



QUEEN EMMA'S
PRIMARY SCHOOL
BELONGING, BEING AND BECOMING

Policies and Procedures

SEND Information Report 2025

Our Vision

At Queen Emma's Primary School, our vision is to be among the best-performing schools in the country—both academically and emotionally. We are committed to building a culture of compassion where every child and member of staff feels a strong sense of belonging.

We aim to play a central role within our community by supporting not only our pupils but also their families. We are determined to grow in size, expertise, and strength, while remaining research-informed—using evidence to guide our decisions, but always doing what is right for our context.

We will continue to lead on both local and national initiatives, welcoming colleagues from other schools to share best practice. While we pursue academic excellence, we are equally committed to ensuring our pupils are emotionally and physically ready to learn. Raising standards is a constant goal. We believe that sustained improvement begins in the classroom, with a relentless focus on the quality of teaching and learning that takes place every day.

At Queen Emma's, we expect all pupils to experience high-quality learning opportunities that lead to consistently strong outcomes. We expect every teacher to be a good teacher—because no child deserves less.

Our Aims

- Ensure all pupils make strong progress through effective 'catch up' and 'keep up' strategies.
- Use high-quality feedback to close the gap between current attainment and potential.
- Make decisions for the right reasons, guided by evidence-based research and our context.
- Provide an inclusive environment where every pupil is valued and supported.
- Recognise and celebrate the achievements of all pupils.
- Build and maintain strong partnerships with parents and the wider community.
- Learn from one another through a collaborative, enquiry-led approach, where best practice is shared.

"Leaders, governors and the trust have worked together effectively since the last inspection, which took place prior to the school converting to academy status. They have successfully developed a strong ethos and culture, where all staff have contributed to bringing about significant improvements to teaching, pupils' behaviour and outcomes."

“The trust’s strong moral purpose to provide effective support for the school is lived out through its strapline and key values: ‘Motivate, Inspire, Learn, Lead’. Their focus on five big questions (Is leadership driving improvement? Is our curriculum irresistible? Are we managing resources effectively? Are we research-based? Are we ensuring equity?) is driving school Queen Emma’s Primary School: SEN Information Report Page 3 improvement and leading to greater consistency across the school and the trust.” Ofsted September 2018

The Oxfordshire County Council Local Offer for Children with SEN and disabilities can be found at: <https://www.oxfordshire.gov.uk/cms/taxonomy/term/278>

Information and Guidance and Points of Contact

Who should I contact to discuss the concerns or needs of my child?

Queen Emma’s is committed to working in partnership with parents and will listen to any concerns parents may wish to raise. Please contact the school to arrange a meeting.

- Class teacher – first point of contact. They monitor the progress of each child and liaise with key staff about interventions needed.
- School leaders – provide support for teachers in identifying solutions.
- SENDCo – Yazmin Goodgame
- Headteacher – Leanne Dixon
- Assistant Headteacher – Alexandra James-Bott
- Community, Relationships, Health and Mental Wellbeing Coordinator – Amanda Cox
- Mental Health Leads – Yazmin Goodgame & Alexandra James-Bott
- Assistant School Leader Early Years – Karen Wavish
- SEND Committee Volunteer – Jenny Prowse

Assessment, Planning and Review and Partnerships for Progress

How does the school know how well my child is doing? How will I be kept informed about how well my child is doing? How regularly will I be updated on my child’s progress? Will I know if my child is not making progress and what will happen?

- Teachers assess for learning and data is recorded three times a year for Reading, Writing and Maths.
- Class teachers attend a pupil progress meeting each term to discuss the progress of each pupil. The rates of progress are monitored and those pupils not making the expected rate of progress are identified. Strategies will be put in place in order for the identified pupils to reach their expected outcomes.
- Formative assessment is used to determine progress and attainment.

- Regular review meetings are held with the class teacher to track progress towards outcomes and evaluate interventions. The SENDCO may attend these meetings when necessary.
- Live feedback, regular low stake tests and quizzes ensure staff and pupils are clear on each pupils next steps.
- Parents are invited to parents' evening twice a year to discuss progress, attainment levels and expected outcomes, with the class teacher and SENDCO if appropriate.
- Parents of children with SEND are invited to review meetings each term to update Pupil Passports and review Learning Plans, with pupil and parent voice.
- Children with EHC Plans have an annual review, where progress is discussed and targets set. Written reports are provided and sent out in advance. Children are invited to contribute to this review.
- Mental Health Support leads are available to support families as needed. Parents may self-refer through contacting Miss Goodgame, Miss James or the office.
- Additional support may be provided after discussions with key staff, parents/carers, pupil and where relevant, external agency.
- The school identifies the needs of SEND pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.
- The school will seek external support/advice for children continuing to experience significant difficulty – this may involve an application for an Education, Health and Care Needs Assessment (EHCNA).
- Schoolstaff may informally discuss progress with parents/carers as needed.
- The Local Committee are provided with attainment and progress information. They act as 'critical friends' and support staff to use their best endeavours to raise standards further.

Curriculum and Teaching Methods (including groupings and/or provisions)

What is the curriculum and how is it taught? How will the curriculum be adapted to meet the needs of my child? How flexible can teachers be in meeting the needs of my child? Is there any additional support available to help my child reach his/her expected outcomes?

- High-quality teaching and learning is the entitlement of every child.
- Class teachers are responsible for the progress of all pupils in their class and ensure that everyone receives consistently high-quality teaching.
- Teachers skilfully adapt and differentiate the curriculum to meet individual needs

- Children are grouped for early reading (RWI Phonics) and maths (White Rose) according to identified gaps in their learning.
- Every project begins with a memorable experience to spark curiosity and engagement.
- The SENDCo may identify children who would benefit from targeted intervention programmes. These typically run for around six weeks, with progress carefully monitored.
- Where appropriate, advice is sought from external specialists such as the Special Educational Needs Support Service, Educational Psychologists, Speech and Language Therapists, Occupational Therapists and CAMHS.
- Specialist teaching is available in both Key Stage 1 and Key Stage 2. Pre- and post-teaching supports children to 'keep up' and 'catch up', with access based on individual need.

Access to Learning and the curriculum

Are there any special features or strategies to help children learn? How do I know my child's particular need will be met?

- Children are aware of their targets and next steps. They receive regular feedback through teacher discussions and written comments and are encouraged to self-evaluate.
- Reading and writing are taught using *Read Write Inc.*, *Hooked on Books* and *The Write Stuff*. Children are grouped according to their identified learning gaps.
- Classroom learning walls support Literacy and Maths.
- ICT resources—including computer programs, iPads and voice recorders—are used to support learning.
- Learning Support Assistants (LSAs) are deployed within Key Stage teams to support individuals and small groups.
- Where needed, external agencies provide advice and may offer individual or group tuition.
- All classes have a visual timetable, with some pupils receiving personalised versions. All classes have photographs of key adults in their class.
- The school's physical environment is accessible to all learners, including those with disabilities.
- Reasonable adjustments are made to remove barriers to learning—for example, pencil grips, sound amplification systems or sloped writing desks.

- Some pupils may benefit from targeted social skills groups, in addition to their curriculum learning.

Tests and Assessments: Access Arrangements

What arrangements are available for pupils to access tests and assessments? How will I know if my child qualifies for additional support or time to access tests?

- The class teacher, supported by the SENDCo and Headteacher where relevant, assesses Year 6 pupils to determine whether they qualify for additional time and/or support in line with statutory test guidance.
- The school adheres to current access arrangements for Key Stage 1 and Key Stage 2 statutory tests.
- Class teachers inform parents/carers if their child qualifies for additional support or access arrangements.
- Pre- and post-teaching are used throughout the year to help close gaps and enable pupils to keep up with their peers.

Social and Emotional Support

How does the school help my child to feel comfortable and safe and manage social situations? How does the school help develop my child's social and emotional skills? What is the school's policy on bullying?

- A structured PSHE (Personal, Social, Health and Education) curriculum is delivered in all classes.
- Emotional support is available through Drawing and Talking Therapy, an Emotional Literacy Support Assistant (ELSA), and a Thrive Practitioner (all on a referral basis).
- Thrive profiling is carried out by class teachers to support emotional wellbeing.
- A strong ethos of pastoral care underpins our work, supported by our Anti-Bullying Policy, Behaviour Blueprint, and age-appropriate e-safety and cyberbullying education.
- Breakfast Club is available daily from 7.30am.
- A wide range of enrichment opportunities are offered, including lunchtime sporting activities and games led by LSAs, and after-school clubs such as multi-sports, choir, football and sewing.
- Additional support is provided for children who find playtimes challenging, as identified by the SENDCo.
- Visual timetables and symbols are used to support routines and reduce anxiety.
- Transition programmes are in place to prepare pupils for the next stage of their education.

Accessibility to Premises and Facilities

What facilities are in the school to assist children with disabilities move around the building and take part in lessons? How do I know my child will be able to access all lessons?

- The building and playground are accessible to wheelchair users.
- Disabled toilet.
- Semi-open plan building with classrooms off a central resource area.
- Awareness of sensory needs.
- Reasonable adjustments are made by staff to ensure children with disabilities can access all lessons.
- Trips will be planned taking into account the needs of children with disabilities.
- Transition preparation.

Working with Others

Who does the school work with? How does the school work with other agencies? How will I be informed?

Queen Emma's works with a number of services including:

- Child and Adolescent Mental Health Service- Parents are encouraged to contact CAMHS Single Point of Access (01865 902 515) to complete a referral.
- Children's Services
- Educational Psychology Service
- English as an Additional Language Service
- Health Visitor/ School Nurse Queen Emma's Primary School: SEN Information Report Page 9
- Learning Support Service
- OCC Traveler Services
- Occupational Therapy
- OXSIT (Oxfordshire Schools Inclusion Team)
- Play therapist
- SENDIASS – advice and support for parents and children about SEN
- Sensory Impairment Service
- Mental Health Support Team (MHST)
- SENSS Communication and Interaction Team
- Speech and Language Therapy Service
- Voluntary services (e.g. ARCH)
- Early Help Assessment supported by School Leaders.

The SENCO liaises with class teachers, leadership team, Family Support Coordinator and parents to prioritise referrals to these services. Referrals to services may also come about following pupil review meetings. Staff (usually the SENCO or class teacher) discusses the referral to a service with parents/carers. Reports and recommendations are shared with parents and expected outcomes and strategies to meet those outcomes are planned.

Parents' views will be sought and they may be invited or can request to meet with the service.

Transition

How will the school help my child settle with confidence and manage change as they move between schools and year groups?

Early Years Transition

- SENDCo or class teacher attend transition meetings for pupils with SEND making the transition from Pre-school/Nursery to Reception. Class teacher and SENDCo visits child in their setting if required.
- Parents are invited to a pre-admission meeting with the class teacher.

Moving on at Year 6

- Key staff, and often Year 7 students, from secondary schools visit Queen Emma's to meet Year 6 pupils. Transition arrangements with The Henry Box School are well established and highly effective.
- All Year 6 pupils are invited to familiarisation days at their secondary school, with preparation and information provided in advance.
- Additional visits can be arranged for individuals or groups who need extra support.
- Transition planning is included in Year 6 Statement/Education, Health and Care Plan reviews, with secondary schools invited to attend.
- The SENDCo attends Year 6–7 SEN transfer meetings.
- Class teachers and the SENDCo meet with key staff from receiving schools to share information.
- EduKey documents (Pupil Passports, Learning Plans and Provision Maps) for identified pupils are transferred securely and in advance.
- Social stories and transition books are used where appropriate.
- Some pupils may also access a structured transition programme, including mentoring, to support a successful move.

Moving schools

If your child is moving to another school we will:

- Contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- Make sure all that all records about your child are passed on as soon as possible.

If your child joins us from another school we will:

- Contact the school SENDCo to find out any special arrangements or support that needs to be made for your child.
- Meet with parents to discuss any concerns and put a transition plan in place as required.

Moving classes

- A handover meeting will take place between the present and the new teacher.
- Transition visits to new classes are planned in the second half of the summer term. Identified pupils may have additional visits to the new class.

Related Policies

- SEN Policy
- Behaviour Blueprint
- Behaviour Policy and Statement of Behaviour Principles
- Suspension and Permanent Exclusion Policy
- Anti-bullying policy
- Equality Policy
- Access Plan

Belonging Being Becoming

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