

The Aspire Academy Trust
Indian Queens Primary School
SEND Information Report and Local Offer

Welcome to Indian Queens School – 'Behold the day. It's yours to make'

At Indian Queens School we are proud of our inclusive ethos, where everyone matters 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.

[Link to our school's SEN Policy.](#)

[Link to our school's Equality Objectives](#)

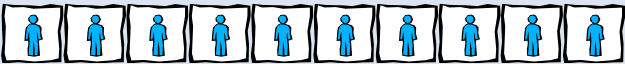


[Link to our school's Accessibility Plan](#)

Name of the Special Educational Needs/Disabilities Coordinator: Mrs Tracey Clarke




Contact details: secretary@indianqueensschool.org

The levels of support and provision offered by our school




Covid- 19 Response

Whole school approaches The universal offer to all children and YP. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • Robust systems of assessment to ascertain where pupils are now and establish gaps in knowledge and learning. • SEND provision overview and SEF/Audit • Comprehensive Trust wide training sessions for all staff and SENDCos – for example differentiation, social stories, transitions – return to school and from setting to setting, • Trauma Informed Schools – advice and guidance to support staff, children and communities • Ensure parental/family engagement • Whole class Motional assessments to ascertain emotional wellbeing and embed whole school response strategies. Whole school approaches to embed new school routines. 	<ul style="list-style-type: none"> • Robust systems of assessment to ascertain where pupils are now and establish gaps in knowledge and learning. • Review of IEPs for all pupils on SEN support. Ensure any adjustments of targets/provision is in place. Ensure cycles of assess, plan, do, review target and respond to presenting needs now. • Review intervention programme • Multiagency collaboration and referrals – risk assessments in place • Individual Motional Assessments to ascertain emotional wellbeing and plan support accordingly • Visual supports and social stories to communicate whole school new routines 	<ul style="list-style-type: none"> • Review EHCP provision / outcomes are accurate and any adjustments addressed through formal processes with the Local Authority • EHCP risk assessments when required EP planning and Support • Multiagency collaboration and referrals – risk assessments in place • Individual Motional Assessments to ascertain emotional wellbeing and plan support accordingly • Visual supports and social stories to communicate whole school new routines

1. Listening to and responding to children and young people




<p>Whole school approaches The universal offer to all children and YP.</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<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




<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<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 	<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.

learning in 'open learning sessions' and discuss children's progress at termly home-school review meetings.		
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3. The curriculum




<p>Whole school approaches. The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<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 Education Plans and Education Health Care Plans detail specific curriculum provision made to meet children's individual needs and are regularly reviewed and updated.

4. Teaching and learning




<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<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 	<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. 	<ul style="list-style-type: none"> • Precision teaching develops targeted skills and programmes of intensive support are provided for those who would be unable to follow the main curriculum with their peers. • One to one support is put in place when necessary for those with significant learning

<p>used.</p> <ul style="list-style-type: none"> • 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"> • 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. 	<p>difficulties, for example in communication, vision and hearing and those who have autism, social and emotional difficulties, global learning delay and sensory needs.</p> <ul style="list-style-type: none"> • Outside agencies are brought in to support the school and families, for example Education Psychology and the Speech and Language Service.
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5. Self-help skills and independence

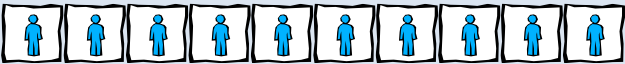


<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Independence is encouraged from an early age. • All children are supported and encouraged 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




<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The school ethos has a strong focus on the health, safety and happiness of all children. • Indian Queens has 2 qualified Headstart 'Trauma Informed School' practitioners. • PSHCE lessons and class conferences are totally inclusive. • Individual pupil conferencing, peer mentoring and class worry boxes give children personalised 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 Safeguarding Leads oversee and ensure the wellbeing of all children, acting wherever possible to 	<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 or Motional profiling and addressed using a range of supportive strategies. 	<ul style="list-style-type: none"> • A nurturing 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 or Motional Profile and a self-esteem assessment programme. • Pastoral support is provided on a 1:1 basis for children experiencing significant emotional difficulties. • 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.

safeguard every child.		
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7. Social Interaction opportunities




<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<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)

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<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 number of staff have undertaken 'Team Teach' de-escalation and positive handling training in order to ensure staff and pupil safety. • Adapted equipment is made available in 	<ul style="list-style-type: none"> • Every attempt is made to enable children with a disability to have full access to learning and other opportunities: reasonable adjustments are made in terms of adult support, physical spaces




<ul style="list-style-type: none"> • All staff undertake regular First Aid training. • 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. • An annual 'Anti-bullying week' brings key issues into focus and gives an opportunity for children to explore them in a safe context. • Online safety information is displayed near every computer and is reinforced during ICT lessons. • 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>response to children's needs.</p> <ul style="list-style-type: none"> • A whole school accessibility audit is carried out annually. 	<p>and resources and personalised arrangements related to individual needs.</p> <ul style="list-style-type: none"> • Wheelchair access is in place throughout the school site. • 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. • Key members of staff have been trained in moving and handling children.
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9. Transition from year to year and setting to setting

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<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, for example, routines and their class behaviour code. • Transition visits to next classes take place, as well as meetings with teachers, play sessions on new playgrounds, etc. • Strong links exist with local pre-school settings 	<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

<p>and meetings and visits are set up for children joining the school to acclimatise, meet staff and explore learning spaces.</p> <ul style="list-style-type: none"> • 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. 		<p>oversee smooth transition.</p>
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10. The SEND qualifications of, and SEND training attended by, our staff

<p>To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community</p> 	<p>To enable targeted support and provision</p> 	<p>To enable specialist, individualised support and provision</p> 
<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 - Emotional wellbeing and mental health - Phonological awareness and memory skills - Team Teach - Speech and Language support • The SENDCo attends local meetings to receive important updates. • SEND training needs of all members of staff are identified through discussion with members of the Senior Leadership Team at Pupils Progress 	<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. If necessary, training 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.

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.		
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11. Services and organisations that we work with:

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
Cognition and Learning Services	This service supports schools in ensuring the effective inclusion, achievement and progression of children and young people with cognition and learning needs. The service works with learners with: • Specific Learning Difficulties (SpLD - including dyslexia) and • Moderate (or general) Learning Difficulties	Cognition and Learning Advisors Sandra Page and Jo Davidson cognitionandlearning@cornwall.gov.uk
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

Early Help Hub	<p>Identifies the most appropriate Early Help service for a child or young person by receiving requests from parents and professionals, assessing the need on the request and matching it with the right support service. Services include:</p> <ul style="list-style-type: none"> • Autistic Spectrum Disorder Assessment Team • Early Years Inclusion Service • Health Visiting (over 2 years) • Parenting Support • School Nursing • Speech and Language Therapy 	01872 322277
Educational Psychology	<p>Educational Psychologists are specialists in learning, behaviour and child development. They work directly with children and young people as well as providing expert advice to their parents, carers and other adults who teach and support them.</p>	<p>Aspire Educational Psychologists Aspire Academy Trust 01726 438613</p>
Educational Welfare Support	<p>Our assigned Educational Welfare Officer (EWO) can provide help and advice on:</p> <ul style="list-style-type: none"> Attendance issues Bullying Child Protection Exclusion 	<p>Sedgemoor Centre Priory Road St Austell PL25 5AB Tel: 0300 1234101</p>
Family Support	<p>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</p>	<p>Family Information Service 39 Penwinnick Rd, Saint Austell PL25 5DR Freephone: 0800 5878191</p>

	if they have additional needs)	
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
Speech and Language Therapy Team	The Speech and Language Therapy Team works with children, young people and their families in order to help children who have difficulties with communication or with eating, drinking and swallowing.	Cornwall Partnership NHS Foundation Trust Website: www.cornwallfoundationtrust.nhs.uk

12. Pupil progress

Every child's progress is monitored and evaluated on an ongoing, daily basis, and discussed with the school's Senior Leadership 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 / SENDCo to share in the child's progress and plan their next steps. The school also uses the Aspire SEN Charter Mark as a way of gauging the quality of provision. This is a set of standards which have been written, using the Code of Practice 2014, to ensure expectations are in place. Indian Queens School is working towards these standards as a guideline for provision.

13. How we know how good our SEN provision is

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.' 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.

14. If you wish to complain

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 speak first with the child's class teacher, and then the SENDCo and/or another member of the Senior Leadership Team if the matter has not been resolved. 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 SEND Local Offer can be found on The Care and Support in Cornwall website: [SEND Local Offer](#)

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 SENDCo 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, 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, created 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.