

## Queens C of E Academy

### School Special Educational Needs and Disability (SEND) Information Report

#### **What kinds of SEND does the school provide for?**

Queens C of E Academy is a mainstream junior school that caters for the following needs:

- Moderate and specific learning needs
- Medical and physical needs
- Social and emotional needs
- Social communication and speech and language needs.

#### **How does the school identify and assess the needs of children?**

- Through talking to children and parents.
- Transition information from nursery settings.
- Using teacher and formal assessments to monitor and track progress
- Requesting more in depth assessments to be carried out by external agencies such as: Early Intervention Service, Integrated Disability Service, Educational Psychology Service. Speech and Language Therapy Service.

#### **How does the school communicate with parents?**

- Parents' evenings.
- Phone calls or informal discussions
- Drop in sessions with the learning mentor.
- Written reports and review meetings

#### **How does the school involve pupils with their learning?**

- Through teacher's verbal feedback
- Pupils are encouraged to respond to written feedback □ Opportunities for self and peer assessment.
- Opportunities for pupils to contribute their views to the target setting and Annual Reviews.
- Opportunities for children to talk to the Learning Mentor.

#### **How does the school assess and review progress?** □ The school uses a range of

strategies for assessing a pupil's progress such as:

observation, pupil conversation, ongoing everyday assessment in class through questioning, pupil's work and more formal assessments.

- Pupil progress meetings are carried out termly to review the progress of each child in the school.
- Information is reported to parents at Parents' Evening and end of year written reports

- Parents are invited to attend Individual Education Plan meeting to discuss their child's progress against desired outcomes. This is an opportunity for parents to contribute to target setting and be involved in the next steps for learning for their child.

### **How does the school support children moving between phases in education?**

- An information booklet is provided to parents.
- Staff visit infant school feeders
- Staff make specific visits to see children with SEND in their infant school □ Staff meet with outside agencies involved with infant school children.
- When moving year group within school individual children will have the opportunity to visit their new year group on an Induction Day and where needed they have additional visits and a Transition Booklet which outline new routines and staff.
- When moving to Secondary School, children make several transition visits. Those children whose need requires it may participate in a Transition Programme led by the Learning Mentor.

### **What is the school's approach to teaching children with SEND?**

- We meet the needs of children with SEND through Quality First Teaching. We provide an engaging and differentiated curriculum which is designed to include all pupils.
- Interventions and booster groups are available to help to close the gaps in child's learning.
- Social skills and Friendship groups are available to support children with social needs
- The Learning Mentor works with individual children who have social and emotional needs which may be a barrier to their learning.

### **How are adaptations made to the curriculum and the learning environment?**

- Class teachers differentiate learning to meet the needs of groups and individual children.
- The school provides a Communication Friendly Environment.
- Adaptations have been made to ensure that the school and facilities are accessible for children with physical and medical needs eg. ramps, disabled toilet,
- There are low stimulus working areas to cater for children with social and emotional needs.

### **What expertise does the staff working with children with SEND have? How is their expertise developed?**

- The Teaching Assistants have a range of training for and experience of working with children with SEND.
- Staff are kept updated with SEND developments and have training from outside agencies to meet the needs of children in their class.
- The SENCO is an experienced member of the teaching staff. She is due to embark on the New SENCO qualification.

- The SENCO and the Learning Mentor attend SEN network meetings and share good practice between schools and pass this on to school staff.
- The school buys in a wide range of services to help support them with meeting the needs of the children with SEND. These outside agencies include: Early Intervention Service; Integrated Disability Service; Educational Psychology Service; Speech and Language Therapy Service; Occupational Health Service; Physiotherapy and Sensory needs Service.

#### **How is the effectiveness of the provision made for children with SEND evaluated at Queens C of E Academy?**

- Class teachers and the SENCO monitor and evaluate the impact of provision through pupil and parent conversations, observations and pupils' work.

#### **How are children with SEND enabled to engage in activities available for children who do not have SEND?**

- All pupils are encouraged to participate fully in all aspects of school life
- Adult support is provided at breaks and lunchtimes for children with SEND and the school works with the support of parents to ensure that pupils with SEND have opportunities to attend school trips

#### **What support does Queens C of E Academy provide to improve emotional and social development?**

- Class Teachers, Teaching Assistants and the Learning Mentor provide opportunities for pastoral support through small group or individual work

#### **How does the school work with other agencies to meet the needs of children with SEND and support their families?**

- The school has strong links with a range of services in order to support the learning, social and emotional and medical needs of children e.g. Early Intervention Service, Integrated Disability Service, Educational Psychology Service, Speech and Language Therapy Service, School Nurses.

#### **How does the school manage parent's concerns?**

Any concerns should be raised initially with the class teacher or SENCO and then with the Headteacher or Governors. The SENCO is Miss. K. Hull and she can be contacted through the school office.

Warwickshire Local Authority offer can be found at <http://www.warwickshire.gov.uk/send>

