

Queens Park Academy

SEN Information Report 2018-19

Introduction

As an Academy in Bedford Borough, we deliver the same approach as schools that are maintained by the local authority, in meeting the needs of pupils with Special Educational Needs. We aim to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

What are Special Educational Needs?

The four broad areas of need are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs

The Special Educational Needs and Disability (SEND) Code of Practice (2014) explains that: 'A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.'

This SEN Information Report provides information about how we work with parents and their children to access the curriculum and help them to achieve their potential. As such, it explains how we put our SEND Policy into practice.

What is the Local Offer?

The LA Local Offer

The 'Children and Families Bill' of 2014 requires Local Authorities and schools to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is called the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It is also an important resource for parents in supporting their understanding of the range of services and provision in their local area. You can access Bedford Borough's Local Offer at:

<https://sendguide.bedford.gov.uk/>

Your Child has Special Educational Needs. What can we at Queens Park Academy offer you?

Queens Park Academy is an inclusive school and we embrace the fact that every child is different, and, therefore, the educational needs of every child are different; this is certainly the case for children with Special Educational Needs.

Please click on the 14 questions below for more information about the SEN provision offered from Queens Park Academy and how we can support your child.

1. Who are the best people to talk to in this school about my child's difficulties with learning / Special Educational Needs or Disabilities (SEND)?

In the first instance, we suggest that you talk to your child's class teacher regarding your question or concern. At this point, the class teacher may refer this on to the school SENDCo (Miss Holli Smith) whom may also become involved depending on the nature of the discussion. Alternatively, you are welcome to contact Miss Smith in the first instance who will liaise with your child's class teacher and yourself. In some cases, it may also be suggested that the Head Teacher, Mrs Anna Thwaites, is also part of the discussion.

The class teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things such as targeted work or additional support) and letting parents, pupil and the Special Education Needs/Disabilities Coordinator (SENDCo) know as necessary.
- Writing Individual Provision Plans (IPPs) with support of the SENDCo, parents/carers and pupils and reviewing these at least once each term and planning for the next term. (Individual Provision Plans will be written, shared and reviewed in Early Years every half term).

- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENDCo is Miss Holli Smith. She is responsible for:

- Developing and reviewing the school's SEND policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND) and consulting with them to gain their views on how they learn best.
- Ensuring that you, as parents/carers are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapists, Educational Psychologists, Occupational Therapists, Physiotherapists, Advisory Teachers for Autism, Counsellors and Paediatricians at the Child Development Centre. (CDC)
- Updating the school's SEND List (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

The head teacher is Mrs Anna Thwaites. She is responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head Teacher gives responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The head teacher and SENDCo must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEND Governor is Mrs Ven Bolton. She is responsible for:

- Making sure that the necessary support is given for any child with SEND who attends the school by evaluating the effectiveness of the SEND provision in the school, by:
- Having regular meetings with the SENDCo (and sometimes the Head Teacher where appropriate) to monitor the SEND Action Plan, Self-Evaluation Form and assessment data of pupils.
- Meeting with other staff members including teaching assistants
- Seeing the school 'in action' by carrying out informal learning walks and visits to the school during lesson time.

Contact with the above staff can be made through the main office on 01234 352901

2. What are the different types of support available for children with SEND in our school?

As a school, we want all of our children to achieve their potential and do the very best that they can in all aspects of their education. In order to do this, we offer a range of support from in-class to 1:1 support.

Queens Park Academy follows the 'Graduated Response' as set out in 2014 SEND Code of Practice. **This is formed by a cycle of: assess, plan, do and review.** This cycle enables us to identify a child's learning needs, plan action to support them, carry out this action and then review and refine it to improve it. This is a continual process that happens frequently throughout the school year.



Our SEN support is organised into 'waves'. All pupils receive teaching at Wave One. Where it is identified that pupils are not making progress, the intervention and support that they receive becomes more specific and they move to Wave Two and, for some pupils who require individualized support, Wave Three.

Graduated Response: The Three Waves

Wave One:

Class teacher input, via excellent targeted classroom teaching (Quality First Teaching)

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.

- That your child's teacher will adapt the learning environment where necessary to meet the needs of your child e.g. providing an individual work space, individual visual timetables.
- That specific strategies (including those suggested by the SENCo/other relevant professionals) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Wave Two:

Specific group work

Intervention aimed at small groups of pupils with similar learning needs which may be:

- Run in the classroom or intervention room
- Run by a teacher or a learning support assistant (LSA)

Sometimes a pupil at Wave Two may have been identified by the SENDCo/class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services, such as the Speech and Language Service (SALT)
- Outside agencies such as the Education Psychology Service

What could happen:

- 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 you to understand your child's particular needs better and be able to support them more effectively in school.

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

Wave 3:

Specified Individual support

- This type of support is available for children whose learning needs are severe, complex and lifelong.
- This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching. Pupils who this applies too and their parents will be informed and consulted with regarding these statements or plans.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups

Your child will also need specialist support in school from a professional outside the school :

- Local Authority central services such as the Behaviour Support or Sensory Service (for students with a hearing or visual need)
- Outside agencies such as the Speech and Language Therapy (SALT) Service, Occupational Therapy, Physiotherapy, Advisory Teachers for Early years or Autism, Counsellors and Paediatricians at the CDC.

For your child this would mean

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support provided.
- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an

Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and set up a meeting to produce a plan to ensure your child makes as much progress as possible.

- The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long- and short-term goals for your child. This is reviewed as required; 6 monthly in early years and yearly for all other years as a minimum.
- The additional adult may be used to support your child with whole class learning, individual programmes or run small groups that include your child.

3. How can I let the school know that I am concerned about my child's progress in school?

If you have concerns about your child's progress, you should initially speak to your child's class teacher.

- If you continue to be concerned that your child is not making progress, you may wish to speak to the Special Education Needs/Disabilities Co-ordinator (SENDCo), Miss Holli Smith.
- The head teacher and/or the SEND governor can also be contacted for support via the school office

4. How will the school let me know if they have any concerns about my child's learning in school?

- Regular assessments in the classroom and during out of hours education provides information on children's progress in all aspects of their development.
- Class teachers will raise concerns with parents/carers, where we will listen to any concerns you may have also. They will tell you if they need to seek advice from the SENDCo.
- Meeting may be arranged with the SENDCo for further monitoring to be decided which may require specialist assessments.

- Support will be agreed with the parent/carer to help any issues at school level.
- If concerns continue, discussions with external agencies will be organised, once agreed with parents/carers.
- Additional professional advice will be adhered to and implemented in the form of IPPs.

5. How is extra support allocated to children, and how do they progress in their learning?

- The school budget includes money for supporting children with SEND.
- The head teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.
- Governors will be informed where staff and budget decisions are needed, decisions are made with evidence from practitioners dealing with the child and the reports from the SENDCo.
- The head teacher and the SENDCo discuss all the information they have about SEND in the school, including:
 - the children getting extra support already,
 - the children needing extra support,
 - the children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed. All resources are allocated to any individual as their need dictates.

- The school identifies the needs of SEND pupils on a class provision map and IPP. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

- The school endeavours to put as much support in place to enable the child and family to succeed.
- All children's progress across all aspects of the curriculum are monitored and resources allocated accordingly. Where specific resources are targeted, impact will be judged on the original outcome expectations.

6. Who are the other people providing services to children with SEND in this school?

- Class teachers are responsible for checking on the progress of your child and identifying, planning and delivering personalised teaching and learning for your child to meet identified needs or close an identified gap.
- Class teachers and learning support assistants deliver individual/group interventions in class / intervention area to meet the identified needs of pupils with Special Educational Needs or close an identified gap in knowledge.
- ICT is used to support specific areas of need e.g. personalised maths programmes, touch typing programmes, etc.
- Learning support assistants, the learning mentor and the early intervention officer help children with their emotional and social development through individual / group intervention.
- Staff regularly attend network meetings and professional study groups relating to aspects of SEND for training and to share good practice.
- The school has close links with a number of external agencies to support the needs of the children and have up to date Early Help Assessment (EHA) training to support families in accessing a variety of external agencies.

Local Authority Provision (available to school)

- Autism Outreach Service
- Educational Psychology Service

- Sensory Service for children with visual or hearing needs
- Parent Forum
- SALT (Speech and Language Therapy)

Health Provision (available to school)

- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHs

Child Development Centre

7 . How are the teachers in school trained to work with children with SEND, and what training do the teachers have?

- The SENDCo's job is to support Class Teachers in planning for children with SEN considering their Communication and Interaction needs, Cognition and Learning needs, Social, Emotional Behavioral and Mental Health Needs and Sensory and Physical Needs.
- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. This includes whole school training on SEN issues, such as Autism Spectrum Disorder (ASD) and speech and language difficulties
- The SENDCo has gained the qualification for The National Award for SENDCos and is trained in various areas of SEND including supporting the development of speech and language in school and pupils with social and communication difficulties such as Autism.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. Attachment Disorder, Speech and Language difficulties. At times External Agencies come into school to offer training.
- All staff receive training in positive behaviour management techniques.

8. How will the teaching be adapted for my child with SEND?

As an inclusive school, all children's needs are valued and addressed through planning and evaluation of progress

- 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.
- There are a number of school support systems including intervention groups for Mathematics, Literacy and for children who have English as an additional language.
- The school provides extra adults in each year group to support to children's changing needs.
- Differentiation is planned for in numerous ways for example – through the use of different resources, adult support, adapted expectations and different learning environments, including quiet spaces and specific areas outdoors eg forest school area, allotment gardens.
- The school has a new SEN learning room, 'The Sanctuary' where individual pupils or small groups can receive intervention, sensory experiences and a calm and friendly place to learn and relax. Attached to this room is the SENDCo's office so she will have close contact with the pupils. During the academic year 2017-18, we will be adapting the outdoor space next to 'The Sanctuary' into a sensory garden for the pupils to enjoy.

9. How will you measure the progress of my child in school?

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally with the SENDCo every term (every half term for those children in the Early Years) in reading, writing and numeracy.
- There will be regular meetings between class practitioners / keyworkers and SENDCo.
- At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally. At the end of Year 1 children are required to sit a national Phonics Test. Certain children with SEN who are working significantly below the Age Related Expectation will not necessarily have to sit these tests; this will be discussed on an individual basis with staff, parents and pupils.
- Where necessary, children will have an IPP (Individual Provision Plan) with targets specific to their needs that have been identified by the class teacher, supported by advice from outside agencies, where necessary. Targets are designed to accelerate learning and close any gaps. Progress against these targets will be reviewed regularly (termly in KS1 and KS2, half termly in Early Years), evidence will be assessed and a future plan made.
- The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENDCo will also check that your child is making good progress within class and any interventions (individual/group) that your child is involved in.
- Regular book scrutinies and lesson observations will be carried out by the SENDCo and other members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

- Progress meetings will take place on independent learning days and through -three reports a year at these meetings.
- Staff and families will have access to the SENDCo as required to discuss any concerns or training needs.
- There will be meetings involving all professionals involved with the child's care and development, as regularly as required.
- All agreed strategies are shared with staff involved in child's school life and feedback received is included and discussed during the parent review meetings, or sooner if required.

10. What support is there for me as a parent of a child with SEND? And how am I consulted about their learning?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.
- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have. Appointments can be made through the school office.

The Early Intervention Officer is available to support families and to signpost to other relevant organisations and professionals.

- All information from outside professionals will be discussed with you by the professional involved directly, or where this is not possible, in a report.
- Parent information sessions are offered termly.
- IPPs will be reviewed, with your involvement, every term in Key Stage 1 and 2 and every half term in the Early Years.
- Homework will be adjusted as needed to your child's individual requirements.
- A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.
- Official parent consultation meetings are held through the year.
- Communication with all families is an important part of the school's ethos and you would be encouraged to be involved with all aspects of your child's education through discussion, texts, the website and letters.

11. How is Queens Park Academy accessible to children with Special Educational Needs and Disabilities?

As a fully inclusive school, we believe that all children should be treated equally regardless of gender, ethnicity, socio-economic status, special educational needs or disability. Because of this, we work hard to ensure that pupils with disabilities are not treated any less favourably than pupils who are not disabled and have access to the same learning experiences as all children in the school. To do this we have made sure that:

- The school is fully compliant with the Disability Discrimination Act requirements (2015). This means that our school makes reasonable adjustments to ensure that disabled

□

pupils are not discriminated against. Disabled people can be discriminated against in a number of ways. These are defined as:

Direct discrimination (such as refusing admission to a pupil because of their disability)

Indirect discrimination (such as teaching a lesson that only pupils with full vision could assess, therefore limiting the access of a visually impaired child)

Discrimination arising from disability (such as a pupil not being able to take part in an activity, as they can not access that learning area).

Our school works together to ensure that no pupil is discriminated against in any of the above ways.

- Our school buildings are easily accessible for pupils and adults with physical disabilities or difficulties. We have double doors, ramps to classrooms and other learning areas, our front desk has a wheel-chair height section and is DDA compliant, there are three disabled toilets.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs. Often this means that we need to access specialised equipment for individuals. To do so we liaise with outside professionals, such as the Occupational Therapy Team and Physiotherapy Team. Currently this includes: specialised seating, walking frames, stationary (pens and scissors) and other learning aids. All equipment in school is asset registered and audited yearly.
- Our school curriculum is broad, balanced and enriches the lives of the pupils in our school. We embrace our differences and celebrate them. All learning activities and lessons are carefully planned to ensure that all children can access them. This can mean using a wide range of resources and adapting planning to suit the needs of individuals. For example: providing additional adult support, using brailled materials, involving interpreters, using specialised equipment and resources and taking advice from outside agencies and professionals.
- As a fully inclusive school, all of our extra-curricular activities (including clubs) and before and after school provision are accessible (where appropriate) to all children, including those with SEND. We encourage all children to take part fully in school life and enjoy as many different experiences as they can. School trips are always carefully risk assessed and planned to ensure that they are accessible to all pupils. The SEND team run small, local trips specifically designed for pupils with SEND to develop their social and emotional skills and further enrich their time at school.
- When any new pupil starts at our school, we engage in a thorough and inclusive process with their parents and former school/nursery to ensure that they get the best start at our school. For pupils with disabilities, this admission process includes the SENDCo and

class teacher liaising with the family and, where appropriate, outside agencies to ensure that the school have the resources and expertise appropriate to support the child. We then make the reasonable adjustments to our provision to ensure we can be fully inclusive of the child's needs.

Some children require specific planning related to their physical needs, such as a toileting plan. These are written annually together by parents, SENDCo and 1:1 TA and are reviewed regularly. Children's dignity and privacy are paramount in our care for them.

- Our school Accessibility Plan which explains how we meet DDA regulations can be found on the school website.

12. How do you support my child when they are joining this school?

Leaving this school? Or moving on to another class?

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- Staff from Queens Park Academy will visit you at home as they do all new starters
- The team around the child entering the setting will include the head teacher, SENDCo, class teacher and any other staff who will be supporting the child. The team will liaise with the child's current setting to aid transition.
- The SENDCo will visit schools and pre-schools with the class teacher when appropriate.
- Parents and any involved professionals will be invited to meet and discuss the child's needs, to ensure the school can accommodate the requirements.
- Your child will be able to visit our school and stay for a taster session, if this is appropriate.

If your child is moving to another school:

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that needs to be made for your child. Where possible, a planning meeting will take place with the SENDCo from the new school.

□

- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

□

Information will be passed on to the new class teacher in advance and, in most cases, a planning meeting will take place with the new teacher. IPPs will be shared with the new teacher.

- Transition opportunities are planned for all children to work with their new teachers and develop relationships before moving to a new class.
- Transition between all year groups takes place with staff sharing information, opportunities for the parents to meet new staff and understand the next expectations.

If your child is moving to another school as part of a phase transfer:

- The SENDCo will discuss the specific needs of your child with the SENDCo of the child's new school. In most cases, a transition review meeting to which you will be invited will take place with the SENDCo from the new school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.
- Discussions between the settings will take place to ensure all records are transferred and information shared, any queries will be raised and discussed with necessary parties.
- Throughout all processes the SENDCo and class team will assist with changes and ensure the child's needs are being met.

13. How will the school support your child's emotional and

social development? We recognise that some children have additional emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behaviour difficulties, anxiousness, and being.

- All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum to support this development.
- The school employs an early intervention officer who works closely with the SENDCo. Part of her role is to monitor and support families with attendance. She works closely with the Education Welfare Team at Bedford Borough.

□

- If any issues arise the children will be supported to discuss their feelings and share their thoughts.
- There is a learning mentor to offer small group or 1:1 support for emotional needs.

There are a number of groups which operate during school with a focus on social skills, life skills and emotional support.

- All staff receive positive behaviour training and support.
- Behaviour plans are drawn up with the learning mentor/safeguarding officer and all staff who deal with the child.
- Where necessary external support is sought through LA services or relevant professionals.
- The school works hard with all parties to try and prevent the exclusion of any child.
- There are staff dedicated to the administration of medicines and the policies and procedures are updated to reflect current expectations, including the new DFE guidance on medical needs.
- All children are involved in IPPs, behaviour plans and medical needs decisions and supported to understand the processes. Their input is also sought before major decisions are made and agreed with them, ie: for the request for a statement or external agency support.
- There is lunchtime and playtime support through planned activities and groups.
- If your child still needs extra support, with your permission the SENDCo or the early intervention officer will access further support through the EHA process.

14 . If you have any complaints, who can you contact?

In the first instance please contact the SENDCo who will arrange a meeting with you to discuss your complaint and to try and resolve the issue. If this doesn't resolve the issue you may speak with the Head Teacher. If the complaint is about your child's Education and Health Care Plan you can contact the SEND Team at Bedford Borough or the SENDCo who will liaise with the SEND team on your behalf, from here an interim review can be arranged. To read our complaints policy, please refer to the school website.

Support and Advice:

At any point, parents can contact the SEND Advice Service which offers free confidential information, advice and support on SEND to children, young people and parents.

Bedford Borough Hall, Cauldwell Street, Bedford, MK42 9AP

Tel: 01234 267422

Alternatively, the Independent Parental Special Educational Advice (IPSEA) offers free confidential support for parents and carers of children with SEND.

www.ipsea.org.uk

Tel: 0800 018 4016

For any other questions please contact us.