



### Queen's Park Mission Statement

Bravely navigate a changing world—with curiosity, confidence, and joy.

### Queen's Park Vision

Our children love coming to school. They experience success through strong, trusting relationships, a deep sense of belonging, positive connections with others, and the courage to challenge themselves.

We celebrate the strength of our diverse community. We create a safe, welcoming environment where every child is seen, heard, and truly valued. Learning is exciting and challenging, with plenty of opportunities to explore new ideas, aim high, and discover individual talents.

We encourage children to ask big questions, stand up for what they believe, and understand different perspectives.

Together with families, we help children develop the knowledge, skills, and character they need to thrive in a changing world. We want every child to feel proud of who they are—and brave enough to shape a better future.

### Queen's Park Values

Kindness - Integrity - Excellence - Collaboration

# Special Educational Needs and Disability Policy

## Queen's Park Primary School

Date	June 2026
Review Date	June 2027



### Introduction

At Queen's Park Primary School our aims are

- to address the needs of all children within an inclusive learning environment.
- to actively remove barriers to pupil's participation, to ensure high quality meaningful learning experiences and a sense of belonging that will prepare them well for Secondary school or their next stage.
- to work together to promote high levels of equity, equality of access and opportunity whilst recognising and celebrating diversity.
- to work in co-production with pupils and their parents so that they can participate in decision-making.
- to respond to individual need and value the contribution of all.

**At Queen's Park SEND is everyone's responsibility within the school and we continually strive to ensure our learning environment is inclusive.**

**We adhere to a team approach in which the voices of pupils, parents and professions are all listened to and work together to strengthen the outcomes for each child.**

**We are committed to distributing resources responsibly to meet the needs of all our pupils.**

Our **SEND Coordinator** is Jo Clark (who has the National Award for SEN Coordination)

Our **SEND Governor** is Naomi Gosling.

All of our Teachers are teachers of pupils with SEND.

All of our Teaching Assistants support pupils with SEND.

### The environment for Pupils with SEND

At Queen's Park Primary we are fully committed to making our school **inclusive** to all pupils. We use the Brighton and Hove OAIP (**Ordinarily Available Inclusive Practice**) when making adaptations to enable pupils to make progress. Examples of ways in which we make our school and classrooms accessible include: following dyslexia/dyscalculia friendly guidance, adapting spaces to accommodate children with social communication difficulties and sensory needs and embedding a whole-school self-regulation approach, 'Just Right'. All of these things and many more underpin our **inclusive classrooms**.

Our school is physically **accessible** to all children and their families. The school building is fully wheelchair accessible, including lift, ramp access, and disabled toilets, and the playground is also fully accessible to all children. Our hand railings for the stairs are now those recommended for those with visual impairments. Our environment both inside and out have been embellished with painted nosing to make it as safe as possible. We also have a walking on the right policy to encourage the safe movement of people around the building. Being on the right specifically benefits one of our pupils with a visual impairment and also brings benefit to all. This inclusive ethos underpins everything we strive for.

We have some small group spaces that are used for a range of different interventions. We also have an **Internal Intervention Space (IIS), Forest Room**. This is run for pupils in Year 2 to Year 6 who have significant speech, language and communication needs and are making only small steps of progress within their mainstream classroom. We also have an **alternative learning space, Meadow Room**, where pupils struggling to learn in the classroom environment can access some of their learning during the day.



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We welcome advice for further provision for those with disabilities or learning difficulties from external professionals (eg. BHISS, Occupational Therapy Service, Speech and Language Service, NHS etc.) who are able to recommend further support tailored to the needs of individual pupils.

We try to ensure that all trips, extra-curricular activities and wrap around care are available to all pupils by making adaptations and adjustments for those who need it. This is done in partnership with families.

### **Pupils with SEND (Special Educational Needs and Disabilities)**

Class Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Where a pupil is not making adequate progress, teachers, the SENDCo and parents will collaborate in problem-solving, planning support and teaching strategies for individual pupils.

Queen's Park aims for the **early identification** of pupils with SEND through the monitoring of achievement and regular observations.

Pupils are identified as having SEND and placed on the **SEND register** if they have either an **Education Health care Plan (EHCP)** or a **diagnosis from a professional body**. Further reasons are considered under 4 categories

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical needs

If children have more than one SEND need, these will be recorded as Primary and Secondary SEND needs.

#### **Cognition and Learning**

- Following 2 or 3 cycles of assess, plan, do, review (that include Quality First teaching and additional interventions), **progress and levels of learning remain significantly behind that of their peers** (in KS2 more than 2 years behind, in KS1 more than 1 year behind).
- **Outside agencies** such as the BHISS Literacy Support Service or the Educational Psychologist are involved.

#### **Communication and Interaction**

- Following 2 or 3 cycles of assess, plan, do, review (that include Quality First teaching and additional interventions), **progress and levels of learning, within the sphere of communication and interaction, remain significantly behind that of their peers.**
- **Outside agencies** such as the Speech and language Therapist (SALT) or the BHISS Language or Autism team or Seaside View Child Development Centre are involved.

#### **Social, Emotional and Mental Health**

At least 2 of the following with concerns raised over at least 1 term and are therefore at stage 2 or above on the Brighton and Hove SEMH framework:

- A significant record of **behaviour incidences** recorded on Arbor or CPOMS.
- A **poor record of attendance** (below 90%) for SEMH reasons such as EBSA or in school but non – attendance/engagement in lessons



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- **Adult support** in and outside class without which children are unable to access learning and make sustained progress
- SEMH is **negatively affecting academic performance** which is below expected attainment
- **Outside agencies** such as BHISS SEMH or Schools Mental Health Service are involved.

### Sensory and/or Physical needs

- Physical and/or sensory needs significantly impact the **ability of a child to access learning** without a wide variety of reasonable adjustments in place.
- **Outside agencies** such as Seaside View, the Occupational Therapist, Physiotherapist or BHISS Deafness and Visual Impairment teams are involved.

A child is only be placed on the SEND register **following a discussion with parents.**

A child may be **removed from the SEND register when progress is sustained** and they no longer require provision 'additional to or different from' that of their peers.

Most needs can be met through Quality First Teaching, reasonable adjustments and some more tailored approaches. This is known as **SEN support.**

If a potential SEN is identified, a cyclical process involving four stages is put into place to provide effective support. These actions form part of a cycle through which earlier decisions and actions are revisited, refined and revised with the growing understanding of the pupil's needs and of what supports the pupil in making good progress. The SEN Code of Practice defines this process as the '**graduated approach**'. The four stages are:

- **Assess:** the class teacher and SENDCo should clearly analyse a pupil's needs before identifying a child as needing SEN support.
- **Plan:** parents must be notified wherever it is decided that a pupil is to be provided with SEN support. The type of support, planning sequence and resources should have the strengths and needs of the child at the forefront.
- **Do:** the teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or 1:1 teaching away from the main teacher, they should still retain responsibility for the pupil.
- **Review:** the effectiveness of the support should be reviewed in line with the agreed date. Additional advice from outside agencies may be sought if appropriate at this stage.

Our SEN register is an ever changing document. Pupils may be removed as well as added to our SEN support register. This is always done in collaboration between the parents, teacher, SENDCo and possibly other professionals. If a child makes significant progress, their diagnosis is removed or their SEMH needs reduce, then we may longer class them as having SEN.

A small number of children require an **Education Health Care Plan** to ensure that their individual needs are fully met. If a child's needs cannot be met within the provision ordinarily available in a mainstream primary school, a request for statutory assessment will be made to the Local Authority by the SENDCo. Through a multi -agency approach, a range of written evidence is gathered and submitted. In addition to the support above, the EHCP is reviewed annually and outcome driven targets are set. The **Annual Review Meeting** takes a person-centred approach where pupils views help inform provision and parents are encouraged to work collaboratively with teaching staff and external professionals.



### Learning for pupils with SEND

SEND is considered in our **curriculum design** from the initial planning stages to the daily implementation of learning opportunities. We choose topics and plan their progression enabling us to present accessible sequences of learning, ensuring the reinforcement of key language and concepts and allowing for different ways to receive, explore and demonstrate learning including concrete/real-life learning opportunities and the use of IT. All of these approaches we know are well-researched to be beneficial to our SEND learners.

- **Quality First Teaching** is the first step in responding to pupils who have or may have SEND. It will benefit all children and young people including those from disadvantaged groups. It includes strategies such as explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and using technology.
- In addition to Quality First teaching, additional provision and intervention may be required. **More tailored approaches** may include providing opportunities for over learning, breaking down learning into smaller steps, providing access arrangements for tests, focusing on self-regulation work with a learning mentor taking part in a nurture group. We refer to a comprehensive list of strategies that can be found in the Brighton and Hove OAIP or 'Graduated Responses Framework for SEND'. Interventions that we access at Queen's Park are collated in the 'Provision at a glance' document.

At Queen's Park, we plan provision to meet the needs of our pupils with SEN with the resources that are available. Every child is different so we think creatively to meet the needs of the individual.

Pupils with SEND (at SEND support and with an EHCP) who are struggling to make progress in line with age related expectations will have a termly **Individual Learning Plan (ILP)** which outlines long and short term targets as well as the curriculum adaptations, support and intervention in place for that child. These will be reviewed termly using a traffic lighting approach.

Other pupils at the SEN support stage who are making progress but who require specific adaptations, may have a **Pupil Passport**. This will also be reviewed termly and updated when necessary.

The **views of the child** are sought and taken into account when making decision about SEN provision. These are recorded on a **pupil profile** that is accessible to all adults working with that child.

Parents are encouraged to work collaboratively with teachers and the SENDCo; their views are also used when informing SEN provision. We encourage all parents to attend termly **parents evenings** and events throughout the year.

**Progress** is monitored regularly through intervention logs, termly Target Tracker assessment and termly pupil progress meetings. During pupil progress meeting there is collaborative discussion about pupils' needs and resources which inform a **whole school provision map**.

Our annual **SEN Information Report** has further details for parents and answers some frequently asked questions. There is further **support for parents of children with SEND** on our **website** where many local and national organisations are signposted.

### Challenges for pupils with SEND

We recognise that **transition** is particularly difficult for pupils with SEND. We aim to make this process as robust as possible through information sharing, familiarising pupils with new settings and opportunities to



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reduce anxiety about change. Please see more information in our Induction Policy the SEN information report.

We recognise that pupils with SEND can be more susceptible to **bullying** (*Bullying experiences among disabled children and young people in England: Evidence from two longitudinal studies IoE London, 2014*). At Queens Park bullying is not tolerated towards any child, and we actively work to prevent it, to deal with it, and to work constructively with both children who have been bullied, and children who have bullied others. Please see further information in our Behaviour Policy and the SEN information report.

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**We are committed to distributing resources responsibly to meet the needs of all our pupils.**

This vision in our SEND Policy reflects legislation and statutory guidance, including, but not limited to, the following:

- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- Special educational needs and disability code of practice: 0 to 25 years, 2015

This policy should be read in conjunction with other Queen's Park policies including:

- SEND Information Report
- Teaching and Learning Policy
- Assessment Policy.
- Behaviour Policy
- Intimate care Policy
- Positive Handling Policy
- Induction Policy
- Safeguarding and Child Protection Policy
- Brighton and Hove OAIP
- Brighton and Hove 'Graduated Responses Framework for SEND'
- The city's SEMH framework