent Mental Health Services Cornwall (CAMHS)	Support children and young people in dealing with emotional. Behavioural or mental health issues.	Children's Services Care Management Care Centre Tel: 01872 221400 E-mail: cpn-r.Children'sCMC@nhs.net
Child Development Centre (CDC)	A Local Authority area resource for preschool children experiencing significant difficulties in certain aspects of their development. Support parents /carers and Early Years Foundation Stage providers in how best to teach and meet needs of young children.	Truro Child Development Centre Royal Cornwall Hospital (Treliske) Dolphin House Truro TR1 3LJ Tel: 01872 253878 07966 862591 http://www.cornwall.gov.uk/default.aspx?page=21934
Children's Centre	Access to health and parenting support services, play activities and childcare. Information about training and employment.	St Columb Major Children's Centre Newquay Road St Columb Major TR9 6RW
Cornwall Autism Spectrum Team	Support children with a diagnosis of Autism. The team includes advisory teachers, specialist therapists and Autism Spectrum Team workers.	Sedgemoor Centre Priory Road St Austell PL25 5AB Tel: 0300 1234101

Educational Psychologist	Specialist advice on learning, behaviour and child development. Direct work with children and advice for parents, carers and teachers.	Cornwall Educational Psychology Ltd Please contact the school who will be able to advise.
Educational Welfare Support	Our assigned Educational Welfare Officer (EWO) can provide help and advice on: Attendance issues Bullying Child Protection Exclusion	Sedgemoor Centre Priory Road St Austell PL25 5AB Tel: 0300 1234101
Family Support	The Family Information Service (FIS) offers help to families in the form of free and impartial advice, guidance and signposting to a wide range of agencies and services for children and young people aged 0-20 (or 25 if they have additional needs)	Family Information Service Freephone: 0800 5878191 Email: fis@cornwall.gov.uk
Looked after Children	Cornwall Council, Children in Care Education Support Service	http://www.cornwall.gov.uk/education-and-learning/children-in-care-education-support-service-(cicess)-and-virtual-school-for-children-in-care-in-cornwall/?altTemplate= Standard
Penhaligon's Friends	Bereavement Support for children, young people and their parents and carers.	Website: http://www.penhaligonsfriends.org.uk E-mail: enquiries@penhaligonsfriends.org.uk Telephone: 01209 210624

13. Pupils assessment, progress and review

Every child's progress is monitored and evaluated on a daily basis, and discussed with the school's Head and SENDCo half termly. Progress is shared with pupils through marking, feedback and regular pupil conferences. Parents are invited in to discuss their child's progress at least once per term and more frequently if their child has individual needs. For any child with specific learning difficulties, structured conversations take place for both parents and teacher / SENCo to share in the child's progress and plan their next steps.

14. Evaluating the effectiveness of provision for pupils with special educational needs and / or disabilities.

Ofsted, May 2014: 'Disabled pupils and those with special educational needs are extremely well supported by teachers and teaching assistants, in and out of classes. They are fully included in all aspects of school activity and, in relation to their starting points, make similarly outstanding progress as their fellow pupils.' Positive parent feedback, progress tracking, test results and successful transition by SEND pupils from class to class and on to Secondary Education also help us to evaluate our provision.

15. Concerns

All concerns should be brought to the school as soon as they arise in order to resolve any issues as soon as possible – this is always in the interests of the child. Parents are asked to speaking first with the child's class teacher, and then the head of department if the matter has not been resolved. A member of the SEND team, followed by the headteacher are all further sources of help if required. Following this, a formal complaint would be required. The procedure for managing complaints about SEND provision is the same as for other complaints and can be sourced by requesting a copy of the school's complaints procedures.

Cornwall's 'Local Offer' (SEND Information): <http://cornwall.childrensservicedirectory.org.uk>

16. Answers to Frequently Asked Questions

1. How does the school know if a pupil needs extra help, and what does a parent / carer do if they are concerned that this may be the case?

School staff closely monitor the learning and wellbeing of all pupils throughout each day. Each class teacher works closely with their support staff sharing information they gather on each child. Additional information is gathered through assessment, performance data and liaison with families and outside agencies. The SEND team work very closely with all class-based staff, advising and supporting them on how to respond effectively in order to meet the needs of each child. Where parents / carers have any concerns about their child's development, behaviour, learning or attitude to school they should always speak with their child's teacher in the first instance. He / she will always seek advice and other staff may be brought in to help if this is necessary. Parents / carers should always pursue their concerns if they do not feel that effective action has been taken.

2. Who is responsible for the progress and success of the children in school?

The class teacher is responsible for the progress and this is overseen by senior leaders and the SENCo where necessary. The school recognises that teachers and parents need to work together in order to ensure the best outcomes for children.

3. How is the curriculum matched to my child's needs?

We strive to provide a stimulating and balanced curriculum which is topic and question-based and accessible to all, adapted where necessary to ensure that all children can achieve and enjoy their learning. Three waves of support match the children's needs: Wave 1 'Universal' support effectively includes all children in high quality lessons with high quality teaching, Wave 2 'Additional' support and resources are tailored for small groups of children and Wave 3 'Specialist' support and resources are targeted to meet the needs of individual children with very specific individual needs.

4. How do the school staff support my child?

Your child's class teacher will have high expectations of your child and all other pupils in their class. He or she will build upon what your child already knows, can do and can understand. Your child's progress will be carefully monitored, and if the staff believe that your child would benefit from extra support in any area, they will plan and implement this in consultation with you.

5. How is each child's progress shared with parents and carers, including guidance on how their learning can be supported at home?

You will regularly be invited in to school to discuss your child's progress and receive written reports. If you have any worries or concerns you will always be welcome to make an appointment to discuss them with your child's teacher (in the first instance) or, following this, a Head of Department / the SEND team if necessary. Appropriate homework will be sent home for all children to share with their parents, as well as daily reading practice. Curriculum leaflets detailing the learning for each year group will be sent home to you each term.

6. How does the school work to ensure that children are safe and well cared for?

The school's positive and caring ethos is reflected in the 'Golden Rules' which are displayed throughout the school and upheld by staff and children. Children have a say in the peers who will join them in their next class and the 'Trusted Adult' scheme gives every child the choice of a member staff with whom they would wish to discuss problems or issues should any arise. All staff undergo safeguarding and first aid training. The security of the school site and safeguarding are taken extremely seriously at Indian Queens, with all visitors accessing the school via the office, signing in and being asked to wear identification. Through our PSHCE* curriculum all children are taught the importance of personal safety in many contexts, social skills and healthy living. **Personal, Social, health and Citizenship Education*

7. How accessible is the school environment?

The entire school site at Indian Queens is fully accessible via ramps, a lift and hand rails in the main corridor.

8. How does the school prepare each child for their transition each year to their next class / school?

Transition for all children each year is carefully managed and a programme of visits, meetings with new staff and parents, where necessary, is organised to ensure children are well prepared and look forward to their next class / school with confidence and enthusiasm. Year 6 children spend time in their next school and get to know at least some of their next teachers. Children with SEND will have extra support and may have their own transition plan, planned with the child and their parents / carers, which is designed to help them cope well with the transition.

Please contact the school on 01726 860540, or call in at the school office. The staff there will be pleased to advise you and put you in touch with the best person in school to help you. You should expect to be contacted back regarding this within 2 working days.

Acronyms

CAMHS Children and Adult Mental Health Services
CiC / LAC Children in Care / Looked After Children
DCPO Designated Child Protection Officer
OFSTED Office for Standards in Education
PECS Picture Exchange Communication System
PEEP Personal Emergency Evacuation Plan

PEP Personal Education Plan
PSHCE Personal Social Health and Citizenship Education
SEND Special Educational Needs and Disabilities
SENDCo Special Educational Needs and Disabilities Coordinator
TAC Team Around the Child