# SEND Information Report

## What kinds of Special Educational Needs and/or Disabilities (SEND) does the school cater for?

Queen's Park Primary School is a mainstream school and supports children and young people with SEND in one or more of the following areas:

- **Communication and interaction**
  e.g. Speech, Language and Communication Needs (SLCN), Developmental Language Disorder (DLD), Autism Spectrum Disorder (ASD) etc.

- **Cognition and learning**
  e.g. Specific Learning difficulties (SpLD) which includes Dyslexia, Dyscalculia and Dyspraxia, Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) global developmental delay.

- **Social, emotional and mental health difficulties (SEMH)**
  e.g. Attention Deficit Hyperactive Disorder (ADHD), Depression, Anxiety, Trauma, Attachment Disorder.

- **Sensory and/or physical needs**
  e.g. Vision Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Cerebral Palsy (CP) or Epilepsy (E).

## What are the school's policies for the identification and assessment of pupils with special educational needs (SEND)?

All of our teachers have a responsibility to teach children with SEND and recognise the importance of identifying SEND early and making effective provision quickly. The identification and assessment of SEND is built into the school's approach to monitoring the progress of all pupils.

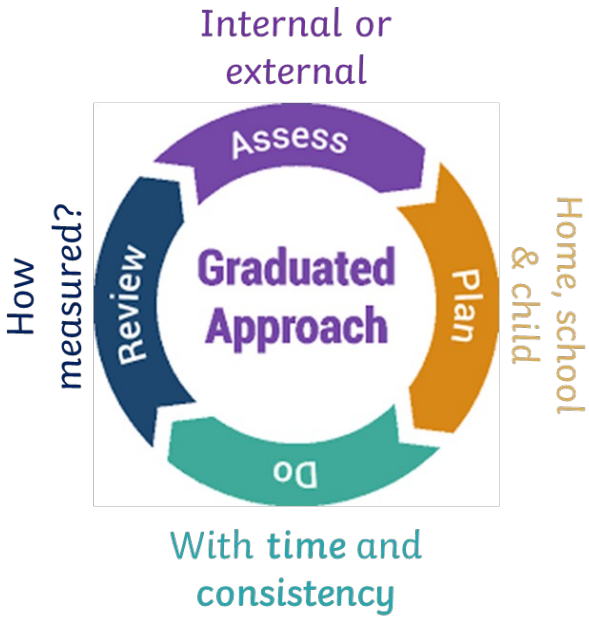
We assess each pupil's skills and levels of attainment when they first come to the school. This builds on the information from the child's previous early years or school and provides us with information we need to monitor their progress. It also ensures that we discover any areas of difficulty early on. Where children already have their SEND diagnosed or identified, we will work closely with the family and other agencies to make sure we know as much as possible about the child before they start at the school.

Teachers are supported by the Senior Leadership Team to regularly assess pupils' progress. This helps us to see any pupils whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better their previous rate of progress
- fails to close the attainment gap between them and their peers

Where assessments show that a child is not making adequate progress, our first response is to make sure there is high quality teaching in place. This is likely to mean that fewer pupils will require additional support.

If their progress continues to be slower than expected the teacher will work with the family and the SENCo to carry out a clear analysis of the child's needs and identify if they need additional support. There can be many reasons why a child doesn't make the progress expected of them – perhaps there has been a significant change in family circumstances such as a new baby, a move of home, or the death of a relative. Or perhaps because they have a special educational need.




The above diagram shows the cycle of assessment and support. We use a range of different assessment tools and systems to help identify and assess pupils with SEND. The tools and assessments gradually draw upon more frequent reviews and more specialist expertise to understanding SEND and match interventions to the SEND of pupils.

When considering if a child needs SEND support we takes into account:

- the pupil's previous progress and attainment
- the teacher's assessment and experience of the pupil
- the pupil'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, where appropriate

## What types of support may be suitable and available for my child?

If a pupil is identified (through the assessment process above) as having special educational needs, their teacher and SENCo will consider everything we know about the pupil to determine the support that they need and whether it can be provided by adapting our core offer or whether something different or additional is required. This may include teachers adapting what they do and having different approaches to meet different learning styles, personalised learning arrangements for different pupils and a range of interventions normally provided by the school.

Staff will liaise with the SENCO and follow these stages of SEND Support:

1. Universal Provision

This is the quality first teaching a child will receive from his/her class teacher and may include minor adaptations to match a range of learning styles, such as:

- **Classroom Routines**: a whole class visual timetable, visual reminders of respectful listening behaviour, regular breaks (e.g. Daily Mile) and high quality continuous provision
- **Scaffolding**: groupings & adult support considered, alternative activities where appropriate, relevant & subject specific vocabulary, sentence scaffolds/word banks, effective modelling, planned support/challenge, access to physical resources e.g. counting cubes, phonics mats
- **Assessment**: clear learning objectives that are shared with the children and returned to at the end of the lesson, planned questioning, use of talk partners, mini whiteboards and effective marking
- **Behaviour Support**: all staff have knowledge and understanding of each pupil's background, promoting school values, class charters, positive & respectful relationships, optimistic classrooms, inclusive and engaging play times with directed and supported play, use of school wide approaches (e.g. Mind Up, Zones of Regulation, Help in the Hub)

2. Targeted Provision

It may be appropriate to consider making additional short term targeted provision to reduce barriers to a child's learning. This is completed through the graduated approach, shown in the diagram above. Specific targeted one-to-one or small group interventions may be run outside the classroom by a trained member of staff. These will be limited to a set period of time to minimise disruption to the regular curriculum. Parents will be kept informed of their child's progress towards learning outcomes.

The interventions may include:

- Bucket Time / Attention Autism [EYFS]
- Box Clever [EYFS]
- Colourful Semantics [EYFS / KS1]
- WellComm [EYFS&KS1]
- Social Stories [EYFS&KS1&KS2]
- Sensory Circuits [EYFS&KS1&KS2]
- Voluntary Readers [KS1]
- Phonics [KS1]
- Language Groups [KS1&KS2]
- Fine and Gross Motor Skills Group [KS1&2]
- Lego Therapy [KS1&2]
- Maths Boosters [KS1&2]
- Emotional Literacy Support Interventions - ELSA [KS1&2]
- Young Dragons SEMH Intervention [KS2]
- Shape Coding [KS2]
- Mentoring [KS2]

- Nessy Reading [KS2]

3. Specialist Provision

It may be necessary to seek specialist advice and regular long term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for the child. This may include educational psychology, speech and language therapy, occupational therapy, autism advisory teachers and/or the child development service. Unfortunately, due to high demand and limited access to specialist services, the school must prioritise referrals to these services. It is most likely these professionals will offer advice, training and support to up-skill the staff team in order to implement these strategies and interventions more regularly.

## What documents/tools are used to track my child's progress in each of the steps detailed above?

- Whole School Provision Map - a school document to demonstrate the universal provision and targeted interventions that are provided which are 'additional to' and 'different from' the usual differentiated curriculum for the whole school.

- Intervention Progress Trackers – a school document that collects baseline and post-intervention data alongside weekly observation notes to highlight progress and areas of concern. Reviewed at the start and end of interventions with LSA/HLTA and SENCO.

- Inclusion Passports - a school document that collates information about an individual, including the most effective ways to support them in school and through significant transitions. Termly targets are set and reviewed termly or pupils with complex needs who are needing significantly more support throughout the day.

- SEND Assessment Systems – school based termly assessments using SEND data collection sheets for Reading, Writing and Maths, as well as SCERTS assessments for key pupils with social communication and/or emotional regulation needs.

- EHCP Annual Review – a legal document specific to a child who has an Education Health Care Plan to track progress towards long term EHCP outcomes. This document must be completed within statutory deadlines.

## How will you support my child to reach his/her learning goals?

Our vision is to provide pupils with a range of learning strategies and the fundamental skills needed to live happy, confident lives, as independent as possible. We acknowledge that all forms of SEND present with individual differences and we strive to understand each of our pupils' strengths, challenges and priorities, as members of our community. We aim to provide a range of opportunities for all children at Queens Park to develop an awareness and appreciation of each other, through our school values. All staff recognise the importance of developing supportive and effective relationships with the children with SEND, and their parents, in order to achieve the best possible outcomes.

The class teacher and other staff working with your child ensure that your child receives appropriate teaching and support in order to reach their learning goals. The provision,

strategies and progress will be reviewed termly by the class teacher, SENCo and any other adult working with the child (LSA/HLTA). These discussions will happen alongside parent meetings so that you are made aware of current targets, progress and outcomes on a termly basis. External agencies and specialists may also review your child's progress and write their own reports that will be shared with the SENCo, class team and parents/carers.

Queen's Park is a school in which the learning, achievements, attitudes, wellbeing and the happiness of every individual matters. We are committed to our inclusive ethos, ensuring all pupils are valued, supported and empowered to maximise their potential.