GREENWOOD ACADEMIES TRUST

SEN Information Report for Queensmead Primary Academy

Welcome to our Special Educational Needs and Disabilities (SEND) Information Report. This report is designed for families, to help you understand how we support the children in our academy. Our aim is to explain what we do in a simple, honest, and helpful way.

Greenwood Academies Trust believes every child deserves the chance to do well, grow in confidence, and feel proud of who they are. For all children to work to their potential, whatever their needs may be. Therefore, at Queensmead Primary Academy, we work as a team, with you and your child, to make sure they feel included, supported, and safe every day.

Our aims guide everything we do. These are: *We want 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.*

This report sets out the support we offer, how we make decisions, and how we work with families. We hope you find it useful, clear, and reassuring. If you ever have questions, we are here to help.

SEND Contact

The name and contact details for our SENDCo, plus more information about SEND are displayed on the Academy website, or you can request this from the main office at any time. The SEND page can be found here: Queensmead Primary Academy - SEND

Admissions

All academies that are part of Greenwood Academies Trust follow the legal requirements set out in the Special Educational Needs and Disability Regulations (2014) and the SEND Code of Practice (2015). We ensure our admissions process is fair and open to everyone. We welcome all pupils and work hard to remove any barriers that might stop a child from joining our school.

We believe every child should feel included and valued. Our staff work closely with families to understand each pupil's needs so we can put the right support in place from the start. This helps us make sure every child, whatever their needs, can learn well and feel part of our academy community.

The admission policy can be found on our website in full. Queensmead Primary Academy - Academy Admissions

Our Approach to High-Quality Inclusive Teaching

High-quality inclusive teaching at Greenwood Academies means we make sure every child can learn and take part in each lesson. This includes children with Special Educational Needs and Disabilities (SEND). It is not a different type of teaching for some children. It is a way of teaching that helps everyone, while giving extra support to those who need it.

Our approach is built on one clear idea: every child can succeed when lessons are planned to meet include a variety needs. We adapt the lesson to help the child, not the other way round.

We also make sure that all pupils with SEND can take part in every aspect of school life, including clubs, trips, performances, sports, and enrichment activities. Reasonable adjustments are always made so that pupils with SEND can participate safely and confidently.

What This Looks Like in the Classroom

In our academy we follow teaching and learning principles that help all pupils learn well:

1. **Behaviour and Relationships** – Children learn best when they feel safe, calm, and respected.
2. **High Expectations** – We believe all children can achieve and we encourage them to aim high.
3. **Explaining and Modelling** – Teachers show children *how* to do something step by step.
4. **Practice and Rehearsal** – Children get time to practise so learning sticks.
5. **Questioning** – Teachers ask questions to check understanding and help children think.
6. **Adaptive and Responsive Teaching** – We change our teaching when children need extra help.
7. **Effective Feedback** – Children get clear feedback, so they know what to improve.
8. **Retrieval and Review** – We revisit learning often, so children remember it.
9. **Teacher Knowledge** – Teachers know their subject and understand how children learn.

Our aim is simple: every child should feel included, confident, and proud of their progress. Inclusive teaching does not mean making work easier. It means giving children different ways to understand the same learning, such as:

- Using pictures or real objects
- Giving sentence starters
- Allowing extra time

- Letting children show their learning in different ways
- Teachers breaking tasks into small steps, explaining things clearly, and checking often that children understand.
- Working closely with parents and using small, focused support when needed.

Graduated Approach (APDR)

At Queensmead Primary Academy, we use a Graduated Approach to make sure every child gets the support they need. The first level of support is called universal approaches. These are everyday strategies teachers use to help all pupils learn well. Every child receives high-quality, inclusive teaching as part of this first step.

These approaches put your child at the centre. Teachers think carefully about what each pupil needs and make simple changes to help them join in and succeed. This may include:

- Making reasonable adjustments
- Setting clear routines and boundaries
- Using strategies that help pupils stay focused, learn new skills, and feel confident in class

We follow the SEND Code of Practice (2015), which asks schools to use a Graduated Approach when supporting children with SEND. This is a cycle that helps us understand your child's needs, plan support, put that support in place, and check how well it is working.

This process is flexible. We adapt it as we learn more about your child and how they learn best, and this delivered through a cycle of four clear stages:

1. Assess – We find out what your child needs.
2. Plan – We decide what support will help.
3. Do – We put the support in place.
4. Review – We check if the support is working and make changes if needed.

The graduated approach is ongoing continual cycle. We track your child's progress carefully over time. We keep improving our support so that it always matches their needs. Our aim is simple: to make sure your child gets the right help, at the right time, with a clear focus on making positive progress.

Provision Mapping

The senior leadership team, including the SENDCo, maintain an ongoing provision map of all interventions and support provided across the academy. This is updated regularly. For information about what is currently on offer please speak to a member of the team.

Identifying Needs

We give support based on a child's needs, not on labels. This means we help a child because they need support — not because they have a diagnosis. Your child does not need a medical diagnosis to receive help.

How We Understand Your Child's Needs

To make sure we give the right support, we look at a wide range of information. This helps us build a clear picture of what your child finds tricky and what will help them learn. We look at:

- What we see in the classroom
- Assessments done in school
- Observations of how your child learns and behaves
- Conversations with you and your child

We put this information together to understand your child's strengths and their needs.

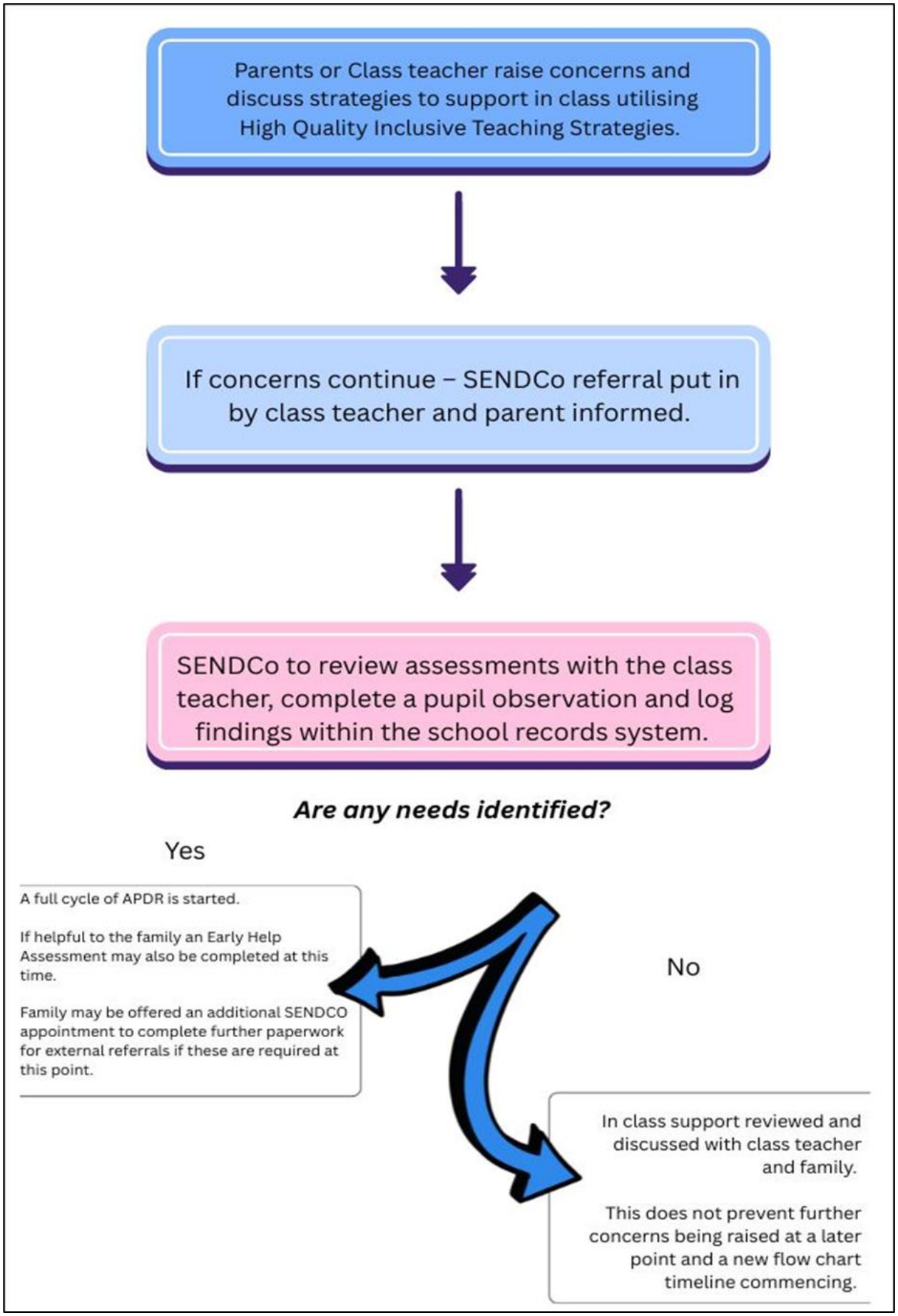
Our Step-by-Step Process

The flow chart shows the steps we follow. Each step usually takes **2–6 weeks**. This gives us time to understand your child properly and check that the support we put in place is making a difference.

Our goal is simple: to give your child the right help at the right time, so they can learn, feel confident, and enjoy school.

Because our approach focuses on need:

- Support can be put in place early
- We can change support as your child grows and their needs change
- Your child can still get help even if you are waiting for, or choosing not to seek, a diagnosis


Parents or Class teacher raise concerns and discuss strategies to support in class utilising High Quality Inclusive Teaching Strategies.
If concerns continue – SENDCo referral put in by class teacher and parent informed.
SENDCo to review assessments with the class teacher, complete a pupil observation and log findings within the school records system.
Are any needs identified?
Yes
A full cycle of APDR is started.
If helpful to the family an Early Help Assessment may also be completed at this time.
Family may be offered an additional SENDCO appointment to complete further paperwork for external referrals if these are required at this point.
No
In class support reviewed and discussed with class teacher and family.
This does not prevent further concerns being raised at a later point and a new flow chart timeline commencing.

What Are the SEND Categories?

There are four broad areas of SEND needs that are used to help teachers think about what kind of support will make the biggest difference. Many children's needs fit into more than one area, and that is completely normal.

1. Communication and Interaction

This area covers difficulties with understanding or using spoken language, social communication, or interacting with others.

It includes:

- Speech, language and communication needs (SLCN)
- Autism spectrum condition (ASC), including social communication differences

Children who have difficulties in this area may:

- Find it hard to follow conversations
- Struggle to understand instructions
- Find it difficult to express themselves
- Feel unsure about the social side of school life

Support may include clear communication, visual aids, structured routines, and teaching social skills.

2. Cognition and Learning

This area relates to how children learn, remember, and process information.

It includes:

- Specific learning difficulties (such as dyslexia, dyscalculia, dyspraxia)
- Moderate learning difficulties (MLD)
- Severe or profound learning difficulties (SLD/PLD)

Children with needs in this area may:

- Learn at a slower pace
- Need more repetition
- Find it easier when tasks are broken into small steps

Support can include targeted interventions, adapted resources, and teaching approaches that build confidence and independence.

3. Social, Emotional and Mental Health (SEMH)

This area covers needs linked to how children manage their feelings, behaviour, and relationships. Some children may struggle with confidence, worry, big emotions, or staying calm in school. Others may find it difficult to build friendships or cope with changes.

Children with SEMH needs might:

- Feel anxious, overwhelmed, or low
- Find it hard to manage their behaviour
- Struggle with friendships or social situations
- Have trouble focusing because of their emotions

Support may include:

- Clear routines and calm spaces
- Strategies to help manage emotions
- Time to talk with an adult they trust
- Support with building friendships and confidence

SEMH needs are common, and many children experience them at different times.

4. Sensory and/or Physical Needs

This area includes needs linked to a child's senses or physical development. It covers difficulties that affect hearing, vision, physical movement, coordination, or how a child processes sensory information.

This may include:

- Hearing or visual impairments
- Physical disabilities that affect movement or mobility
- Sensory processing differences (e.g., finding noise, touch, or bright lights overwhelming)

Children with sensory or physical needs may:

- Need help navigating the school environment
- Find some sensory experiences uncomfortable or distracting
- Become tired more easily
- Need specialist equipment or adapted resources

Support may include:

- Making the classroom environment more comfortable
- Providing specialist tools or equipment
- Offering movement breaks or physical support
- Working with therapists or specialist teams

Why These Categories Matter

These four SEND categories help us understand the type of support a child may need. They give teachers a simple way to think about how best to help each pupil. They help schools to:

- Understand the nature of a child's needs
- Plan the right support at the right time
- Work with specialists when this is needed
- Communicate clearly with families

These categories do not define a child's potential or limit what they can achieve. They simply guide us in removing barriers to learning so that every child in every academy, every day, can take part, feel confident, and thrive.

Support for Looked After Children (LAC)

We give strong, thoughtful support to Looked After Children, both across the Trust and at our academy. We work closely with carers, social workers, and other professionals to make sure each child feels safe, understood, and able to learn well.

Every LAC pupil has a Personal Education Plan (PEP) that sets out their needs and the support in place. We review this regularly so we can respond quickly if anything changes. LAC pupils also receive extra funding, which we use to provide the right help—this may include additional adult support, emotional-wellbeing work, or access to wider opportunities.

Each academy has a Designated Teacher who leads this work and makes sure children feel included, confident, and supported every day.

Staff Training & Professional Development

Our staff receive regular training and professional development so that they can support all pupils with SEND well. We plan this through each year and add extra sessions when new needs arise. Staff learn simple, effective strategies that help children in the classroom every day.

When we need more specialist advice, we work with experts such as Educational Psychologists or Speech and Language Therapists. These specialists help us improve our practice and give pupils the right support.

If you would like to know more about recent training in your academy, please speak to your SENDCo.

General training and professional development often include supporting pupils with communication and interaction needs, autism awareness and inclusive classroom strategies, working memory and processing difficulties, supporting emotional regulation and SEMH needs, precision teaching, targeted intervention delivery, safeguarding and pastoral support.

Education, Health and Care Plans (EHCPs) Explained

An Education, Health and Care Plan (EHCP) is a legal document that describes your child's special educational needs and the support they must receive. It brings together help from education, health, and social care in one clear plan.

An EHCP is for children and young people who need more help than a school can provide through normal SEND Support. It can help children who have long-term or complex needs that make every day learning much harder.

You do **not** need a diagnosis to request one. What matters is the level of need and whether your child requires support beyond what school can offer.

Who Can Ask for an EHCP Assessment?

An EHCP starts with an **EHC Needs Assessment**. A request can be made by:

- Parents or carers
- Health professionals
- The school or academy
- A young person aged 16–25

What Happens After the Request?

The local authority looks at your child's needs and decides whether to carry out an assessment. They must make this decision within **6 weeks**.

If they agree to assess, they gather information from:

- You and your child
- The school
- An educational psychologist
- Health professionals, such as paediatricians or therapists
- Social care teams (if involved)

This helps the local authority understand what your child finds difficult and what support might help.

How Long Does the EHCP Process Take?

The whole process should take **no more than 20 weeks** from the day the request is made to the day the final plan is issued.

A draft EHCP is usually shared around **week 12–16** so you can read it and give your views. You have at least **15 days** to respond and to ask for a school to be named.

At around **week 20**:

- The final EHCP should be issued
- You receive information about your right to appeal if you disagree with the decision
- Support with how to appeal can be found on the IPSEA website: https://www.ipsea.org.uk/how-to-submit-an-appeal-general-advice

What Does an EHCP Include?

A good EHCP sets out clearly:

- Your child's needs
- The outcomes everyone is working towards
- Exactly what support must be given, including how often
- The school or setting your child will attend

Because the EHCP is legally binding, the local authority must make sure the support written in it is delivered. This includes ensuring the right funding is in place.

Working with Families and Specialist Services

At Queensmead Primary Academy, we work closely with families and specialist services to make sure every child with SEND gets the right support.

We always speak to you first before contacting any outside agency, and we only make a referral with your permission. Our aim is for every child to feel happy, safe, supported, and understood.

We may work with a range of experts, including:

- Educational Psychologists
- Speech and Language Therapists
- Specialist Teachers (for example, autism, learning or physical needs)
- CAMHS (emotional and mental health services)
- Occupational Therapists and Physiotherapists
- School Nurses and Paediatricians
- Family Support and Early Help Teams
- Local SEND charities and support groups

Examples of how we work together include:

- We share ideas with specialists to help support your child.
- We follow their advice in school.
- We keep you updated at every stage.
- We review support regularly and make changes when needed.

Your Local SEND Offer

Every local authority in England must provide a **Local Offer**.

A Local Offer brings together all SEND information in one place, including:

- Education support
- Health services
- Activities and community resources
- Family support and guidance

You can find your Local Offer by visiting your local authority's website and searching for **"SEND Local Offer"** or **"SEND Information Hub"**. This helps you see what services, activities, and support are available in your area. We have also included the webpage link here for you:

Homepage | Family Hub

If you're unsure where to start, your SENDCo can explain what is available in your area and help you navigate the Local Offer.

Transition

We plan transition carefully to help all children feel ready, calm, and confident when moving to a new class or a new stage of school. Most transition activities take place in the summer term.

The following steps help children understand what will stay the same and what will feel new.

What Transition May Include

Across our academies, children may take part in:

- Visits to their new classroom
- Opportunities to meet their new teacher
- A whole-school "move-up" session where pupils spend time in their next class
- Teachers meeting to share important information
- Learning plans and EHCP details being passed on
- Assessment information being shared so staff understand each child's starting point

Extra Help When Moving to a New Class

Some children need a little more support with transition. To help them feel prepared, we may provide simple visual information about their new school day.

This might include pictures of:

- Their new classroom
- Their teacher and support staff
- Where equipment and belongings go
- Drop-off and pick-up points
- The playground
- Shared areas such as the hall

These resources help children feel safe and know what to expect.

Transition to Secondary School

When children move on to secondary school, we work closely with families and the new school to make the transition as smooth as possible.

Visits From Secondary Staff

Staff from the secondary school often visit to meet pupils and answer questions.

Taster Sessions or Transition Days

Most pupils spend time at their new school, exploring the building, joining lessons, and meeting staff.

Extra Support for Children Who Need It

For pupils who may find the move more challenging:

- Additional visits can be arranged
- Families can request extra transition support
- All SEND information is shared with the new school so they understand your child's needs from day one

Everyone works together to make sure your child feels ready, supported, and confident as they take their next step.



Monitoring the Impact of Support for Pupils with SEND

As discussed in other sections of this report – we tightly follow the **Assess–Plan–Do–Review** cycle outlined in the SEND Code of Practice. This cycle helps us understand each child's needs, plan the right support, put the support in place, and then check how well it is working.

To make sure every child gets the help they need, we check progress regularly. We use different types of information to see the full picture, not just schoolwork. These monitoring activities are completed by a variety of senior leaders across the academy- including the SENDCo.

Our Monitoring Cycle

We look carefully at how each child is doing at set points in the year. This helps us make sure support continues to be right for them.

As part of this process:

- We listen to children and families so their views shape plans.
- We check each child's progress through class work, observations, and discussions.
- For pupils with an Education, Health and Care Plan (EHCP), we hold a full review every year.

Looking at the Whole Child

We know that progress is not only about learning. We also look at:

- Communication
- Independence
- Friendships
- Emotional wellbeing

This helps us understand how confident and settled your child feels in school.

We use this information to update support and make sure we are meeting your child's needs in the best way possible.

Pupil Outcome Plans

Pupil Outcome Plans (POPs) are reviewed regularly throughout the school year to make sure support continues to meet each child's needs.

As part of our approach:

- POPs are updated at least three times a year.
- This helps us track progress and adjust strategies, so each child gets the right support at the right time.
- Plans are shared with parents and carers by email.
- Each plan includes a comment box where families can share their views, add information, or ask questions. Your input is valued and helps us build a full picture of your child's needs.
- As well as parent's evenings, you will also be able to discuss your child's POP and progress frequently throughout the year.
- Pupil's will also have frequent opportunities to share their views on their individual plans and support.

If you have any concerns or would like to talk about the plan, please contact your child's class teacher first. They will be happy to help and can speak with the SENDCo if needed.

Pupils contribute to their Pupil Outcome Plans and reviews, sharing what helps them learn and what they find difficult

How SEND Funding Works in Schools

Schools and academies in England receive money to support pupils with Special Educational Needs and Disabilities (SEND). This funding helps schools give the right support at the right time.

1. The Notional SEND Budget

Every school is given a part of its main budget to support pupils with SEND. We call this the notional SEND budget.

This money is used to fund the first **£6,000** of extra support for any child with SEND. It can pay for things like:

- Small-group work
- Specialist resources
- Staff training

Schools decide how to use this funding based on the needs of their pupils.

2. Local Authority "Top-Up" Funding

Some children need support that costs **more than the first £6,000**. When this happens, the school can ask the local authority for extra money called **top-up funding**.

Top-up funding is based on a child's level of need, not on a diagnosis.
It helps schools provide higher levels of support, which may include:

- Regular specialist input
- Very individualised support
- Long-term or complex provision

3. Differences Across Local Areas

Each local authority has its own top-up funding system. This means the process, criteria, and amounts can vary between areas served by the Trust. However, the purpose is always the same: to make sure pupils with the highest needs get the support they require.

Your SENDCo can help explain how funding works in your local authority and what support is available.

Where specialist equipment is required, we work closely with the linked professionals to secure this and ensure that it is fit for purpose for the individual. We constantly update and adapt our provision, equipment and facilities to meet the individual needs of pupils. For up-to-date information about what this can include please contact the academy SENDCO. Resources may include We provide a range of equipment and resources to ensure pupils with SEND can access learning and the school environment. These may include:

Visual supports and communication aids, Specialised writing tools (pencil grips, and adapted stationery), Sensory and calming equipment (ear defenders, weighted items, sensory boxes), Alternative seating or posture support cushions, ICT support.

5. Inclusive Mainstream Grant

The inclusive mainstream fund is intended to equip schools to improve the inclusivity of their universal practice, providing them with more resource to meaningfully embed inclusion and remove commonly occurring and predictable barriers to learning.

You can find out more about it here: Inclusive mainstream fund for schools: methodology 2026 to 2027 - GOV.UK

Evaluating the Effectiveness of SEND Support

We check how well SEND support is working through regular reviews across the year. We look at pupils' progress, classroom learning, and the impact of any extra help they receive. Leaders, including the SENDCo, visit lessons, review children's work, and speak with staff to make sure support is being used well.

We involve parents in these reviews. We listen to their views in meetings and ask for feedback so we can improve our support. Pupils also share their thoughts about what helps them learn, and we use their ideas to plan next steps.

This ongoing cycle helps us make sure our support stays effective and meets the needs of every pupil.

What to do if you have a concern?

If you ever feel worried or unhappy about the support your child is getting, please speak to your child's class teacher first. Most problems can be solved by talking things through together.

If you still have concerns after this, you can ask to meet with the SENDCo or a senior leader to discuss things in more detail.

If your concerns are not resolved, you can read the full complaints policy on the Greenwood Academies Trust website: Greenwood Academies Trust - Policies

Further documents on our website that link to this report include.

The SEND Policy
Admissions Policy
EAL Policy
Accessibility Plan
Complaints Policy
Behaviour Policy
Curriculum Policy

This SEN Information Report is published on our website and reviewed every year, in line with statutory duties. Any changes that occur during the year will be updated as soon as possible to ensure information remains accurate.

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Next Review Due: September 2027