



# Queenswood Primary School SEND Information Report



December 2019

Queenswood Primary School is a mainstream school with pupils ranging from 4-11 years old. We have an onsite nursery provision catering for children from rising 3 to 5 years of age.

**At Queenswood Primary School, we believe every child has unique needs and that our entire school is enriched because of this.**



### **Our Aim**

We aim to enable all children to achieve their potential and plan very carefully to support and challenge them to do so.

### **Our Objectives**

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND;
- To ensure that every child experiences success in their learning and achieves to their highest possible standard.
- To enable all children to participate in lessons fully and effectively.
- To value and encourage the contribution of all children to the life of the school.
- To work in partnership with parents.
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

## **What kinds of special educational needs are provided for at Queenswood?**

Queenswood Primary School is proud to be able to provide an inclusive education for children who may have

- Cognition and learning needs
- Communication and interaction needs
- Physical and medical needs
- Behavioural, social and emotional needs
- Sensory needs



## **How do we identify children with SEND and their needs?**

Children with SEND are identified by one of three assessment routes, all of which are part of the overall approach to monitoring progress of all pupils.

The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the Head Teacher and SENDCO and a plan of action is agreed.

In school, we make regular assessments of children and record their progress against the statutory requirements of the Early Years Foundation Stage in nursery and reception and against the National Curriculum for children from Years 1 to 6. We also monitor closely children's emotional and social wellbeing.

Where assessments show a child is not working at age related expectations, or they are making less than expected progress, or if they are finding it difficult to make friends, behave appropriately, or are showing some other social and/or emotional difficulties we will use our professional judgement to ascertain if the child may have a special educational need.

Parents sometimes ask us to look more closely at their children's learning. We take all parental requests seriously and investigate them all. If you feel that your child has any special educational needs please contact our SENDCO Mrs Alison Melville who will be pleased to discuss your concerns in detail with you.

Sometimes, a child may have been identified as having a Special Educational Need or Disability before starting school. Where this is the case, we work closely with parents and external agencies to ensure a smooth transition into school and plan so that good achievement is made by that child.

### **How are children and young people with SEND taught at Queenswood?**

Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.

Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.

Specific resources and strategies will be used to support your child individually and in groups. Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

### **How do we meet the needs of children with SEND?**

In accordance with the SEND Code of Practice 2015, we adopt a graduated response to SEND provision determined by the support each individual child requires. We use a three tier approach to classify educational needs that are additional to, or different from everyday classroom provision.

- Wave 1 - This type of support will happen in the classroom. Teachers will focus on a particular child or group of children in order to achieve specific targets.
- Wave 2 - This type of support will happen in addition to lessons taught in class. This is support for children who need a little extra help to access the curriculum fully. These will be short term interventions.
- Wave 3 - This is additional support for those children who despite wave 2 intervention require further support or those children who have specific needs that require a greater level of support. This can be 1:1 support based on an individual programme developed for that child to achieve

highly differentiated and focused targets. These targets will sometimes be set with support from external agencies.

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. All Children are taught by their teacher. When allocating additional TA support to children, our focus is on outcomes, not hours. We aim to provide additional support to enable the child to reach their challenging targets, but without developing a learned dependence upon an adult.

When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child. Interventions that are run in school include,

- 1:1 Read Write Inc
- Early Literacy Support
- Further Literacy Support
- Numicon intervention
- Socially speaking
- ELSA support
- ELKLAN speech and language programmes

Please note this is not an exhaustive list as where appropriate, provision and/or interventions are bespoke and tailored to a child's specific needs as we recognise that one size does not fit all. Targets for children with SEND are appropriately challenging in order to attempt to close the attainment gap between the children and their peers.

Once a child has been identified as having SEND, information about interventions they have been involved in or professionals who may have worked with them will also be recorded to ensure continuity in provision. Each child will also have an Individual Provision Map which outlines challenging targets for the child to achieve each term together with the personalised provision put in place to enable the child to achieve those targets. Individual Provision Maps and the support that is in place is reviewed half termly to ensure optimal progress is achieved by each child.

## **What adaptations are made to the curriculum for children with SEND?**

Depending upon the need of the child, we make adaptations so that all children can access learning. These include:

- Providing enlarged print for texts
- Breaking curriculum content down into small parts
- Providing visual cues and timetables so that children are able to be independent in their learning
- Providing children with resources that allow independent access to curriculum content such as wobble cushions, adapted scissors, ruler and pencils etc.

Class work is pitched at an appropriate level so that all children are able to access it according to their specific needs and level of ability.

## **How do we work with parents/carers and children to involve them in their education?**

All parents and carers are encouraged to communicate openly and regularly with their child's class teacher as they are the first point of contact and gather information regarding your child's progress.

If you continue to be concerned that your child is not making progress, you may speak to the Special Educational Needs and Disability Co-ordinator (SENDCO)

- Mrs Alison Melville

If your child is identified as not making adequate progress, the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have
- plan any additional support your child may need
- discuss with you any referrals to outside professionals

If a child is placed on the SEND register parents will be informed and will receive a copy of their child's Individual Provision Map, which includes the ADPR (Assess, Plan, Do, Review) cycle, each term. Parents are invited to speak with the SENDCO to discuss this provision if they wish.

If you have a concern regarding the support your child is receiving you can contact:

The Head teacher - Mr Lee Ferriday who will seek to ensure that your concerns are heard and followed up.

Parents/Carers are also supported through meetings with outside agencies such as Speech therapists, Educational psychologist etc. These often take place in school. The school hosts a number of parent consultations throughout the year.

At Queenswood we aim for parents to be well aware of their child's needs and progress so their child gets the most from school whilst enjoying their time with us.

### **How do we monitor a child's progress?**

We measure children's progress in learning against national age related expectations.

Pupil progress meetings are scheduled each half term allowing teachers to monitor pupil progress and identify children requiring additional support. Class teachers continually monitor each child and note progress. They use observations, evidence in books and tracking grids to monitor progress and achievement.

Children may have an Individual Provision Map which will be reviewed at the end of the half term and term.

Some children will be involved in interventions to close any identified gaps, they will be assessed before and after the intervention to gain a baseline, progress measure and impact of the intervention.

The progress of children with an EHC Plan is formally reviewed at least annually at a review meeting, with all adults involved in the child's education invited.

### **What support is in place for improving social and emotional development?**

We adopt a caring and understanding ethos and are an inclusive school. We welcome and celebrate diversity and believe that high self-esteem is crucial to children's well-being. All of our vulnerable pupils are known to staff.

Staff are always available and willing to provide pastoral support for all children. As a school, we do not tolerate bullying and any concerns regarding behavioural issues including bullying are looked into and acted upon.

All children are encouraged to participate fully in the life of the school.

Our learning Mentor - Mrs Lisa Batchelor is a trained Emotional Literacy Support Assistant (ELSA). She works alongside class teachers identifying the needs of children and tailoring programmes designed to help support children with their social and emotional needs.

### **How do we listen to children's views?**

We value and celebrate each child's views on all aspects of school life and our school council collect this information from the children in school.

Children with individual learning plans discuss their targets with the class teachers, their views on their learning are gained at each review.

If your child has an Education Health and Care Plan their views will also be formally sought at their annual review.

At Queenswood we have a set of values that all pupils and staff are expected to follow. At Queenswood we value: achievement, honesty, confidence, respect happiness, responsibility and compassion.

### **How do we involve specialist services to support the needs of young people with SEND and their families?**

#### **School provision**

- Learning Mentor (ELSA trained)
- ELKLAN trained Teaching Assistants

#### **Specialist groups run by outside agencies**

This may be from

- Sensory service (for students with a hearing or visual need)
- Speech and Language service



You may be asked to give your permission for the school to refer your child to a specialist professional e.g. A Speech and Language Therapist or Educational Psychologist. This will help the school and yourself to understand your child's needs better and be able to support them better in school. School will need signed consent before these professionals can work with your child. You will always be invited to discuss your views and concerns with the professional.

The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child could access support.

### **Local Authority Provision delivered in school**

- Educational Psychology Service
- LSAT (Learning Support Advisory Teachers)
- LSBT (Learning Support Behaviour Team)

More information on what is available to support your child can be found on Telford and Wrekin SEND Local Offer

<https://www.telfordsend.org.uk/localofferservices>

### **Health Provision delivered in school**

- Speech and Language Therapy
- School Nurse
- Occupational Therapy
- CAMHs (Child and Adult Mental Health Services)
- Community Paediatric Nursing Team

### **Services available to support Parents**

- IASS (Information, advice and support services) - Offer free support for parents and carers of young people with Special Educational Needs.

<http://www.telfordsendiass.org.uk/>

- Family Connect - Family Connect is a free confidential service providing impartial advice, information, guidance and support on a full range of children's services across the borough including childcare, activities, school admissions and finance.

[https://www.telford.gov.uk/info/20223/family\\_connect](https://www.telford.gov.uk/info/20223/family_connect)

### **How accessible is the school environment?**

Queenswood School is on three levels, we have a lift for wheelchair users to access the school hall. The corridors are wide and we have an easy access toilet and disabled access to our playground. Adaptations to the building are made, in consultation with the Local Authority, for children with physical disabilities where necessary. Other adaptations will be made, as appropriate, to accommodate children with sensory disabilities. All of our classrooms are inclusion friendly. The school has disabled parking bays.

### **How are children with SEND included in activities outside of the classroom including school trips?**

It is our aim for all children to be included on school trips including residential visits. We will make the necessary adaptations wherever possible in consultation with parents/carers. A comprehensive risk assessment is carried out prior to any school trip to ensure that the safety of pupils is maintained.

We endeavour to provide activities outside of the classroom that are accessible to all children. All of our children have equal access to the before school, lunchtime and after school clubs which develop engagement with the wider curriculum.

### **How do we prepare and support a child when joining the school and transferring to a new school?**

Pupils with additional needs who join our school either at the beginning of the year or during the academic year, will be supported, as appropriate, so that a successful transition is achieved.

The school works with the Local Authority where a child is starting our school with an Education Health and Care Plan to ensure they are supported appropriately in conjunction with parents.

Prior to transition, the SENDCo and Year 6 teacher arrange SEND transition meetings with key secondary school staff. The relevant staff then visit the child at our school and the child visits the new school for transition days. A child's SEND records are transferred to the new school to ensure that the new school is aware of the child's needs and targets.

### **How do we manage the administration of medication and personal care?**

We recognise that pupils at school with medical conditions should be properly supported so that they have full access to education.

We have policy for supporting pupils with medical needs, this also includes our procedure for administering medication during the school day and can be downloaded from our website.

We have an intimate care policy that is available upon request from the school office.

Staff have regular training regarding medical conditions and medication affecting individual children to ensure that all staff can manage medical situations if the need arises.

### **What can you do if you have a complaint about any aspect of the SEND provision?**

Most issues can be resolved by speaking with the class teacher or the SENDCO. If however, the issue has not been resolved, the school has a clear complaints policy that can be downloaded from the school website.

### **Who should you contact if you require any further information?**

In the first instance, contact the SENDCO Mrs Alison Melville on 01952 386961.

The SEND team at Queenswood comprises:

Mrs Alison Melville - The SENDCO

Mrs Marie Stephens - Governor with responsibility for SEND

### **Useful sources of further information**

Our School Offer can be viewed on our school website.

Our SEND policy can be downloaded from the school website.

<http://www.queenswood.org.uk/>

This SEND Information Report will be updated annually.