Cabot Learning Federation

QUEEN MARGARET PRIMARY ACADEMY

Special Educational Needs and Disabilities (SEND) Policy

Creation Date	May 2026
Implementation Date	May 2026
Review Frequency	Annually
Last Reviewed	May 2025 Next Review May 2027
Approval	CLF Board and Full Academy Council
DfE Status	Statutory

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1. Equalities Impact Screening

Date of screening: September 2023						
Name of person completing screening: CLF: Saima Akhtar Academy: Queen Margaret Primary Academy						
	Does this policy have the potential to impact on people in any of the identified groups?		What is the expected impact of this policy on any of the identified groups			Notes
	Yes	No	Positive	Neutral	Negative	
Age		x		x		
Disability	x		x			See below
Gender Reassignment		x		x		
Race or Ethnicity		x		x		
Religion or Belief		x		x		
Marriage		x		x		
Pregnancy/ Maternity		x		x		
Sex		x		x		
Sexual Orientation		x		x		
Carers / in-care		x		x		
Should the policy have a Full Equalities Impact Assessment? No **If no – please state reasons:** The policy aims to have a positive impact on pupils with Special Educational Needs or Disabilities (SEND)						

2. History of most recent Policy Changes

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
Date	**E.g. Whole Document**	**Detail of change**	**Reason for change**

3. Aims and Objectives of this Policy

3.1 Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Queen Margaret Primary Academy will work to achieve the best possible outcomes for all young people and will ensure their opportunities for inclusion and promote equality of opportunity for all. Queen Margaret Primary Academy is committed to a truly inclusive environment for all young people regardless of ability or disability, social or economic status.

Our Academy prioritises the importance of inclusion and is at the heart of our Academy culture and ethos.

We believe this will provide a safe and supportive learning environment whereby pupils can grow, develop and progress to their full potential. We seek to deliver a learning environment which promotes participation and removes barriers to learning and challenges pupils may face, to ensure our pupils succeed to the highest level of their own personal achievement.

4. Legislative Compliance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2015) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care plans (EHCP), SEND co-ordinators (SENDCOs) and the SEND information report.

5. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

6. Roles and responsibilities

6.1 The SENDCO

The SENDCo is **Daina Kelly.**

They will:

- Work with the Principal and SEND Link Academy Councillor to determine the strategic development of the SEND policy and provision in the Academy.

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHCPs.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the Academy's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Principal and Academy Council to ensure that the Academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the Academy keeps the records of all pupils with SEND up to date.

6.2 The SEND Academy Councillor:

The SEND Link Academy Councillor is **Allocated Link Governor.**

They will:

- Help to raise awareness of SEND issues at council board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the Academy Council on this.
- Work with the Principal and SENDCo to determine the strategic development of the SEND policy and provision in the Academy.

6.3 The Principal

The Principal is **Sara Bennion**.

They will:

- Work with the SENDCO and SEND Academy Councillor to determine the strategic development of the SEND policy and provision in the Academy.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

6.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any learning support assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

7. Data Protection Implications

The Academy uses and stores data related to pupil's SEND needs. All data use is in line with CLF Data Protection Policy.

8. Monitoring arrangements

This policy and information report will be reviewed by Louise Coles, CLF Trust Lead for SEND.
It will also be updated if any changes to the information are made during the year.
It will be approved by the Academy Council.

9. Links with other policies and documents

This policy links to our policies on:

- CLF Equality, Diversity and Inclusion Statement
- CLF Accessibility Policy
- CLF Data Protection Policy
- Supporting children with medical conditions Policy
- Behaviour Policy
- Anti-Bullying Policy
- Accessibility Plan

10. SEND Information Report

10.1 The types of SEND supported

Our Academy currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Condition, Speech and Language difficulties
- Cognition and learning, for example, moderate learning difficulties, Dyslexia, Dyspraxia
- Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD)

- Sensory and/or physical needs, for example, Visual Impairments, Hearing Impairments, processing difficulties, medical conditions

10.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will be informed by previous settings. They will be assessed in phonics, basic number and literacy skills.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

The Academy may conduct testing or screening to establish underlying needs, to inform early intervention and support.

For some pupils we may involve outside professionals for further assessment or advice, such as Advisory Teaching Service, involvement of an Educational Psychologist or health services such as the Primary Mental Health Specialist from the Child and Adolescent Mental Health Service (CAMHS) or refer to the Community Paediatrician. We ensure that we work closely with parents and work in partnership with them at each stage of this process.

10.3 Consulting and involving pupils and parents/carers

We will have an early discussion with the pupil and their parents/carers when identifying whether special educational provision is needed. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- We will formally notify parents/carers when it is decided that a pupil will receive SEND support.

All SEND Support pupils and pupils with Education Health and Care Plans (EHCPs) will have an SEND/ALN My Plan. The class teacher is responsible for writing and updating their classes

My Plans which is monitored by the SENDCo and then shared with parents to enable their input to be considered. These plans are shared with the class team. The wider members of the team will offer their reviews on the plans to make a collaborative judgement on the outcome reviews.

Parents/carers are invited to our Parent Afternoons/Evenings which are held 3 times a year, to review the provision and progress for their child as well as their Pupil Profile /Learning Passport.

Parents/carers are encouraged to contact and meet with the class team if they have concerns or questions at any point they feel necessary. They are also ensured of our open door policy and can contact the SENDCo to meet directly.

10.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The subject teacher and learning support team will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behavior
- Other teachers' assessments, where relevant
- Impact of interventions provided through additional testing
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

We will review 3 times a year the effectiveness of the support and interventions and their impact on the pupil's progress.

All teachers and learning support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required through the pupil's Learning Passport.

10.5 Supporting pupils moving between phases and preparing for adulthood

Moving Schools:

Pre-School to Primary

The SENDCo will contact each pre-school to arrange visits with observations of children in situ. Attendance at My Plan reviews in all pre-schools will be ensured to enable to transition and allow our school to forward plan for the needs of the children. Where possible the EYFS teacher will attend transition meetings.

Transition booklets are created for home and pre-school so that the child can talk about transition freely.

Year 6 to 7

Pupils with Education Health and Care Plans will already be known to the academy as the Local Authority will have consulted the academy about the placement.

In addition to the Academy's transition programme for all pupils, the SENDCo is in contact with each secondary school to ensure that all transition needs are met. Any vulnerable learners will be encouraged to engage in an enhanced transition package, which will include visits to their secondary setting.

We recognise that there are children who potentially find yearly transition difficult and need additional and augmented support to make this move successful. We recognise that parental/carer involvement is important, and we encourage input at any point in this process.

10.6 Our approach to teaching pupils with SEND

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

High quality teaching is our first step in responding to pupils who have SEND. Adaptive teaching, resources and provision will be made for individual pupils and our aim is to develop the independence and resilience of all learners including those with additional needs.

10.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils can access it, for example, by grouping, teaching style, content of the lesson, etc.
- Adapting our resources
- Using recommended aids, such as laptops, ipads, coloured overlays, now and next boards, visual timetables, communication books and boards, Communicate Imprint labelling, larger fonts, writing, ear defenders, chewlery, fidget tools aids etc.
- Adapting our teaching, for example, giving longer processing time, pre-teaching of key vocabulary, reading instructions aloud, etc.

  Careful and effective deployment of SEND Teaching Partners (SEND TPs) or teaching partners (TPs)

Commented [LCB1]: Could not format the bullet point

- The Academy site is fully accessible to pupils, it has ramps up to 5 classrooms, wide corridors and doorways and has adaptable and standing desks in all rooms. There is a disabled and changing area toilet facility adjacent to the Year One classroom.

10.8 Additional support for learning

The Teaching Partner Team (inclusive of SEND TPs) provide in-class support and are trained to deliver interventions such as: - Academy specific details included here:

- Literacy Interventions
- Numeracy Interventions
- Speech and Language Interventions
- Social and Emotional Interventions with social skills - Emotional Literacy Support Assistants (ELSAs), Trained Emotionally Available Adults TEAA and using Boxall Profiling support through our Pastoral Support Worker.
- Handwriting and touch-typing
- Assistive technology
- Reading between the Lines
- Precision Teaching
- Wellcomm
- Unlocking Letters and Sounds
- Lego – Therabuild
- Young Minds Matter (outside professional support)
- My Happy Minds – Emotional regulation (all staff)

Intervention will be in groups or 1:1 depending on the intervention and needs of the pupil. Some pupils and classes may have access to additional adult support to support learning and access to the curriculum.

10.9 Expertise and training of staff

Our SENDCo has successfully completed the National Award for Special Educational Needs Coordination.

We have a team of Teaching Partners, who have specialisms in Literacy, Numeracy, Speech and Language / Autism and communication needs.

The academy has two TPs that are trained in Lego Therabuild and two trained to deliver interventions to support pupil's emotional literacy. The school has also trained one TP as a TEAA – Trained Emotionally Available Adult alongside the SENDCo.

We use Gloucestershire Local Authority Speech and Language Therapy service for speech and language assessments, planning and delivery of interventions as well as providing advice and support to support teachers.

In additional to the universal provision for mental health, Queen Margaret Primary Academy has a Mental Health Lead who leads the school to maintain the GHLL Award.

Teachers are supported through the regular CPD opportunities through online courses, offsite support and through staff meetings. Each class 'spot lights' a child's different needs and strategies. Drop-in sessions are encouraged and regularly used to support teachers and TPs in highlighting needs and engage in solution focussed thinking in approaching a concern/problem.
There is whole staff training delivered through dedicated workshops during training days and the CLF wide conference twice a year.

To ensure that the SENDCo's remain updated and share best practice they attend a termly SENDCo CLF network which the AAP for Learning Support (CLF Trust Lead for SEND) co-chairs. They attend the annual SENDCo Conference, and the AAP is also a secondary school representative on the Bristol Local Authority Inclusion in Education Group (IEG).

Please see Appendix 1 for a specific table of staff development linked to SEND for the past year.

10.10 Securing equipment and facilities

Access to facilities and equipment for pupils with SEND is outlined in the Academy's Accessibility Policy.

The Academy works closely with the Local Authority and Health Care Services to ensure pupils have appropriate funding and access to equipment and facilities.

10.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term three times a year
- Reviewing the impact of interventions after 12 weeks (or before if required)
- Using pupil and parent questionnaires
- Monitoring by the SENDCOs and leadership through learning walks, observations and looking at books
- Using provision maps to measure progress
- Holding annual reviews for pupils Education Health and Care Plans.

10.12 Enabling pupils with SEND to engage in activities available to those in the Academy who do not have SEND

All of our extra-curricular activities and visits are available to all our pupils, including our before-and after-school clubs.
All pupils are encouraged to go on our residential trip(s) which are organised by the Academy and adjustments will be made to encourage them to do so.

All pupils are encouraged to take part in sports day/school plays/special workshops/interschool competitions etc.
No pupil is ever excluded from taking part in these activities because of their SEND or vulnerability.

10.13 Support for improving emotional, social development and positive mental health

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils are encouraged to share concerns they may have through planned and impromptu interventions through talk time, Thera-build and comic strips.
- Pupils with SEND are encouraged and supported to be part of the school council
- Pupils with SEND are also encouraged to be part extra-curricular activities that promote teamwork/building friendships etc.
- Identified pupils have the opportunity to meet the school dog and receive targeted support through the trained TEAAs, social skills groups as well as the Additional Learning Needs interventions selected from the Boxall Profile.

We have a zero-tolerance approach to bullying.

Our aim is to work together to stop bullying and create safe environments in which children and young people can live, grow, play and learn.

Bullying and harassment is behaviour that makes someone feel intimidated or offended. Harassment is unlawful under the Equality Act 2010.

Our ethos at Queen Margaret Primary Academy is aimed at reducing the incidence and impact of bullying of all individuals including those with SEND and embrace and promote neurodiversity, (please see the Anti-Bullying Policy).

Inclusion and difference are celebrated through specific assemblies and dedicated PSHE sessions, as well as raising awareness through national awareness events. For example: Mental Health; Dyslexia; Neurodiversity; and Autism Awareness Week.

Support for positive mental health is outlined in the Positive Mental Health Policy.

10.14 Working with other agencies

In our academy, we have Teaching Partners and Staff with knowledge and experience of supporting pupils with a wide range of Special Educational Needs and Disabilities.

Queen Margaret Primary Academy also works with external services that include:

- Educational Psychologist
- Speech and Language Therapist - SALT
- Advisory Teaching Service ATS – Communication and Interaction Team, Cognition and Learning Team, Visual and Hearing Impairment Team, SEMH Team.
- Occupational Health Team
- Child and Adolescent Mental Health Service (CAMHS)
- Paediatricians and Health Services
- Young Gloucestershire
- Young Carers
- TICplus Counselling – Talk Well (new name 2025)
- Young Minds Matter NHS
- Creative Art Space
- TALC
- Education Inclusion Service EIS
- School Nurse NHS
- Social Prescribers NHS

The introduction of Education Health & Care Plans has brought a greater emphasis on specialist services from health and social care being involved and communicating a joint approach to working with and supporting young people.

10.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made initially to the person responsible. For example, the class teacher or SENDCO in the first instance.
If you are not satisfied that your concerns have been addressed informally, please refer to the Complaints Policy (https://queenmargaretprimaryacademy.clf.uk/policy/complaints-procedure/). The Queen Margaret Primary Academy Complaints Co-ordinator is Sara Bennion (Principal) who can be contacted directly.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

10.16 Contact details of support services for parents of pupils with SEND

SENDIASS - https://sendiassglos.org.uk/

10.17 The Local Authority Local Offer

Gloucestershire SEND Local Offer is a website full of information for children and young people with special educational needs and disabilities (from birth to 25 years old) and their families.

Gloucestershire Local Offer has information on:

- Education – including nurseries, schools and colleges
- Health services in Gloucestershire
- Short breaks, personal budgets and direct payments
- Local events and activities for children and young people with special educational needs and disabilities

https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=2_1



Support for Families with SEND - Gloucestershire's Local Offer for Parent & Carers

The Local Offer is a central source of information on services for children and young people aged 0-25 years with Special Educational Needs and Disabilities (SEND) and their families in Gloucestershire. It includes specialist activities and support.

10.18 Additional Information There are also websites that offer support which are run by national charities. Examples are:

- The British Dyslexia Association. http://www.bdadyslexia.org.uk/
- The National Autistic Society http://www.autism.org.uk/
- The Dyspraxia Foundation - https://dyspraxiafoundation.org.uk/advice/dyspraxia-in-children/
- The ADHD Foundation- http://www.adhdfoundation.org.uk/
- The Social Communication Trust http://www.thecommunicationtrust.org.uk/
- Anna Freud National Centre for Children and Families leading mental health charity. https://www.annafreud.org/
- Tourette's Action https://www.tourettes-action.org.uk/

Training and Professional Development (including whole staff and support staff)

Date	Activity	Intended outcome and impact
Autumn Term	RUDE	To understand needs of children presenting with behaviours derived from Anger – understanding behind the behaviour
	24th Sept 2025 5 a Day Approach for TPs	Support for teaching assistants to e able to help learners inside the classroom through early intervention with recognized practice and approaches
	1st October 2025 Meeting the needs of All children	SEND in my Subject – how to ensure all children can keep up not catch up but ensuring inclusivity in the classroom
	3rd December 2025 ADHD In the Classroom – SEND Webinar	Support for class teams to meet the increasing needs of impulsive, high energy children and their learning behaviours.
	10th December 2025 Introduction to Sensory Needs and Wellbeing Understanding Emotions: Tools to Thrive	Staff PD to enable increased understanding for children within their cohorts.
Spring Term	SENDCo training	Online safety - Risks to children 00:45 16 Feb 2026 Time: 09:07 Unconscious bias 00:30 16 Feb 2026 Time: 08:22 2. Child Protection Interagency Level 3 (CPIA) Virtual Course 03:30 24 Mar 2025 Time: 12:45 Safeguarding children with disabilities 00:30 16 Feb 2026 Time: 07:07 Physical abuse 00:30 16 Feb 2026 Time: 07:48 Neglect 01:00 17 Feb 2026 Time: 09:15 Keeping good records 00:32 15 Feb 2026 Time: 21:11
	24th Feb 2026 SHReC Scaffolding for Success - Planning for Withdrawal - 5 a Day Approach Professional Curiosity	Approach to quality conversation What, how and when to withdraw whilst ensuring the right support is in place TA training in Explicit Instruction, Meta-Cognitive strategies, Technology, Scaffolding and Flexible Grouping – how they can support the Class Team in these approaches Noticing the child, under the radar, next steps with pastoral and SEND support thoughts going forward.
	25th March Reflection on Needs Parenting Low level disruption	Staff were supported to under the current needs and reflect on how this is playing out in the classroom.

	Services Intrinsic / Extrinsic motivation	Discussions held on what are the main concerns and what we are currently doing about it. Resolution circle held across the staff offering different strategies interventions that work for some classes to maybe support others.