



*Having faith in God, ourselves and each other as we strive to reach our potential*

## Queen's Park CE / URC Primary School

### SEND INFORMATION REPORT

September 2019

The Staff, Governors, pupils and parents work together to make Queen's Park CE / URC Primary School a happy, welcoming place where children and adults can achieve their full potential and develop as confident individuals. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school family, thus providing a learning environment that enables all pupils to make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment.

Our SEND provision allows pupils with special educational needs the opportunity to follow a curriculum specifically tailored to develop life skills and to give pupils self-confidence through their learning thus enabling them to maximise their potential and to work independently.

We are committed to narrowing the attainment gap between SEND and non-SEND pupils. This may include short-term intervention learning programmes, before and after school skills groups and other learning interventions developed to personalise learning.

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives

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*If your child has special educational needs and/or a disability and you would like to know more about what we offer at Queen's Park CE / URC Primary School please contact us on 01744 678202.*

*SEN Coordinator: Miss J. Bailey*

*Head Teacher: Mrs. J. Kellett*

### *The Kinds of Special Needs for which provision is made at the school*

*We refer to the term "Special Educational Needs" if a child:*

- a. Has significantly greater difficulty in learning than the majority of children of his or her age in one or more areas of learning. Academic criteria are adhered to when making a decision. The threshold for each year group varies.*
- b. Has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority concerned for children of similar age.*

*The difficulty or disability may relate to:*

- communication and interaction*

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- *cognition and learning*
- *social, emotional and mental health*
- *sensory or physical needs*

*Special Educational Provision* is that which is additional to or different from that which is made generally for most children in school.

*Assessment* is an ongoing core process throughout the school. It is a check that each child is making adequate progress against the national expectations set for each year group from Reception through to Year 6.

If a child is not making the expected progress, then we identify a need and determine the reasons why.

*Adequate progress* is defined as that which:

- *closes the attainment gap between the child and children of a similar age*
- *prevents the attainment gap growing wider*
- *is similar to that of peers starting from the same attainment baseline, but less than the majority of their peers*
- *matches or is better than the previous rate of progress*
- *ensures that a child has full access to the curriculum in line with their peers*
- *demonstrates an improvement in self-help, social or personal skills*

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### Assessment and Identification

The school promotes a graduated approach to assessing, identifying and providing for pupils' special educational need and intervention to help children make progress and successfully access the curriculum. It recognises that there is a continuum of SEN and that where necessary increasing specialist expertise should be involved to address any difficulties a child may be experiencing.

Throughout the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 the children are **assessed against nationally set criteria** to check their progress across all areas of learning / subjects. It is through this process that children who are not making expected progress are highlighted. Teachers and Support Staff play a vital role in raising concerns about other barriers to learning, such as behavioural, social and emotional matters. We believe that early identification is crucial in supporting a child with additional needs. Assessment data is tracked termly by the SENCO and support plans are implemented to improve progress where required.

If we are concerned about a child's progress academically or social/emotional presentation, they are placed on our 'Differentiation and Concerns' register and discussed regularly at pupil progress and planning meetings. These children are targeted for intervention and monitored by phase leaders and the SENCo. If concerns are still apparent after a cycle of a graduated response (usually one term), we may choose to discuss the child at the termly SEN planning meeting with external professionals. Any child who is identified as having an additional need or requiring additional support by an external professional is then placed and tracked on our SEND register. If a child is identified as requiring a modified curriculum, they are also tracked on our SEND register. These children are tracked on an assessment programme called 'B Squared' and their progress is closely monitored by the SENCo.

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Termly meetings are held between the school SENCO and teaching staff to discuss children who are identified on the 'Differentiation and Concerns' register and who are identified on the 'SEND' register. Parents will be informed by the Class Teacher when their child has been identified on the SEND register.

For children on the SEND register, an IPP (Individual Provision Plan) is devised in collaboration with the child as pupil voice is vitally important to us at Queen's Park Primary School. The IPP is shared with parents who are invited to discuss this initially with the Class Teacher and contribute to the IPP. Parents are invited to termly meetings to discuss their child's provision as part of the assess - plan - do - review cycle. Where appropriate, children also attend these meetings.

Teachers are supported by specialists from outside school who meet with parents and school staff for Review meetings at least annually, in addition to parental meetings. This process is applicable for children who are in receipt of Enhanced SEN Support funding from the Local Authority. During these review meetings, external professionals, school staff, parents and the child (where appropriate) discuss progress made towards identified targets, evaluate provision in place and set new targets for the next review period. It is often the case that a member of the Inclusion Team from the authority attend a review for a child with additional funding.

### Provision

Class Teachers have responsibility for enabling all pupils to learn. To achieve this they:

- plan appropriate work / activities for their pupils
- ensure that support is available for all children (inclusive)

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- differentiate the curriculum to take account of different learning styles, interests, abilities
- ensure that all children can be included in tasks / activities
- monitor individual progress
- celebrate achievement
- identify those children who require additional or different support in order to make progress
- set targets on IPPs and discuss these with parents and pupils

### Support Staff

- support the teachers in enabling children with SEND to have access to an appropriate curriculum
- encourage and promote independence in the children
- liaise with the Class Teacher
- help to prepare resources and adapt materials
- lead interventions to close the gap for children experiencing difficulty
- Promote the inclusion of all children in all aspects of life at school.

### Intervention:

Intervention is carried out in addition to a differentiated curriculum. It may take the following forms:

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- *making reasonable adjustments within the physical environment*
- *making reasonable adjustments to routines*
- *Delivering specific intervention programmes, e.g. Literacy, Numeracy and Speech and Language*
- *Support Staff in the classroom*
- *a more focused level of support in a small group withdrawn from the class*
- *focused work to be completed at home*
- *The school implements and runs a variety of interventions, e.g. Nessy, INSYNC, RM Maths, Better Reading, Beat Dyslexia and 'keep up, not catch up' sessions.*

### *Children with a Physical Disability*

*Our SEND provision at Queen's Park Primary School also supports the needs of children with physical disabilities. Access arrangements are in place throughout school to support children with physical disabilities, including lift access to the second floor of the building. The school's accessibility plan is available on the school website.*

### *Frequency and timing of support*

*This is arranged and timetabled by the SENCO and Head Teacher. Teaching assistants generally lead the intervention so that they can adapt provision according to need.*

### *Organisation of support*

*Our inclusive approach to provision means that the majority of pupils have their needs met by*

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accessing lessons that are appropriately differentiated. Lessons are structured to provide a range of VAK activities. The school adopts a flexible approach to support provision in order to support the child through:

- Direct or indirect support in the classroom
- Focused withdrawal support from the classroom

We encourage emphasis being placed on learning within the normal peer groups. Although the needs of the pupils are considered individually they may not necessarily be supported individually. The physical layout of the school enables us to make provision for small groups of children as well as personal learning areas. This allows us to provide greater differentiation with more quality support.

Bespoke pastoral and learning support is provided by our school's pastoral manager and nurture group leaders.

### External Services

When a child is demonstrating further cause for concern or their learning need is more complex and persistent than can be met by the school interventions already put in place, school will engage with relevant external services. This is triggered when:

- a child continues not to make adequate progress
- continues working at levels substantially below that of children of a similar age even when teaching approaches have been targeted on an identified area of weakness
- continues to have difficulty in developing Literacy and Numeracy skills

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- has emotional or behavioural difficulties despite taking part in an individualised behaviour management programme
- has sensory or physical needs and require additional specialist equipment or require regular advice or visits by a specialist service
- has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

A request for support from external services is likely to follow a decision taken jointly by school staff in consultation with parents. In seeking the support of external support services, those school strategies that will already have been tried and parental permission must be given.

The external specialist may:

- act in an advisory capacity to refine targets set by the school
- extend the expertise of the teaching staff
- provide additional assessment
- be involved in supporting the child directly
- suggest that a statutory assessment is advisable
- consult with all parties involved with the child

Statutory Assessment: EHC Plan (Education, Health Care Plan) Previously known as a statement

When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place statutory

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*assessment will be considered. The EHC Plan incorporates all information about the child from birth to 25. All parties, including health and other agencies involved with the child contribute to this plan. If a Statutory Assessment is required the school, in consultation with the child, parents and outside agencies, will submit a request and detailed report to the Local Authority.*

*The Local Authority will need to have:* (The Local Authority (LA), which in our case is St Helens.)

- information about the child's progress over time*
- documentation in relation to the special educational need*
- details of action taken by the school to meet the child's*
- particulars of any special resources or arrangements put in place.*

*This information includes where relevant:*

- Individual Provision Plans (IPPs) for the child*
- records of regular reviews and their outcomes*
- health reports, including medical history where relevant*
- national assessment levels and reports or records of progress compiled by the teachers*
- educational and other assessments, for example from an advisory teacher or an*

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### *Educational Psychologist*

- *reports from other professionals involved with the child (Social Services, Educational Welfare services, Health and Education services).*

*The views of the parent and child are sought. Parents may also make a Request for Statutory Assessment. If the school makes a Request for Statutory Assessment, parents can still access the Parent Partnership Services at any point in the process. The process is defined by a specific timescale and statutory procedures.*

*All of the evidence is gathered and sent to the Local Authority Special Educational Needs Inclusion Officer who in turn sends it for review to the Special Educational Needs Panel. If the request is successful, then further evidence is gathered from all of the agencies who have involvement with the child.*

### *Transferring Statements to EHC Plans*

*The legal test of when a child requires an EHC Plan remains the same as that for a statement. It is expected that all pupils who have a Statement and who would have continued to have one under the current system, will be transferred to an EHC Plan. No child should lose their Statement and not have it replaced with an EHC Plan simply because the system is changing.*

### *Recording*

*Records are kept on each child. Teachers' SEN class files are stored electronically on the school network which is password protected. Information on individual children is also stored electronically on our CPOMs safeguarding system online. There are also some files stored centrally in school in a locked area. There is also a Medical List to enable staff to be kept*

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*informed of any medical information. This is updated by the SENCO and key information displayed in the staffroom. Care Plans, Pastoral Support Plans and information from outside agencies will also be stored in the above files.*

### **The SENCO**

*Miss Bailey, is the school SENCO and Assistant Headteacher. She completed the National SENCO award at the University of Chester in January 2016. She is responsible for the implementation of the SEND policy and will support and encourage other members of staff where and when necessary. She will liaise with parents and relevant outside agencies, Medical and Psychology Services. She will attend and cascade appropriate in-service training in order to meet new developments with policy and practice. She will prepare and deliver INSET and assist in the purchase and deployment of resources encouraging their efficient and effective use. The SENCO will also be responsible for overseeing the maintenance of the Special Needs Register, Differentiation and Concerns Register and Medical Register.*

*Being a large primary school there is a wide range of expertise available. This is used flexibly to meet the needs of pupils. Whole school, Phase, SLT and / or bespoke individualised training is continuously available from internal and external providers. (See Staff Meeting / INSET log)*

*The school's pastoral manager, Mr Curran, also plays an integral role as part of the Inclusion Team. Mr Curran is responsible for the implementation and tracking of Individual Behaviour Plans and if necessary Pastoral Support Plans. He works closely with the local authority's Behaviour Improvement Team.*

### **Resources**

*A wide range of materials is provided by the school in order to assist in drawing up a*

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*programme for a child with learning difficulties. This support may include support for social/emotional difficulties including support during unstructured times, nurture support or pastoral support from the pastoral manager. We also employ a counsellor for 0.5 days in a week to support identified children. These resources are distributed around the school. We encourage their efficient and effective use by raising awareness of availability of materials and matching resource to need. School effectively use SEN budget and a proportion of the pupil premium budget to best suit pupils' needs, commissioning a private speech and language therapist.*

**School Agency Partners include:**

*Inclusion officer*

*Educational Psychologist*

*Child and Adult Mental Health Service*

*Speech and Language Therapy (LA level and school's private therapist)*

*Occupational Therapy*

*Counselling services - school's commissioned service (LA level and school's private counsellor)*

*Behaviour Improvement Team*

*Physiotherapy*

*LASC*

*ASD Pathway*

*School nurse*

*Hearing Sensory Support*

*Visual Sensory Support*

*Learning Support Services*

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## *Involvement of pupils*

### *Pupils are:*

- encouraged to participate fully in the life of the school*
- to understand the success criteria to enable progress to take place*
- expected to behave in a responsible and respectful way within a learning context*
- expected to play a role in voicing their suggestions as to how the teachers can help them to learn better, e.g. children governors and school council*
- able to comment on how they feel they are progressing when the IEP is evaluated, e.g. child's voice section.*

*Engagement with pupils will play a key role in promoting a culture of positive expectation. Pupils are involved in the learning process at all levels. Through thorough marking, using feedback and response, they are aware of their targets and know what they have to do to improve. Support is tailored to their individual needs. Pupils are invited to comment regarding their provision and their IEPs.*

## *Transition*

*Prior to starting school, the school meets with staff from nursery settings to discuss all pupils so they can make the best start to school. New children entering Reception are welcomed in for taster sessions. Where a child presents with additional need of any sort, these will be discussed in more detail. Where appropriate, a meeting may be arranged with parents and any involved external agencies prior to starting school to identify any additional provision which may be needed. This will then be discussed between Reception staff members, SENCO and Pastoral Manager.*

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Year 6 pupils will have additional transition days to their secondary school and transition may be lead by a specific team, e.g. LASC. Assessment documents and other necessary paperwork will be transferred with meetings and pen portraits formulated. Where funding is in place, the SENCO will apply to the local authority transition panel for funding to continue if appropriate. Transition meetings with class teachers, SENCO, pastoral manager and representatives from the secondary school are held in the summer term. When necessary, applications may be made for a special school placement through the Education Health Care Plan application process. This will be done with the advice and support from the school's inclusion officer.

Transition support is also offered to support children with SEND when progressing to the next class within Queen's Park. Transition meetings are held with the child's current class teacher, new class teacher, SENCO and Pastoral manager each summer to share key information. This information is then shared with learning assistants by the new class teacher. We hold a week long transition week where children visit their next class. Complex transition plans are written for children on the SEND register who are identified as vulnerable during transition and these are shared with parents and new class staff. The SENCO attends transition meetings of identified children. Where required, picture books of new classrooms are produced for children with additional needs to access over the summer break.

### Preparing our Young People for Adulthood

As a school, we have designed our 'CROWN' curriculum with the intention of providing all of our children with the skills they will require for adult life; these form the values on which our curriculum is based (see curriculum policies). As part of this curriculum, we provide our children with a range of opportunities to explore skills required for adult life such as Business Enterprise, Debt Aware workshops and 'Bikeability' as well as others. In addition to this, where

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*resources are available, we identify opportunities to provide life skills workshops such as helping in the school office, road safety awareness and a trip to the local shop for our children with high level SEND needs.*

### **Complaints**

*We hope that complaints about SEND provision will be rare, however, if there should be the concern should be discussed with Miss Bailey (SENCO) or Mrs Kellett (Head Teacher). The school have a complaints policy which will be followed if the need arises.*

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