

Queens' Federation

Queens' Federation SEN Information Report 2025-26



1) What kinds of special educational needs provision is made available at the Queens' Federation?

At the Queens' Federation, we provide effective learning opportunities for all pupils based on their cultural, physical and learning needs. Every pupil, whatever their ability, has the opportunity to experience success in learning at the highest possible standard. Teachers identify and minimise barriers to learning and take account of gender, ability, disability, social, cultural and linguistic background when planning lessons. Provision is made to enable all pupils to participate effectively in curriculum and other school activities.

2) How do we identify and assess pupils with special educational needs at the Queens' Federation?

We build the identification of Special Educational Needs and Disability (SEND) into our overall approach to monitoring the progress and development of all pupils. The progress of all pupils is monitored regularly by class teachers and the federation leadership team, through the use of formal and informal assessments. When a pupil is not making expected progress, their level of need can be quickly identified and discussed with parents/carers and the pupil concerned. If parents/carers have concerns about the progress or attainment of their child they should, in the first instance, make an appointment to speak to the class teacher, who will then liaise with our Deputy Headteacher with responsibility for SEND, where appropriate.

3) What provision is available for pupils with Special Educational Needs?

Provision for pupils with Special Educational Needs is provision that is different from or additional to that which is normally available to pupils of the same age.

All teachers use information about the strengths and needs of individual pupils so they can plan the learning within the curriculum to ensure that all pupils are able to make progress. Lessons are appropriately differentiated for groups or individuals to enable access to learning and foster greater independence. If, despite high quality teaching, your child is not making the same progress as others, we will discuss a period of targeted support with you. This is usually a short term intervention to enable your child to "catch up" with their peers. However, some pupils need long-term interventions to meet their Special Educational Needs.

Where a pupil is identified as having Special Educational Needs, and additional provision is put in place, an SEND Pupil Support Plan will be written, with the teacher, parents and pupil (where appropriate) working together in partnership to identify targets and actions to meet the pupil's individual needs. This will be formally reviewed at least termly, and new targets and actions planned as part of the ongoing "Assess, Plan, Do and Review" cycle. For pupils with significant, and potentially life long needs, the Local Authority may agree to an assessment for an Education, Health and Care Plan (EHCP). Where an EHCP is issued, the school will follow procedures for monitoring and reviewing as outlined in the 2014 Code of Practice.

Provision for pupils with an SEND Pupil Support Plan, and those on a catch up programme, will be recorded on a termly Provision Map for each class.

Additional provision is coordinated by the school's Deputy Headteacher with responsibility for SEND and is designed and implemented by teaching staff, ably supported by teaching assistants.

We ensure that we make reasonable adaptations to the curriculum and the environment to help meet individual needs. Our staff make every effort to ensure that the school is dyslexia friendly, communication supportive and adapted for sensory and physical needs.

Our Deputy Headteachers with responsibility for SEND can offer advice and support for a range of SEND. Additional specialist support may be offered where a child continues to make little or no progress over a sustained period or where they continue to work at a level substantially below those expected of children of a similar age despite well founded SEND support. If further advice and support is required, our Deputy Headteachers with responsibility for SEND may make a referral, with parental permission, to an appropriate outside agency or service. This may include the SEND Services, Speech & Language Therapy Service, Educational Psychology Service, School Nursing Team, Community Paediatrician, The Sensory Team, Physio / Occupational Therapy or CAMH (Child and Adolescent Mental Health Service). Parents/carers will always be involved in a decision to seek additional specialist support.

At the Queens' Federation, pupils have a wide range of extra-curricular activities to enjoy. Some clubs are run by school staff, some by external professionals, all with appropriate qualifications and DBS clearance. All children, regardless of their level of ability, are encouraged to take advantage of these activities and every effort will be made to reduce barriers to participation.

Pupils may also have the opportunity to attend enrichment events both on and off the school site. Where necessary, risk assessments will be undertaken and reasonable adjustments made to enable inclusion regardless of need or disability.

School trips, including residential visits, are a valuable part of school life at the Queens' Federation. These experiences are hugely enriching in terms of both learning and social development and all pupils are encouraged to participate. A risk assessment would be carefully considered and shared with parents/carers well in advance of the trip to ensure all pupils can be confidently and safely included regardless of their level of SEND. It may be necessary to make some reasonable adjustments to the trips, events and activities to enable as much participation as possible. This would be discussed with parents/carers prior to the trip.

The well-being of all pupils is paramount at the Queens' Federation and we strive to build positive relationships whereby parents, pupils and staff can share ideas and information together to ensure social and emotional needs are developed in a positive way.

Pupils are supported with their social and emotional development throughout the school day through the curriculum and extra-curricular activities. Personal, Social and Health Education (PSHE) is an integral part of our curriculum and is taught explicitly in class.

Children's views are sought via pupil voice, school council and other forums. Their ideas are listened to and valued. The well-being of all pupils is monitored regularly by all staff.

4) Who is responsible for Inclusion at the Queens' Federation?

In the first instance, if you have concerns about the needs of your child, please speak to their Class Teacher. In most cases, your child's needs can be met through high quality, differentiated classroom provision. However, where additional provision is required due to an identified special educational need or disability, it may be appropriate to seek further advice and support.

At both Queen Edith and Queen Emma we have a Deputy Head with responsibility for SEND. At Queen Edith this is Mrs Brooker and at Queen Emma this is Mrs Holman (Acting Deputy Headteacher). They can both be contacted through the office at either school. In their absence, you will be directed to another member of senior staff.

Our Deputy Headteachers with responsibility for SEND are both qualified teachers, with extensive experience in the teaching profession and supporting pupils with SEND. All staff access internal and external training to help them develop and build the skills and knowledge they require to meet the needs of all pupils, including those with SEND.

5) How will equipment and facilities to support pupils with SEND be secured?

Within the Queens' Federation we are committed to supporting the needs of all pupils. We recognise that some pupils, with significant needs, require additional provision and, within budgetary constraints, we allocate support according to that level of need.

6) What are the arrangements for consulting and involving parents of pupils with SEND?

In addition to formal parent/carer consultation meetings, you can also discuss your child's education with their class teacher. If you need an appointment, this can be made through the school office.

For some pupils, a school/home liaison book may be used to enable regular information sharing and updates between key school staff and parent/carers.

Where a child needs more focused, individualised differentiation, an SEND Pupil Support Plan, or similar, may be introduced to enable closer monitoring of progress. Ideas and information will be shared, reviewed and recorded through this planning.

At times where a pupil's needs are more complex and they may need support from a number of outside agencies, it may be beneficial to initiate an EHA (Early Help Assessment). This will enable a team of professionals and family members to meet regularly to offer help and support to meet the needs of one or more of the family. This is called a TAF (Team Around the Family). If an EHA is considered, the Deputy Headteacher with responsibility for SEND will meet with the parents/carers to explain the process. An EHA will only be initiated with parental consent.

If your child's needs are significant, it may be appropriate to undertake an Education, Health and Care Needs Assessment (EHCNA). During this process you will also be supported by the Statutory Assessment Team (SAT). The assessment may lead to the issue of an Education and Health Care Plan (EHCP), which, from September 2014, has replaced the current Statement of Special Educational Needs. Once an EHCP is in place, regular review meetings will be organised.

Where appropriate, your child will be included in discussions, and their thoughts will be taken in to account when deciding next steps.

7) What arrangements have been made by the governing body in relation to the treatment of complaints from parents of pupils with SEND concerning provision made at the school?

If you have concerns regarding provision for your child and their needs, please contact the School Office to make an appointment to see the Deputy Headteacher with responsibility for SEND. Whilst every effort will be made to resolve any difficulties in school, parents/carers can refer to The Parent Partnership Service providing Cambridgeshire's SEND Information, Advice and Support Service for further help and advice (sendiass@cambridgeshire.gov.uk or telephone the confidential helpline on 0300 365 1020). If, following this, you still feel there are unresolved issues, you can write to the Chair of Governors, via the School Office.

8) Which support services are available for the parents of pupils with SEND?

Should you wish to discuss your child's needs, please contact the class teacher in the first instance.

We have a Deputy Headteacher with responsibility for SEND at both schools who can be contacted via the school offices.

The Parent Partnership Service providing Cambridgeshire's SEND Information, Advice and Support Service (SENDIASS) offers impartial and confidential information, advice and support to parents and carers who have a child or young person with special educational needs (SEN) or a disability or have concerns that their child has special educational needs. They also offer impartial and confidential information, advice and support to young people and children with special educational needs (SEN) or a disability or who have concerns they may have special educational needs. Please email sendiass@cambridgeshire.gov.uk or telephone 0300 365 1020 for further information.

Pinpoint can also be contacted for support. This is the Parent/Carer Forum for Cambridgeshire. They support parent/carers of children and young people aged 0 -25 years with additional needs or disabilities. As a parent carer forum, they enable the Local Authority to fulfil its statutory requirement to listen, engage and work together with parent carers for the benefit of children with Special Educational Needs and Disabilities (SEND) and their families.

They provide information and signpost parents and carers to the services best suited to help them with their child's needs. Please visit Pinpoint's website for more information: <https://www.pinpoint-cambs.org.uk/>

9) What are the school's arrangements for supporting pupils with SEND in a transfer between settings and schools?

Arrangements for the transition of pupils into Queen Emma and Queen Edith are carefully planned to ensure that children and their families are welcomed and soon settle in. For pupils with SEND, we consider arrangements on an individual basis, to ensure that the needs of the pupil are met. For pupils moving on to other schools, we liaise with, and pass on information to, the next school to enable a smooth transition.

10) Where is the local authority's local offer published?

The Children and Families Act places a duty on every local authority to publish a local offer, setting out in one place information on the provision they expect to be available in their area for children and young people from 0-25 years who have SEN and Disabilities.

To find the local offer, please visit: www.cambridgeshire.gov.uk/SEND