



**GREENWOOD ACADEMIES TRUST**

# **Queensmead Primary Academy**

## **SEND School Information Report**

### **2025-2026**

SENDSCO: Mrs E Peutherer

Reviewed: September 2025

Next review date: September 2026

# CONTENTS

1. What types of SEN does the academy provide for?
  2. Which staff will support my child, and what training have they had?
  3. What should I do if I think my child has SEN?
  4. How will the academy know if my child needs SEN support?
  5. How will the academy measure my child's progress?
  6. How will I be involved in decisions made about my child's education?
  7. How will my child be involved in decisions made about their education?
  8. How will the academy adapt its teaching for my child?
  9. How will the academy evaluate whether the support in place is helping my child?
  10. How will the academy resources be secured for my child?
  11. How will the academy make sure my child is included in activities alongside pupils who don't have SEND?
  12. How does the academy support pupils with disabilities?
  13. How will the academy support my child's mental health and emotional and social development?
  14. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?
  15. What support is in place for looked-after and previously looked-after children with SEN?
  16. What should I do if I have a complaint about my child's SEN support?
  17. What support is available for me and my family?
  18. Glossary
- 

Dear parents and carers,

The aim of this information report is to explain how SEND support works in our academy.


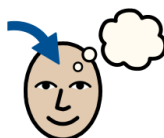

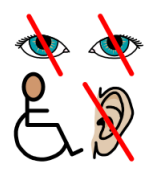
If you want to know more about our arrangements for pupils with SEND, read our SEND policy, which is on the school's website or contact the school office.

**Note:** If there are any terms that we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

Thankyou

# 1. WHAT TYPES OF SEN DOES THE ACADEMY PROVIDE FOR?

Our academy provides for pupils based on their individual needs in the following areas:

AREA OF NEED	EXAMPLE CONDITIONS
<b>Communication and interaction</b>  	Autism spectrum disorder
	Speech and language difficulties
	Developmental Language Disorder
<b>Cognition and learning</b>  	Specific learning difficulties: including dyslexia, dyspraxia, dyscalculia
	Developmental delays
	Moderate learning difficulties
	Severe learning difficulties
<b>Social, emotional and mental health</b>  	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
	Anxiety
<b>Sensory and/or physical</b>  	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

## 2. WHICH STAFF WILL SUPPORT MY CHILD, AND WHAT TRAINING HAVE THEY HAD?

### Our special educational needs co-ordinator, or SENDCO

Our SENDCO is Mrs Elizabeth Peutherer.

She is a qualified teacher and has worked at Queensmead Primary Academy for over 10 years in a variety of year groups. She achieved the National Award in Special Educational Needs Coordination at the beginning of 2024.

She has also completed additional trainings in school-based assessments, drawing and talking therapy, colourful semantics, and is qualified as an Elkan speech and language tutor. She has also trained in several learning interventions and has run several groups throughout the school. As a parent to a child with SEND, she has also completed workshops around supporting a child with SEN at home.

She works full time at the Academy with 4 days (Monday – Thursday) allocated to manage SEN provision.

### Pastoral Team

We have a team of experienced staff who support parents and pupils with behaviour, attendance and family support.

Miss Kirsty Hargreaves, our Inclusion Mentor is trained in several interventions to support children's social, emotional and mental health including Fun time, Play Therapy and Let's Talk. She is also a qualified counsellor.

### Class teachers

All of our teachers receive in-house SEN training throughout the year and where specific needs arise, and are supported by the SENDCO to meet the needs of pupils who have SEN.

Additionally, the Leicester City SEN Support Service delivers several specific trainings including dyslexia awareness and support, supporting children with mental health needs in class and attention autism. Specific trainings have also been arranged by the visual and hearing teams and occupational health when the needs of our pupils require it.

### Teaching assistants (TAs)

We have a team of experienced TAs and higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision within the classroom and are trained to deliver interventions such as sensory circuits, inference training, phonics, colourful semantics and speech and language plans to specific pupils or groups.

Specific training for individual pupil needs is completed on an ad-hoc basis.

### External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These may include, but are not limited to:

- Speech and language therapists
- Educational psychologists
- Occupational therapists and Physiotherapists
- Specialist support teachers in learning, early years, SEMH or physical needs from Leicester City SES team
- GPs or paediatricians, as well as school nurse
- Mental Health support team
- Education welfare officers
- Early Help for families
- SENDIASS



## 3. WHAT SHOULD I DO IF I THINK MY CHILD HAS SEN?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's class teacher.

You can speak directly to them at the end of the school day at the classroom door or contact the school office to arrange a longer appointment.

They will pass the message on to our SENDCO, Mrs Elizabeth Peutherer, who will be in touch to discuss your concerns.

You can also contact the SENCO directly via the school office on 0116 285 8518 or email on [epeutherer@queensmeadacademy.org](mailto:epeutherer@queensmeadacademy.org)

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

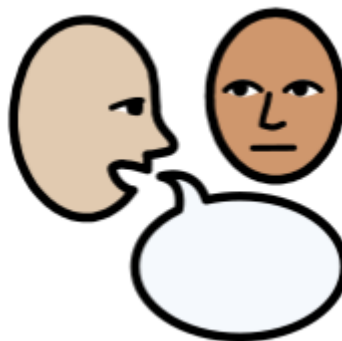
Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

The class teacher will complete an initial concerns form and implements strategies as part of their teaching to support your child. This will be reviewed after 6-8 weeks.

If we decide that your child needs further SEN support, we will formally notify you in writing and your child will be added to the academy's SEND register.

They will then complete a Pupil Outcome Plan (POP) with their teacher to set out provision and targets for them to work towards.



## 4. HOW WILL THE ACADEMY KNOW IF MY CHILD NEEDS SEN SUPPORT?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their academy work or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support or intervention to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCO and complete an initial concerns form explaining the needs of the child and what support has already been tried. The child's progress will be monitored by the class teacher and reviewed with the SENDCO after 6-8 weeks. If the concerns continue, they will contact you to discuss the possibility that your child has SEN.



The SENDCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment, or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, an occupational therapist or a specialist support teacher.

Based on all this information, the SENDCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

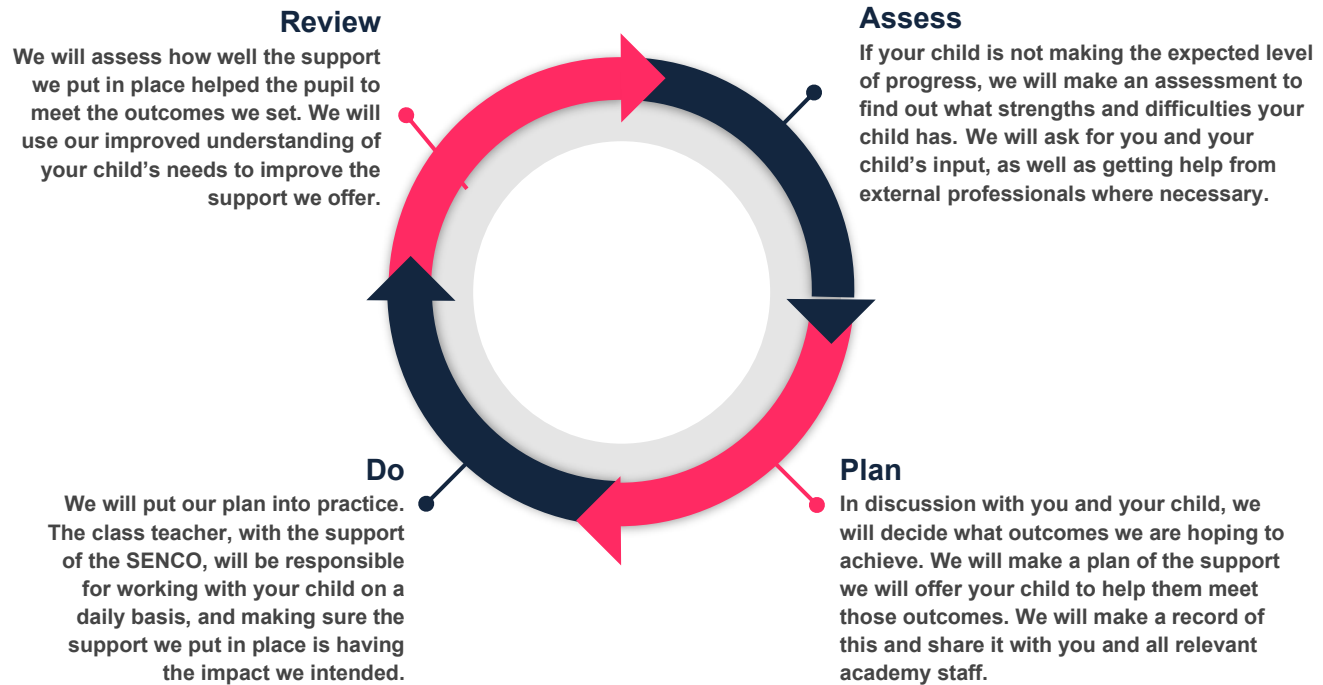
If your child does need SEN support, their name will be added to the academy's SEN register, and the SENDCO will work with teachers to create a Pupil Outcome Plan for them.



## 5. HOW WILL THE ACADEMY MEASURE MY CHILD'S PROGRESS?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. The teacher creates a Pupil Outcome Plan with the pupil which is reviewed and updated every term in October, February, and May. Any interventions needed are arranged with support from the SENDCO.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue, and the academy's targets, strategies and provisions will be revisited and refined.

## 6. HOW WILL I BE INVOLVED IN DECISIONS MADE ABOUT MY CHILD'S EDUCATION?

We will provide copies of the Pupil Outcome Plans at termly parents evenings and as part of the annual report.

Your child's class teacher will meet you at these times to:

- Discuss clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCO may also attend these meetings to provide extra support.

We know that you are the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we are trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of academy.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher directly in the classroom or via the school office. You can also contact the SENDCO, Mrs Elizabeth Peutherer, to discuss any concerns you have or changes in your child's needs.



## 7. HOW WILL MY CHILD BE INVOLVED IN DECISIONS MADE ABOUT THEIR EDUCATION?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a video, drawing, or sorting activity.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey



## 8. HOW WILL THE ACADEMY ADAPT ITS TEACHING FOR MY CHILD?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High quality inclusive teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our academy.

We will adapt how we teach to suit the way the pupils work best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child. We have all had training on the EEF Five principles for SEN Inclusion and use these in every classroom.

These adaptations may include, but are not limited to;

- Adapting and scaffolding our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Carefully considering our teaching approach, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, sensory breaks, etc.
- Teaching assistants may support pupils in small groups
- 1:1 instruction will be considered in specific circumstances, at which point funding requirements may need to be considered
- Running recommended Interventions such as:
  - Inference training
  - Touch typing
  - Sensory circuits
  - Social stories
  - Pre-teach maths and English sessions
  - Precision teaching
  - Fun time / Let's talk

These interventions are part of our contribution to Leicester City's local offer.



## 9. HOW WILL THE ACADEMY EVALUATE WHETHER THE SUPPORT IN PLACE IS HELPING MY CHILD?

We will evaluate the effectiveness of provision for your child by:

- Using provision maps, POPs and academy data to measure progress each term from the child's starting point
- Reviewing the impact of interventions after each cycle of Assess-plan-do-review
- Using pupil questionnaires
- Regular feedback from parents and carers
- Monitoring and analysis by the SENCO
- Holding an annual review (if they have an education, health and care (EHC) plan)



## 10. HOW WILL THE ACADEMY RESOURCES BE SECURED FOR MY CHILD?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More support staff hours
- Further training for our staff
- New intervention resources
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The academy will cover costs in line with the SEN Notional funding it receives. Beyond this the academy will consult with the local authority to secure funds.



# 11. HOW WILL THE ACADEMY MAKE SURE MY CHILD IS INCLUDED IN ACTIVITIES ALONGSIDE PUPILS WHO DON'T HAVE SEND?

Queensmead Primary Academy has an inclusive ethos for all learning and activities. Where necessary, additional risk assessments are completed by staff prior to any educational activities.

All of our extra-curricular activities and academy visits are available to all our pupils, including our before and after-academy clubs.

All pupils are encouraged to go on our academy trips, including our residential trips in years 4,5 and 6.

All pupils are encouraged to take part in sports days, after school sports clubs, class assemblies, swimming sessions, special workshops or visitors and Purple Pounds careers.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

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.



## 12. HOW DOES THE ACADEMY SUPPORT PUPILS WITH DISABILITIES?

Queensmead Primary Academy is fully compliant with the 'Disability Discrimination Act' requirements. The school is on one level with doors directly to every classroom offering easy access. There is disabled parking and toileting facilities on site. As an academy, we endeavour to remove any barriers to ensure that all pupils have access to the same broad and varied curriculum and extracurricular activities.

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. These policies are all on the Academy website or can be viewed at school via the office. If required, the SENDCO will contact the relevant health support agencies to ensure the appropriate equipment and training is available to support any individual pupil's needs.



# 13. HOW WILL THE ACADEMY SUPPORT MY CHILD'S MENTAL HEALTH AND EMOTIONAL AND SOCIAL DEVELOPMENT?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the academy council alongside their peers
- Pupils with SEN are also supported by pupils in the positive playtime group who help them build friendships
- We provide extra pastoral support for listening to the views of pupils with SEN by giving time at the start of the day to talk and having an inclusion mentor three days a week to spend time with children who need her support.
- We run clubs and group interventions for pupils who need extra support with social or emotional development
- We have a fully qualified counsellor on site for children with high need
- We have a therapy dog in school to provide safety, comfort and a listening ear for children
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the academy by following a clear behaviour policy which takes all incidents seriously and educating the pupils through our structured PSHCE curriculum, assemblies and awareness days.



# 14. WHAT SUPPORT WILL BE AVAILABLE FOR MY CHILD AS THEY TRANSITION BETWEEN CLASSES OR SETTINGS OR IN PREPARING FOR ADULTHOOD?

## Between years at Queensmead Primary Academy

To help pupils with SEND be prepared for a new academy year we:

- Ask both the current teacher and the next year's teacher to attend a meeting together at the end of the year when the pupil's SEN is discussed
- Transfer all information to new class in Purple SEN folder
- Create transition booklets, hold a transition day and complete extra drop ins to the new teacher at the end of term
- Set targets on the POPs at half terms to carry over into the next class

## From nursery / pre-school provision

If your child is joining us from nursery or pre-school we:

- Arrange for the Early years staff and SENDCO to visit the pre-school if possible
- Discuss the needs of the child with parents at a meeting before the child starts
- Offer flexibility in the hours the child attends initially

## Between primary schools

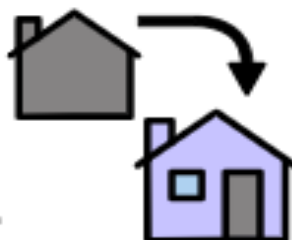
If your child is joining us from another primary school we:

- Contact the previous SENDCO to share information about current support
- Transfer SEN records securely
- Meet parents to discuss needs and any concerns

## To secondary school

If your child is moving to secondary school we:

- Arrange transition review meetings where needed
- Discuss the specific needs of a child with the SENDCO at the secondary school
- Transfer SEN records securely
- Organise enhanced transition with additional visits to the school to help them understand the changes



## 15. WHAT SUPPORT IS IN PLACE FOR LOOKED-AFTER AND PREVIOUSLY LOOKED-AFTER CHILDREN WITH SEN?

Our SENDCO, Mrs Elizabeth Peutherer, is the designated teacher for looked-after children and previously looked-after children.

She will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.



## 16. WHAT SHOULD I DO IF I HAVE A COMPLAINT ABOUT MY CHILD'S SEN SUPPORT?

The Trust takes very seriously any concern or complaint about the education or other services we provide or about the conduct of our staff. We believe that by tackling concerns at the earliest possible stage it allows us to improve relationships, enhance learning, prevent issues escalating and reduce the number of formal complaints we receive. Complaints about SEN provision in our academy will be dealt with in accordance with our complaints policy and procedure which is available [here](#) or on the academy's website complaints policy.

In the first instance, please talk to either the class teacher or the SENDCO, Mrs Elizabeth Peutherer at [epeutherer@queensmeadacademy.org](mailto:epeutherer@queensmeadacademy.org) or call the school office on 0116 285 8518 for advice and support.

You should exhaust all stages of our complaints procedure before considering any escalation to other agencies. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

Locally, SENDIASS, are an impartial service who can provide information and advice for parents and carers who are concerned about their child's progress or the support they are receiving. They can be contacted at:

SENDIASS Leicester,  
 1<sup>st</sup> Floor Alliance House,  
 6 Bishop Street,  
 Leicester,  
 LE1 6AF

Tel: 0116 482 0870

Email: [info@sendiassleicester.org.uk](mailto:info@sendiassleicester.org.uk)



If you feel that our academy discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-academy/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. Details of this can be found within the local offer.

## 17. WHAT SUPPORT IS AVAILABLE FOR ME AND MY FAMILY?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Leicester City's local offer

The Local Offer can be found here: [Family Information | SEND Local Offer \(leicester.gov.uk\)](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

SENDIASS Leicester,  
1<sup>st</sup> Floor Alliance House,  
6 Bishop Street,  
Leicester,  
LE1 6AF

Tel: 0116 482 0870

Email: [info@sendiassleicester.org.uk](mailto:info@sendiassleicester.org.uk)

Local charities that offer information and support to families of children with SEND are:

ADHD SOLUTIONS: [Home | ADHD Solutions CIC](#)

Mental Health Support Teams: [Introducing the Mental Health Support Team in Schools - Leicester, Leicestershire and Rutland \(healthforkids.co.uk\)](#)



## 18. GLOSSARY

- › **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil’s EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- › **Differentiation** – when teachers adapt how they teach in response to a pupil’s needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- › **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs.
- › **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a academy or local authority due to SEND
- › **Graduated approach** – an approach to providing SEN support in which the academy provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the academy must make to remove or reduce any disadvantages caused by a child’s disability
- › **SENDCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that academies must follow to support children with SEND
- › **SEN information report** – a report that academies must publish on their website, that explains how the academy supports pupils with SEN
- › **SEN support** – special educational provision which meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, academies or institutions or life stages

