



# Special Educational Needs and Disabilities (SEND) Information Report for Parents

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Queen's Park Academy is a mainstream primary Academy for 4 —11 year old students covering EYFS, Key Stage 1 and 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 EYFS, KS1 and KS2, ready for secondary school education.

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 students will be addressed irrespective of ability, physical fitness, social class or psychological condition. Queen's Park Academy will not label students nor use any organisational strategy which would disadvantage any particular group of students.

### What does SEND mean?

#### Definition of Special Educational Needs (SEN)

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made, namely provision different from or additional to that normally available to pupils of the same age.

#### Definition of a Disability (SEND)

- A child or a young person has a learning difficulty or disability if he or she:
  - Has a significantly greater difficulty in learning than the majority of others of the same age
  - Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided

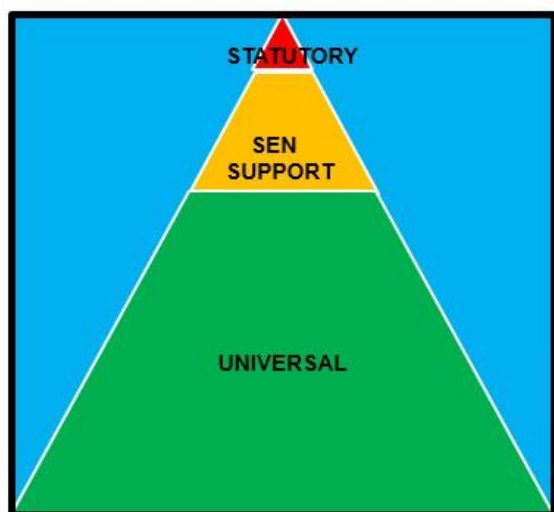
for others of the same age (*The Children and Families Act 2014, Section 3 Para 20*)

### Graduated response to SEND

A graduated response to SEND means that the support given to children increases as their needs increase, and that the levels of support are consistent across BCP and in line Nationally.

Because all children learn at different rates and find different things easy or difficult, high quality teaching, support and differentiation are expected for all pupils.

### Levels of support



A small percentage of children and young people need an Education, Health and Care Plan (EHCP). If their needs are complex, severe and long term and cannot be met by their settings resources.

The teacher and SENCO gather information from the school and family to help planning and provision. Assess, plan, do review cycles become increasingly individualised. For higher levels of need, schools can get specialised assessments from external agencies and use funds from the school's 'delegated' or notional 'budget'.

The first response to any concern is high quality teaching targeted at areas of weakness. 'Where progress continues to be less than expected, the class or subject teacher, and the SENCO, should assess whether the child has SEN'. (COP: 6)

## Universal – Quality First Teaching

Quality First Teaching and the use of personalised, differentiated approaches form the universal offer for all children and young people in educational settings. This includes the robust use of the 'assess-plan-do-review' cycle, rigorous teacher oversight, and close liaison between the setting and family.

## SEN Support

Where quality first teaching approaches have not been sufficient to meet the child's needs and they now require more focussed, targeted support, they will be identified as having SEND. These children will have a Pupil Passport. More specialist advice will be sought, and the advice implemented and reviewed. Quality first teaching, robust use of the 'assess-plan-do-review' cycle, rigorous teacher oversight, and close liaison between the setting and family will continue.

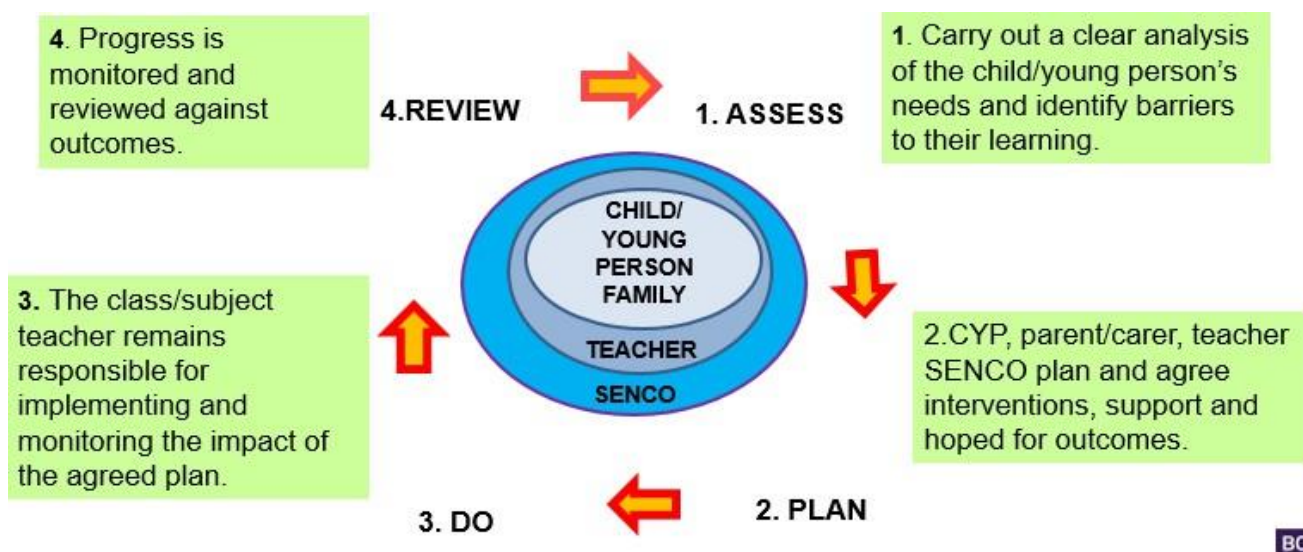
All children and young people with SEND will have an identified Primary area of need and many will have additional needs across a range of other areas. Every child is different and it is important that it is the individual child and their range of needs which are looked at when deciding how best to support them.

## The 4 Areas of Need:

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

## How is progress monitored

The SEND Code of Practice sets out how settings should adopt a cyclical model of intensifying support for SEND with 4 stages of ASSESS-PLAN-DO- REVIEW.





## **What if a pupil does not make progress at SEND support?**

If the pupil does not make progress over a sustained period and despite specialist advice, school may apply for an Education, Health and Care (EHC) needs assessment.

## **What are EHCPs?**

EHCPs are Legal documents which identify educational, health and social needs and set out the support required to meet those needs.

They focus on:

- the child/young person's aspirations
- achieving outcomes
- person centred planning
- preparing young people for adulthood.

## **What happens when the LA are asked for an EHC Assessment?**

The LA has up to 6 weeks to decide whether to carry one out.

If an assessment is agreed the LA will ask everyone appropriate for further information.

The Special Educational Needs Panel will then consider the advice and will decide whether to issue an EHC plan.

The LA has 20 weeks to issue an EHC plan in total

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

Educational Psychology Service  
SEND Outreach service  
Specialist Speech and Language Therapy  
Community Pediatrician  
Children and Young People Social Care (CYPSC)  
Child and Adolescent Mental Health (CAMHS)  
Safer Schools Community Team  
Specialist advisory Teacher  
Youth Support Worker (Targeted Services Team)

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

Hearing and Visual Impairment Service  
Physiotherapy and Occupational Therapy



## Additional Support and Interventions at Queen's Park Academy

### **Some students may require additional support depending on their needs.**

Interventions may include:

- Phonics/Reading/Maths intervention
- Speech and Language Support
- EAL support
- Additional practical resources
- Small group work
- 1:1 interventions
- Access to alternative provision when required
- Lunch club
- Referrals to outside agencies
- Access to specialist resources
- Use of ICT to support learning
- Increased adult support
- Use of visuals and signs
- Personalised timetables and work stations
- Use of social stories

### **Specific interventions for students with social and emotional developmental needs:**

- Pastoral support
- ELSA sessions
- Zones of Regulation support
- Individual reward systems
- Counselling sessions
- Increased adult support

Pupil Passports are written and shared with staff through the SEND register. They identify:

- Strengths and interests
- Attainment and progress
- Areas of need
- Strategies to support students
- Interventions

Teachers use Pupil Passports to plan, differentiate and assess students with SEND.

### **Teaching Assistants**

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

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

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



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, 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.

### **Support for Students and Parents/ Carers**

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

Students and their parents / carers are consulted at all stages of the SEND monitoring cycle, ensuring that the students are at the centre of the process, discussing with the SENDCO 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 half termly basis providing information on current attainment levels.

The Academy is fully accessible to all individuals.

SENDIASS are an impartial, confidential and free service for children and young people (up to 25) with SEND and their parents/carers. <https://www.sendiass4bcp.org/Home.aspx>

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

Talking through your concerns with the Inclusion Lead Mr Foster 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 Principal Mrs Simmons or Vice Principals Mr Chaffey or Mrs Williams

Queen's Park Academy currently has

11% SEND Support

1.8% EHCP

(Sept 2023)

