



# Queen's Park Academy

## Special Educational Needs and Disabilities

Inclusion Lead

**Mrs S Goodwin**

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Queen's Park Academy is a mainstream Primary Academy for 7 to 11 year old pupils covering Key Stage 2.

The Queen's Park Academy SEND Information report for parents lets you understand how we support all young people with Special Educational Needs and Disabilities and ensure that they have the chance to reach their full potential, to be included fully within all aspects of the Academy community and to make successful key transitions from KS1 through to KS3.

The SEND Information report for parents is written in line with the Children's and Families Bill September 2014 and the SEND Code of Practice 2015. The needs of pupils will be addressed irrespective of ability, physical fitness, social class or psychological condition. Queen's Park Academy will not label pupils nor use any organisational strategy which would disadvantage any particular group of pupils.

Queen's Park Academy is committed to working with Academy staff, pupils, parents and appropriate external agencies in the assessment and review of pupils. An inclusion register of all SEND pupils is maintained and reviewed regularly by the Inclusion Lead.

Queen's Park Academy SEND information report (Local Offer) identifies provision the Academy offers for SEND pupils and accessibility for disabled pupils.



## Identifying Pupils with Difficulties

### **Inclusion Register**

Our Inclusion Register is regularly updated and accessed by all staff within the Academy. The Inclusion Register identifies if pupils have any additional needs, this includes; pupils with learning difficulties (e.g. Dyslexia, Dyscalculia), Looked After Children (LAC), English as Additional Language (EAL), disability. The Inclusion Register outlines needs, agencies involved and curriculum attainment.

We are committed to early identification and monitoring of Special Educational Needs and Disabilities and adopt a graduated four part cycle to meeting the needs of all of our pupils in line with the SEND Code of Practice 2015: Assess, Plan, Do and Review (please see the next page for further details on this).

### **Pupils identified as SEND are either:**

**SEND support** – Where pupils are identified as requiring support/interventions additional to high quality teaching and differentiation. Strategies of support will be provided through an Access Plan.

**Education, Health and Care Plans (EHCP)** — The purpose of the plan is to make special educational provision to meet the Special Educational Needs of the pupil to secure the best possible outcomes for them across their education, health and social care and prepare them for their next steps in education. These are replacing the old 'Statement' process.

### **The 4 Areas of Need:**

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical Needs

### **Ways to identify difficulties**

- Meetings with Infant Schools.
- Consultation with staff, parents and pupils.
- Baselines assessments, Reading and Spelling assessments.
- Liaison with Parents/Carers
- Teacher assessments
- Teacher referrals for additional assessments following concerns
- Bournemouth Early Help Assessment (EHA).

## Assess -> Plan -> Do -> Review

### Assess

**Stage 1** If the previously mentioned ways to identify difficulties suggest that the learner is not making expected progress despite quality first teaching, the class teacher will consult with the Inclusion Lead through the Teacher Identification of a Student Concern (TISC) referral form. This involves discussion with the Inclusion Lead reviewing the provision in place for the pupil and the potential need for further assessments.



### Plan

**Stage 2** If a pupil is not making enough progress, the Inclusion Lead will work together with parents and class teachers to solve the problems. The Inclusion Lead collates all the feedback from the concern forms and plans the next steps. These may be further interventions or referrals to outside agencies but will mostly lead to the completion of an Access Plan. This will be written by the Inclusion Lead and class teacher in consultation with the pupil, parents, carers and other teachers when appropriate. The pupil may then be placed at SEND Support level (K) on the inclusion Register if additional interventions are needed and parents are informed of this.



### Do

**Stage 3** The quality of teaching for pupils with SEND, and the progress made by pupils, is a core part of the Academy's teaching and learning standards. Lessons are planned to address potential areas of difficulty and to remove barriers to pupils' achievement. It is the responsibility of teachers to use the Access Plan and ensure they use the strategies and information from professional reports to inform their planning and teaching. Identified interventions will be put in place by the Inclusion Lead.  
Staff are offered relevant opportunities for training in Special Educational Needs and Disabilities.



### Review

Interventions will be reviewed 6 weekly by the Inclusion Lead. Pupil Access Plans will be reviewed termly. Evidence of progress will come from 6 weekly pupil progress meetings.

If, despite significant intervention at SEN Support level, and if the Academy has evidence that a pupil is making insufficient progress, we may seek further advice and support from outside professionals. Parents/carers and pupils will be fully involved and kept informed about the involvement of external agencies and proposed interventions.



## Quality First Teaching — In Class Support

**High quality teaching** that is differentiated and personalised will meet the individual needs of the majority of pupils. The quality of teaching for pupils and the progress made by pupils, is a core part of the Academy's teaching and learning standards.

This is **high quality teaching** – differentiating for individual pupils is the first step in responding to pupils who have or may have SEND. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from TA's (Teaching Assistants) or additional interventions.

When planning, teachers will set high expectations and provide opportunities for all pupils to achieve.

Teachers will take account of pupils' additional requirements and make provision, where necessary, to support individuals.

Where needed additional support may be provided in class by TA's (Teaching Assistants).

Teachers will use strategies identified on the Access Plan/Professional Reports to help with differentiation and teaching

### **Training:**

All teachers in the academy are highly trained teachers (or in the process of obtaining QTS) who have access to a range of support and training opportunities across the year. The academy has a training plan for all staff to improve the teaching and learning of children. This includes whole academy training on SEND issues such as, SEMH, Literacy difficulties and Speech and Language difficulties. 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. Autism and Attachment, etc.

## Additional Support and Interventions

**Some pupils may require additional support depending on their needs.**

**Interventions may include:**

- Reading intervention
- Maths programme
- Precision Teaching
- Visual Learning for Life
- Speech and Language Support
- EAL support
- School Nurse
- Inclusion referral Process
- Monitoring Card
- Screening for Dyslexia
- Beat Dyslexia
- Learn-To-Move/Move-To-Learn
- Sensory Circuits
- Exam Access Arrangements
- Personalised Curriculum
- Mentoring by a specific member of staff
- Pastoral intervention
- Inclusion Lead intervention
- Breakfast and after school clubs
- Lunchtime homework club

**Specific interventions for pupils with social and emotional developmental needs:**

- Pastoral support
- 'Drop-In' first break and lunchtime
- Draw and Talk Programme
- Neuro Linguistic Programming (NLP)
- Mindfulness

**Access Plans / Care Plans** are written and shared with staff.

They identify:

- Areas of need,
- Strengths
- Most importantly strategies of support to be used to support pupils.

Teachers use these Access Plans to plan, differentiate for and assess pupils with SEND.

### Teaching Assistants

The Academies Teaching Assistants support pupils with SEND. The TAs work collaboratively with teachers to support pupils on an individual, group or whole class basis.

Allocation of TA's in class is based on pupil need and entitlement. Priority is given to support pupils with an EHCP and core subjects.

TA works under the direction of a teacher, the teacher has ultimate responsibility for the pupil's learning.

**During assessment of a pupil a referral may be made to an external agency requesting additional and / or further assessment. Referrals can be made to:**

- Educational Psychology Service
- Specialist Speech and Language Therapy
- Community Pediatrician
- School Nursing Service
- Literacy and Numeracy Assessments (Forest Tutoring)
- Children's Social Care
- Young Carers
- Child and Adolescent Mental Health (CAMHS)
- Counselling Services

**Other Services we work in collaboration with :**

- Hearing and Vision Support Service
- Physiotherapy and Occupational Therapy (Children's Therapy Services)



## Support for Pupils and Parents/ Carers

Queen's Park Academy works in partnership with pupils and their parents / carers to help and support their learning both in and out of the Academy.

Pupils and their parents / carers are consulted at all stages of the SEND monitoring cycle ensuring that the pupils is at the centre of the process, discussing with the Inclusion Lead and / or class teacher what support is needed.

Support is offered to parents / carers by sign posting them to services / organisations which may offer support / advice and where appropriate to the Local Offer.

Teachers report on student progress on a six weekly basis providing information on current attainment levels.

### Transition

Pupils are fully supported during the transition:

- From KS1 to KS2
- From KS2 to KS3
- To a new year group

The Academy is fully accessible to all individuals:

- Lifts
- Adjustable working areas available where needed
- Disabled toilets

### **What happens if I am worried or have concerns about my child's provision?**

Talking through your concerns with the Class Teacher and Inclusion Lead (Mrs S Goodwin) will help identify what the outstanding concerns or worries are and how we can best help. If you still cannot agree, you are encouraged to speak to the Academy Associate Principal (Mrs S Simmons) or Vice Principals (Mr M Vernon or Mrs A Dolan).

The Academy currently has 9% SEND  
(January 2019)