



QUEENSMEAD
PRIMARY ACADEMY

School Information Report 2022- 2023

Special Educational Needs and Disabilities – Regulation 3

'For the purpose of section 69(3)(a) of the Act the SEN information which the governing body or proprietor of every maintained school, maintained nursery school and Academy school (other than a special school that is established in a hospital) must include in a report containing SEN information Report

Reviewed: September 2022
Next review date: September 2023

The kinds of special educational needs for which provision is made at Queensmead Primary Academy

Queensmead Primary Academy is a mainstream setting and is an inclusive school which focuses on removing barriers to learning. All pupils are welcome, including those with special educational needs and disabilities. The Academy participates in the Leicester City Council's coordinated admissions scheme for entry into Reception year. Admissions for all in-year applications and for applications for year groups other than the normal point of entry, Reception Year, are coordinated by Queensmead Primary Academy in accordance with Greenwood Academy Trust's Policy.

The Academy offers a broad and balanced curriculum which is matched to the learning needs of all pupils. There is effective provision for a range of abilities, with provision being adapted and adjusted to meet the individual learning needs and styles.

Queensmead Primary Academy's school aim, for '*...our school to be a place where we are safe: to learn, have fun, work hard. A place where we are kind and mindful of everyone and have positive attitudes for our bright futures*' places the learner at the heart of our work. An inclusive culture is promoted to ensure that everyone feels valued and ready to learn. Consequently, pupils embrace the learning opportunities they are offered and rise to the challenge of the high expectations set.

The progress of every child with Special Educational Needs and Disabilities (SEND) is monitored by the Senior Leadership Team and our SENDCo, Miss Tina Holmes. SENDCos have the responsibility for coordinating the support needed for pupils identified as having Special Educational Needs and Disabilities (SEND). We liaise closely with parents, teachers and a range external agencies in order to support pupils with additional and different needs.

Identifying and assessing pupils who may have special educational needs

Early identification of children with SEND is vital. Identifying a child's educational needs and adapting teaching to meet those needs, is a process that is in place for all pupils in our Academy.

A rigorous monitoring system, through tracking and termly pupil progress meetings, to identify where a child is not making expected progress, is in place. Class teachers will plan for, and implement, relevant and timely interventions, through quality first teaching, appropriate differentiation and in-class support. The class teacher will liaise with parents and carers to ensure that there is a shared understanding of the child's needs and gain a parental perspective on any areas of strength and emerging barriers to learning.

Where a child's needs are persistent, the class teacher will complete an initial concerns checklist and arrange to meet with the SENDCo. The senior leadership team will then meet to decide if different and additional provision is required to meet the child's needs and to determine next steps

Queensmead Academy's approach to teaching pupils with special educational needs

All pupils are taught in classes organised by their chronological age. Teachers provide learning opportunities for all pupils appropriate to their abilities. Teachers are skilled at adapting teaching to meet the diverse range of needs in each class.

High quality teaching, differentiated for individual children, is always seen as the first step in responding to those who may have SEND. Working together, the SENDCo, class teacher, parents and child will discuss appropriate support needed to meet the outcomes identified.

The class teacher remains responsible and accountable at all times for the progress and development of all children in their class, even where a pupil may be receiving support from a teaching assistant. SEND support will take the form of a four-part cycle (assess - plan - do - review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what is required to ensure good progress is made and improved outcomes are achieved.

Differentiation and quality first teaching are approached in a variety of ways to support access to the curriculum and ensure that all pupils can experience success and challenge in their learning. Grouping arrangements are based on different pupils' individual needs. Additional adults are used flexibly to support groups and individual pupils with a long-term goal of developing independent learning skills. All pupils identified with SEND have a One Page Profile – incorporating relevant targets. Teacher set these targets, focusing on gaps in learning and identify ways in which they can be addressed. These targets are monitored and reviewed on a termly basis.

Evaluating the effectiveness of provision for pupils with SEND at Queensmead Primary Academy.

A pupil's progress will be continually monitored by the class teacher. Progress will be reviewed formally by the class teacher, the Senior Leadership Team and the SENDCo every term. Pupils identified as having specific needs will be supported within school through individual targets set and outlined in conjunction with the One Page Profile. Parents will receive a copy of the One Page Profile and personalised targets termly. Reviewing children's progress at parents' evenings, and additional meetings, with class teachers and the SENDCo will inform future action required.

The progress of pupils with an Educational Health Care Plan will be formally reviewed at an Annual Review with child, parents, teachers, SENDCo and external agency representatives in attendance

Ongoing monitoring takes place by pupils' teachers to identify those who are not making progress or those who have specific needs which are affecting their ability to engage in learning activities.

Queensmead Primary Academy's arrangements for assessing and reviewing the progress of pupils with special educational needs

Pupils who have an Educational Health and Care Plan (EHCP) are reviewed on an annual basis. These reviews are carried out in line with statutory guidance for reviews. Advice is provided by the teacher, SENDCo, external agencies, the pupil and the parent or carer. Documentation is shared in advance and meetings held at a mutually agreed time.

Pupils identified as having needs that require external agency input, or whose progress and attainment is significantly behind that of their peers, will be identified on the Special Educational Needs Register as SEND Support. These pupils will not automatically have an EHCP.

All pupils with an EHCP, or those identified on the SEND record are closely monitored on a termly basis using the school's tracking systems by the class teacher, SENDCo and the senior leadership team, in line with the school's assessment procedures. Those who are identified as not making expected progress are discussed at pupil progress meetings to ensure appropriate intervention is in place to support individuals.

Adaptation of the curriculum and learning environment for pupils with special educational needs

Queensmead Primary Academy is dedicated to providing a creative, accessible curriculum and learning environment for all learners. Our curriculum has been developed to ensure that all pupils are acquiring a wide range of knowledge and transferrable skills. Queensmead Primary Academy strive to ensure that every pupil achieves, enjoys their learning experiences and develops a positive set of values and thinking skills.

The learning environment is adapted in many ways to meet the needs of children with SEND. Visual timetables are in every classroom, workstations where appropriate, a range of resources are made available and other reasonable adjustments are made to cater for pupils with additional and different needs. Environment learning walks take place to identify and share good practice.

Information about how equipment and facilities to support children and young people with special educational needs will be secured.

Queensmead Primary Academy is fully compliant with the 'Disability Discrimination Act' requirements. The school can offer easy access, disabled parking and toileting facilities. As a school we ensure, where-ever possible, that equipment is accessible to pupils regardless of their individual needs. In addition to the school's curriculum, we offer extracurricular activities, including school trips, residential visits and before and after school activities. The Academy endeavours to remove any barriers to ensure that all reasonable adjustments are made to include all pupils.

In accordance with the **Equality Act 2010** the school has an 'Accessibility Plan' and a policy for 'Supporting Pupils at School with Medical Conditions', which includes the administration of medication. Where equipment and facilities are required that are additional to, or different from,

those already provided, the SENDCo will contact relevant health agencies to ensure the appropriate equipment is available to support Academy pupils.

Provision for additional support for learning that is available to pupils with special educational needs

A pupil's needs will be regularly assessed. Having assessed and identified barriers to learning, specific provision will be made for individuals. This information will be shared with staff, pupil and parents. The outcome of any assessment will then determine the appropriate intervention to support the needs of the child:

- Universal offer– classroom support through High Quality Teaching, scaffolding and differentiation
- Intervention – identified additional support planned by teachers for individuals and small groups requiring intervention
- Targeted intervention – targeted and specialised support with external service involvement where necessary

Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum

Queensmead Primary Academy has an inclusive ethos. Pupils with a range of needs are represented well in a variety of activities outside the classroom. The Academy offers a wide range of extra- curricular activities and clubs. Where necessary, risk assessments are completed by staff prior to any educational visits. Support for pupils with a high level of need during unstructured times of the school day, for example break and lunch times, is in place.

Support that is available for improving the emotional and social development of pupils with special educational needs

The Academy recognises that pupils may have additional social and emotional health needs that require support and nurture. These different needs can manifest in a range of ways, including behavioural difficulties, anxiety and communication and interaction challenges. All classes follow a structured PSHE (Personal, Social and Health Education) curriculum to support the development of emotional intelligence. However, for those children who find aspects of this difficult, we offer small nurture groups for those with additional emotional and social needs. Activities are planned to develop social skills and positive play. Where necessary, lunchtime and playtime support are available through planned activities in a number of bespoke activity clubs.

Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

To maintain the high quality of teaching and provision for all pupils, Academy staff are encouraged to undertake ongoing training. Training needs of staff are identified through the Academy's self-evaluation process. The Greenwood Learning Alliance aims to develop a strong learning culture for colleagues, whether Teaching, Support or in Leadership roles.

Developing professional skills and providing effective learning opportunities for our people invests in their futures. This investment will result in talented and dedicated teachers, support staff and leadership teams working effectively within our academies and across the wider Trust.

All teachers and support staff are aware of the Academy's SEND policy including the systems and processes in place regarding the school's SEND provision and practice. The Academy's SENDCo regularly attends SENDCo Hub meetings and Leicester City Council's SENDCo briefings to keep up to date with local and national updates related to Special Educational Needs and Inclusion. The Academy is also a member of the National Association for Special Needs (NASEN).

The Academy works with a range of external agencies to seek advice and support to ensure that the needs of all pupils are assessed, identified and addressed.

Arrangements for involving young people with special educational needs in their education.

The school recognises that all pupils have the right to be involved in making decisions and exercising choice. We aim to develop pupils' self-advocacy skills to enable them to successfully communicate their own interests, desires, needs and rights, enabling them to make informed decisions about their learning and future. Pupils with Education, Health and Care Plans, or who are on the Special Needs Register, are asked their views and opinions to ensure that they are part of the decision making process.

Arrangements for consulting parents/carers of pupils with special educational needs about the education of their child.

As a mainstream setting, Queensmead Primary Academy promotes inclusive practice and strives to remove barriers to learning. All pupils are welcome, including those with Special Educational Needs and Disabilities, in accordance with Leicester City Council's Admissions Policy.

Queensmead Primary Academy actively seeks to work with families and we value the contribution made through their involvement, opinion and experience. Parents are kept informed of actions taken by the school and are encouraged to take part in their child's learning. Consent from parents is always sought before the school requests any involvement from external agencies.

The Academy works in collaboration with parents in many ways and is always looking for opportunities to strengthen links with families. These currently include:

- Parents' Evenings focused on progress, targets, support and information sharing
- Regular communication through telephone calls and meetings to share information and discuss issues.
- The school's website with up-to-date information
- Inclusion parent events/coffee mornings

How Queensmead Primary Academy involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

The Academy works with a range of external agencies to seek advice and support to ensure that the needs of all pupils are assessed.

External agency advice available:

- Educational Psychology Service
- Learning, Communication and Interaction Team
- Speech and Language Service
- Autism Outreach
- ADHD Solutions
- Visual Impairment Team
- Central Access Point Team for Mental Health
- School Nursing Service
- Educational Welfare Officer
- Occupational Therapy Team
- Physiotherapy Team
- SENDIASS
- Early Years Specialist Team
- Early Help for Families

These services will be accessed on an individual needs basis and may include attendance of meetings, offer of advice and in school support, 1:1 sessions, small group work and liaison with parents.

Arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

The school recognises that transitions can sometimes be challenging for pupils with SEND and we take steps to ensure that any changes are supported. If a child is joining us from nursery, the Foundation Stage Leader and the SENDCo may visit pre-schools. If a child is moving to another school, we will contact the school SENDCo and share information regarding additional and different arrangements that have been made for the pupil and we will make sure that SEN records are securely transferred. When pupils with specific and individual needs move classes in school,

information will be passed on to the new class teacher in advance and the SENDCo will ensure that pupil's folders and individual records are shared and discussed.

In Year 6, the SENDCo will discuss the specific needs of a child with the SENDCo of the child's secondary school. In most cases, a transition review meeting will take place. Pupils will be supported to ensure they understand the changes ahead. Where possible, a child will visit their new school on several occasions, and, in some cases, staff from the new school will visit a child in this school to support an enhanced transition process.

Arrangements made by the Academy to the treatment of complaints from parents and carers of pupils with special educational needs

It is recognised that parents of pupils with SEND may, from time to time, have particular concerns regarding their child's individual needs. The Academy acknowledges the difference between a concern and a complaint. The requirement to have a complaints policy does not undermine efforts to resolve the concern informally. The Academy commits to responding to concerns quickly, sympathetically and effectively.

Queensmead Primary Academy is committed to working in close partnership with all members of the school community. The school places great value on the role which parents and carers play in supporting their child's learning.

Parents are encouraged to discuss any queries or concerns with the school. In the first instance, with any query or concern, parents should contact their child's teacher.

In addition, parents can contact Miss Tina Holmes, SENDCo at cholmes@queensmeadacademy.org. Telephone: 01162858518 for advice and support.

Contact details of support services and information for parents and carers of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

Initially, if parents have any questions regarding their child's learning, communication or social interaction skills they should contact their teacher directly. However, if queries or concerns continue, parents are invited to contact Queensmead Academy's SENDCo, Miss Tina Holmes.

Information and support for families can be accessed in the first instance by contacting the school directly via email on cholmes@queensmead.academy.org or by telephone on 0116 2858518.

In addition, **SENDIASS** are an impartial service who can provide Special Educational Needs and Disability Information, Advice Service for:

- Parents and carers of children and young people aged 0 – 25 in Leicester City who are concerned about their child/young person's educational progress
- Children and young people aged 0 – 25 in Leicester City with SEND who are concerned about the educational progress they are making or the support they are receiving

Contact: SENDIASS Leicester, 1st Floor Alliance House, 6 Bishop Street, Leicester, LE1 6AF

Tel: 0116 482 0870

Email: info@sendiassleicester.org.uk

Facebook: [SENDIASS Leicester](#)

Twitter: [@SendiassL](#)

Information on our contribution to the publication of the authority's Leicester City Local Offer.

Annually, Queensmead Primary Academy publishes this *SEND School Information Report* on the Academy website. The Academy aims to help children, young people, parents, carers and families to find information and support easily. This links with Leicester City Council's *Local Offer*.

The *Local Offer* brings together in one place information about health, education and social care for:

- children and young people from birth to 25 years old who have a Special Educational Need or Disability (SEND)
- parents and carers of children with SEND
- professionals working in health, care and education
- providers of services for children and young people

The Leicester City's *Local Offer* can be found here:

http://www.leics.gov.uk/index/children_families/family/send.htm

The Government *SEND Code of Practice* is available here:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>