Queens C of E Academy
Diocese of Coventry MAT

SEND

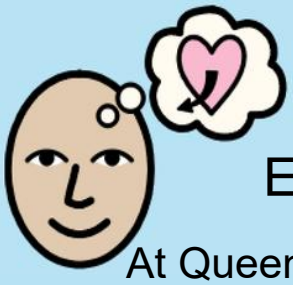
(Detailed)

Information Report

Agreed by Governors: 24.09.25

LOVE IN ACTION
Romans 12:10

2026 - 2027



Our vision for children with Special Educational Needs and Disabilities (SEND)

At Queens' we understand Love in Action to mean putting others first, therefore we offer our children with SEND a rich, broad and balanced curriculum delivered with high expectations and aspirations for all. Learning is not limited for any child. We seek to ensure that our children have a strong sense of belonging and connection to our Queens family so that they leave with the cultural capital required to be 21st century citizens. Every child is celebrated as a unique person made in the Image of God.

Diocese of Coventry Multi-Academy Trust Vision

We are a fully inclusive, mainstream academy, that belongs to the Diocese of Coventry Multi Academy Trust. The Core Mission of the Diocese of Coventry Multi Academy Trust is to build a better future for all within our Academies who in turn will positively impact their communities.

Together, pursuing 'life in all its fullness' (based on John 10, 10)



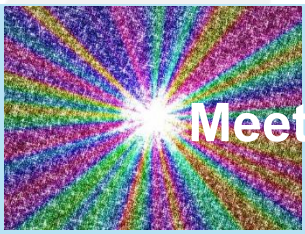


Relevant SEND specific policies

- SEND policy Sept 2026
- Accessibility Plan Sept 2025
- Intimate Care Policy – MAT policy

Home | Queens CofE Academy





Meet the SENDCO

I'm Kerry McLean, Assistant Head and SENDCO.

If you need to book a meeting with me, catch me on the playground, send me a dojo message or speak with the office.

I love glitter, chocolate and giving out stickers! I also like to do silly walks around school.



SEND and the AGC (Academy Governance Committee)

The named AGC Member responsible for SEND is Paul Allred.

All of our AGC members are accountable for SEND within their other roles.

Any queries, please contact the Chair of the AGC, Paul Allred, through the school office.
School.office@queens.covmat.org

At Queens CofE Academy, all of our staff are teachers of SEND and as a result all receive training on supporting pupils with SEND .

What are Special Educational Needs (SEN) or a disability?

At Queens we use the definition for SEN and disability from the SEND Code of Practice (2014). This states:

Special Educational Needs: A child or young person has special educational needs if he or she has a learning difficulty or disability
which calls for special educational provision to be made for him or her.
 A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.
 Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.



Cognition and learning difficulties (C&L) – children who are, despite support, still struggling in the curriculum in one or more subjects. They learn at a much slower pace than their peers.



Communication and Interaction (C&I) – children who have difficulty with their speech, language and/or communication with others. Difficulties can be in saying and understanding what is being said or with their understanding of social rules of communication.



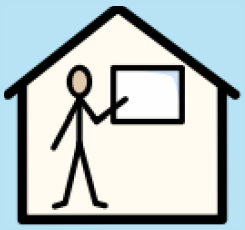
Social, Emotional and Mental Health (SEMH) – children who experience social and emotional difficulties that present in a variety of ways, these can then impact the child's mental health.



Physical and or sensory (PS) – children who need special educational provision because they have a disability that needs some extra support to access school.

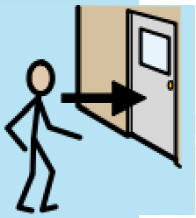
Pupils with medical needs (Statutory duty under the Children and Families Act) will be provided with detailed Individual Health Care Plans, compiled with school, the nurse and parents and if appropriate, the child themselves.
Staff who volunteer to administer and supervise medication will complete formal training and be verified by the school nurse as being competent.
All medicine administration procedures adhere to our MAT policy and the DFE guidelines.

The kinds of special educational needs (SEN) for which provision is made at Queens



Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.

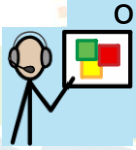
For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
o it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
o the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.



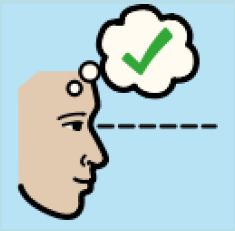
Before making the decision to name our school in a child's EHCP, the local authority will send the school a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs can be better met in specialist provision

Training for staff is given regularly via the SENDCO and or outside agencies. Staff are trained depending on the needs of the school and the children. Teaching Assistants have weekly training sessions with the SENDCO. For example, staff have been trained in Autism Level 1, trauma and emotion coaching, adaptive teaching and the Zones of Regulation. Training is either delivered at a whole school, group of staff or individual basis as needs present.



SEND register identification

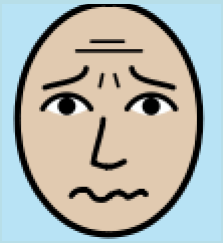


Children may have been identified as having an Special Educational Need prior to joining Queens. Each year, as well as the class teachers having conversations with infant schools, the SENDCO also meets with them to get any SEND information. We also do this for children who transfer in year.

If a child is requiring further support once they have started, the class teacher will liaise with subject leads, the Senior Leadership Team and/or the SENDCO and an SEN Early Response learning plan will be set up. This involves a conversation with parents, the child and setting a target based on additional support for a 4 week cycle. During that the SENDCO will come and observe the child. A meeting will then be had with parents to share the outcome and the child may be placed on the SEN register if a need is identified.



Concerned about your child?



First, contact the class teacher for a discussion.

Then if you still require further support after this, then please contact Mrs McLean, the SENDCO, to book in a meeting. You can do this by going into the office, calling on 02476 382906 or via Class Dojo.

If you are not satisfied with this, you can arrange a meeting with Mr Chadwick, Head of School or for complaints contact Father Roger, the school's governor for SEND via the school office.

How will the decision be made about how much support each child will receive?

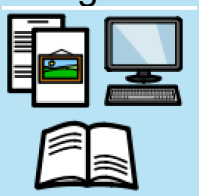
For children on SEN support, the decision regarding support will be in discussion with class teacher, SENDCO/SLT and parents who will consider the needs of the child.

For children with an EHC plan, the provision is outlined in Section F of their EHC and funding is allocated by the Local Authority to meet that need.

Resource allocation, evaluating SEND provision and wellbeing support.

The school receives funding to respond to the needs of the children with SEND.
The notional SEN budget which is delegated to schools to support them to meet the needs of pupils with SEND.
For those children with an EHC plan, they are allocated a specific amount of money in addition to the notional SEN budget.

This funding is then used to provide the staffing, equipment and facilities to support pupils with special educational needs and disabilities through support that might include:



1. Targeted differentiation to increase access to the curriculum
2. In class adult support either 1:1 or small groups
3. Out of class support through interventions
4. Small group tuition to support an academic need
5. Specific advice, support and guidance to families on how to support children and their needs.
6. Provision of specialist equipment and resources
7. Working with other agencies in partnership
8. Access to the school nurse (Connect for Health) and other health support
9. Implementation of strategies from support agencies.

In addition, we may also get additional funding through Pupil Premium, those who are claiming Free School Meals, the Virtual Schools, for those who are children that are Looked After or those in the Armed Services.

Our provision, resources and interventions are evaluated at least half termly by the SENDCO, subject leaders, class teachers and senior leaders in school. Where a child is not making progress, the Graduated Response is followed. Data is gathered and the views from parents and pupils feed into how successful interventions have been in supporting the child to achieve their outcomes. This data is shared regularly with the governors and judged by external moderators such as Ofsted.

There are numerous ways that Queens support children with their mental wellbeing such as:
An evaluated PSHE programme including the Zones of Regulation and Protective Behaviours
Small group led interventions on emotions and social skills
Mrs Withey our learning mentor
Working alongside agencies such as the Mental Health at Schools Team and RISE
Commissioning of Sycamore Counselling for children who require a professional to support them
Personalised curriculum plans for the children with high needs who are unable to access the normal curriculum content on PSHE



Queens' Graduated Approach to supporting children with SEND

Assessment could be:

Data
Work trawls
Pupil voice
Behaviour observations
Outside agency advice
Parental conversations

Plan could be alongside discussions with:

The child
Class teachers
SENDCO
Subject leads
Parents
Teaching assistants
Senior leaders
Professionals

Targets will be set for the children which will focus on a specific skill to be learnt and what support will be put into place for them.

Do could be:

Interventions that are individual, group or with outside agencies
Check ins with key adults
Activities that are independent, adult led, in or out of class
Targeted resources

Review could be:

Discussions
Observations
Data
Outside agency involvement

Universal classroom support

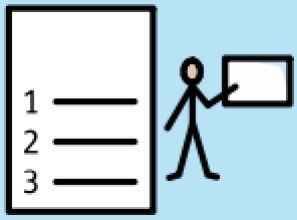
SENDCO guided - targeted interventions

External agencies - targeted interventions

External agencies - higher needs interventions

Provision as stated in their Educational Health Care Plan (EHCP)

Inclusion and accessibility



How does the curriculum meet the child's needs?

Teachers plan using pupil's achievement levels ensuring that there are high expectations for the children based on their abilities and strengths.
When a pupil has been identified as having a special educational need or disability, the curriculum and learning environment will be further adapted to reduce their barriers to learning.
These strategies may be recommended by the SENDCO or from specialist agencies.

How will my child be included in activities outside of the classroom including school trips?

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.
Specialist advice may be sought to provide staff with the necessary understanding and support with adaptations for medical needs.

How accessible is the school environment?



Our school currently offers
3 disabled toilets to support different needs.
Adaptations to a cubicle in the girls toilets to reduce the height from the floor to the toilet.
Ramp access to the top part of the building and the bottom part accessible through doors.
Bannisters at a low level height to support children with medical needs.
All steps edged with yellow or high contrast to ensure they are easier for those with visual impairments to negotiate.
Eden, a Local Authority Resource Provision to support children with complex communication and interaction needs working at a pre-Ks1 and KS1 curriculum.
Ark, an internal provision to provide children with a high level of SEMH need to support their EHC targets.

Our Accessibility Plan describes the actions that the school has taken to increase the access to the environment and the curriculum. A printed copy can be requested at the school office.

Warwickshire Local Authority Local Offer

Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with special educational needs and disabilities (SEND).

This is the 'Local Offer' and is available through:

https://www.warwickshire.gov.uk/sendlocaloffer

Warwickshire also produce a SEND termly newsletter which can be subscribed to here:

Warwickshire SEND newsletter subscription form

You can also subscribe to the Warwickshire SEND local offer Facebook page through here

Warwickshire SEND Local Offer | Warwick | Facebook

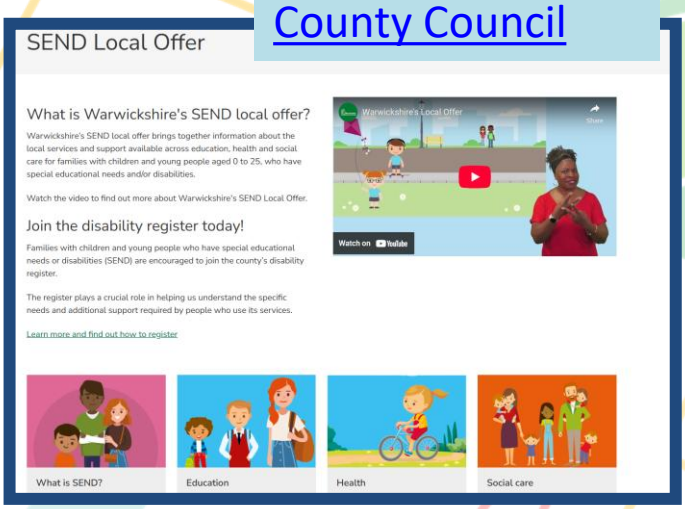
Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and
young people with SEND and will direct visitors to their nearest IAS service http://www.iassnetwork.org.uk

Key website links

The SEND page on our website will be updated regularly with links for websites to support and tips to support your child with their SEN needs.

Here are some other useful SEND websites.

[SEND Local Offer – Warwickshire County Council]

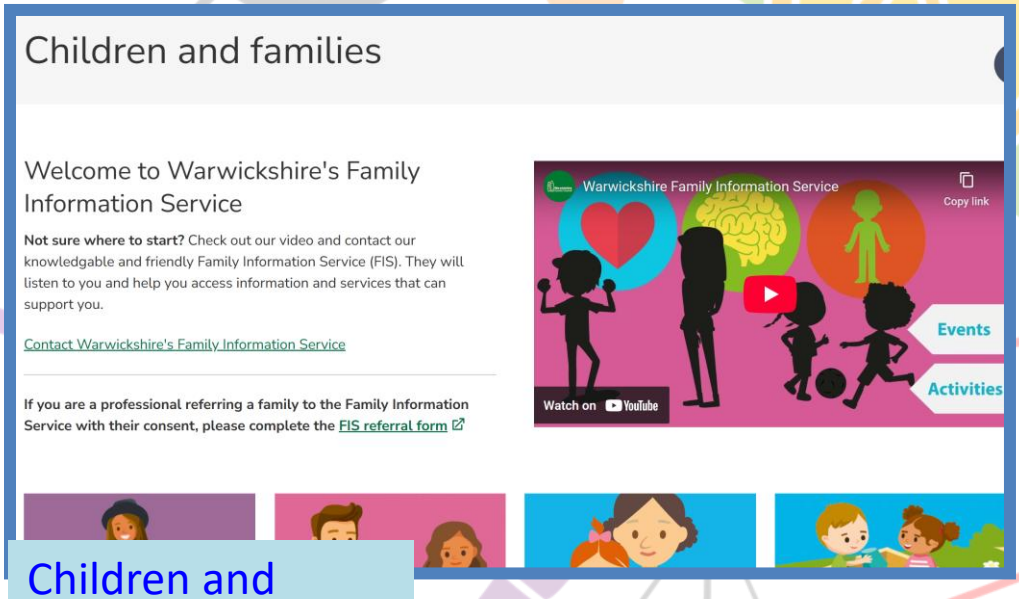




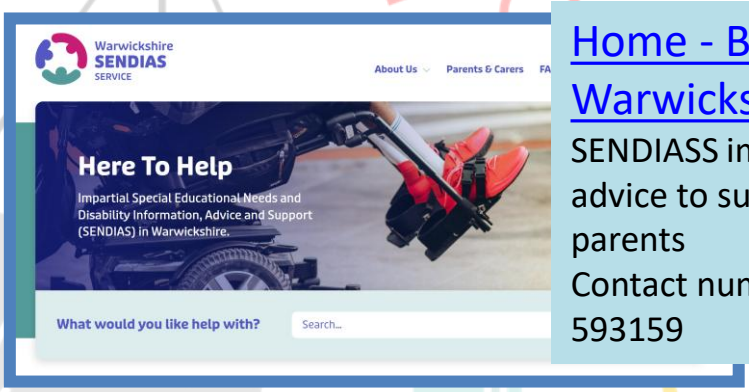
[About us - Community Autism Support Service CASS]

RISE

[For Parents and Carers | CAMHS] – now known as RISE. Neurodevelopmental referrals go to this service and they also support with mental health



[Children and families – Warwickshire County Council] – Family Information Service, lots of tips and signposting to help



[Home - Barnardo's Warwickshire] – SENDIASS impartial advice to support parents
Contact number 01788 593159

Overview of SEN paperwork

Forms/ process	Description	Who is involved.
Early Response	Early Response plan is designed to be able to identify children early and put a plan of action into place to assess whether a child might have a barrier to learning and whether this is an SEN level barrier or due to other circumstances. It follows a 4 week cycle and set on Insight, based around a child's needs, presentation or lack of progress.	Class teacher or SLT initiates with SENDCO overseeing. Class teacher to meet with parents to discuss and with child. SENDCO will then meet with child towards the end of cycle and observe. Class teacher and/or SENDCO will then feedback to parents at the end of the cycle and to SLT.
Learning Plan	For children on the SEN register Description of the child's strengths and their needs. Targets and provisions are then set and reviewed termly. These are shared with parents at parents evening.	Class teacher completes assessments based on child's needs. SENDCO reviews and plans for targets and intervention in discussion with class teacher. Class teachers share before and after with parents and targets with child.
Personalised curriculum plans	Completed for identified children with an EHC plan or who are in the information collection stage. Details learning and behaviour targets that the children are working on, including their timetable and adults supporting. Taken from either their EHC, the Pathways documents or the Continuums. Reviewed either weekly, fortnightly or half termly depending on child's needs	Class teacher has overall responsibility for planning, reviewing. TA will feed into these reviews. SENDCO will support and monitor planning, implementation and progress. Discussed with parents at least half termly and regularly with child.
EHCP	A small percentage of children who have severe and complex SEND needs. A legal document outlining targets and provision that must be given to a child with a high level of SEN. Targets are usually to be achieved by the end of KS2 and so the provision can be distributed over the 4 years depending on need.	SENDCO supports the class teacher in reviewing the targets and provision needed for the child. Class teacher for ensuring provision is happening, is evaluated and then to discuss with SENDCO if not appropriate at that time. Class teacher responsible for the progress against the targets.
Annual reviews	These are held yearly in line with the anniversary of the EHC plan, or an emergency one can be called if provision is not right for the child and changes need to be made, including school placement.	SENDCO arranges and completes legal paperwork for the meeting. Class teacher, child, parents and other adults, including professionals will feed into the meeting both verbally and written.

Parents may also find Class Dojo a useful tool to use to communicate with school staff on a more regular basis.

Example Early Response Plan

XXX XXX

SEN Early Response Form

Created: 19/06/2025

Review Date (4 school weeks later): 17/07/2025

Class Teacher: JH

Year 6	Newton	DOB: XX/XX/20XX
Attendance:100.0% Total days missed: 0	English as an Additional Language? EAL	First Language: Gujarati
This document outlines the concerns and support as discussed in your meeting with your class teacher about XXX's progress		

Pupil Premium?	PP provision in place (Interventions/additional support)
Not Pupil Premium	

Does this child have any medical needs? If so, please briefly explain.	Recent hearing test?
	Recent eye test?

Assessments

Subject	Assessment Name	Assessment Point	Mark
Reading	Main Assessment	2024-2025 Y5 Summer 2	On Track
Maths	Main Assessment	2024-2025 Y5 Summer 2	On Track
Writing	Main Assessment	2024-2025 Y5 Spring 2	Just Below
Writing	Main Assessment	2024-2025 Y5 Summer 2	Just Below

As a learner, XXX is capable and demonstrates a strategic mind and wonderful imagination. At the moment, XXX's mindset towards school is not fulfilling his potential and I am concerned around the areas of learning he may fall behind in.

Area(s) of concern (Please complete as appropriate)

Cognition and learning concerns - briefly explain the reason for the concern and how long you have been concerned for:

Over the last 4-6 weeks, I have noticed XXX appearing more tired in the classroom leading to disengagement. XXX often takes a while to begin tasks and needs adults to constantly remind him of what he needs to do, or to begin his tasks. As a capable pupil, I am concerned that the level of disengagement may have a negative impact on his progress as also noticed by other members of staff who have covered. When in class, XXX often sits with his knees to chest and appears uncomfortable when he isn't. Further to this, I have noticed a lot of sensory seeking behaviours.

Emotion and behaviour - briefly explain the reason for the concern and how long you have been concerned for:

Recently, we have had several incidents where XXX has used swear words towards children who he has had a disagreement with. He has been spoken to on multiple occasions about this and this has been discussed with home.
During lessons, when XXX is encouraged to begin tasks or engage in discussion, he often presents unwilling despite having great ideas. This can sometimes appear rude by adults in the way it is communicated by XXX.

Communication and social - briefly explain the reason for the concern and how long you have been concerned for:

No concerns

Sensory and physical - briefly explain the reason for the concern and how long you have been concerned for:

XXX exhibits many sensory seeking behaviours and often sits knees to chest. I have noticed fidgeting with equipment, the like to draw/doodle, squeezing his legs into his top or sitting head in hands with the coolness of the table.

Detail the strategies which have been used for this student and their IMPACT:

XXX has been provided with a supportive partner which has been rotated a few times to explore who or who is not suitable.
Play dough is currently being explored to support hand strength and sensory areas of learning.

Early Response SMART targets

These should be specific and measurable targets and provision should be additional to or different from that received by the majority of others. They will be reviewed in 4 school weeks.

Plan (clear SMART targets)	Do (Provision needed)	Provisions	Review
To start and maintain task focus for 5 minutes before a check in from an adult. Using scaffolding and sensory tools to support. Measured by adult observation and task output.	To trial a range of sensory resources. Adult check ins after 5 mins 5 min timer		XXX would say that he has got better at this. Things that have helped him are the blue cushion and feels he is swinging less on his chair.

Parent meeting – What concerns were shared by staff and whether parents shared these or have their own. Is the child involved with any unknown agencies?

XX/X/25- phone call with mum
I shared my concerns with mum in regards to XXX appearing tired and this having a knock on effect on his work. I asked mum how XXX appeared to be at home and if she has any similar concerns. She stated that XXX's feeling towards school have been negative for a while. I shared my concerns around the impact on his work and informed mum that the purpose of the meeting was to discuss support to put in place ahead of supporting XXX in Year 6. Mum was happy with this and I informed her of support I am looking to put in place. I discussed the targets with mum around sensory equipment supporting with his focus and also the use of brain breaks.
I also shared that XXX likes to sit with his legs up on his chair, mum agreed and said he does this at home and despite being spoken to continues. I have shared the option of trialing a wobble cushion in which mum agreed too trial moving forward.

We finished the meeting with mum and I agreeing to keep an open line of communication around concerns and mum has been told to feel free to contact myself if any concerns or questions arise.

Pupil voice

I have met with XXX to share our targets and the reasoning behind them. XXX was happy with the idea of sensory aids and a wobble cushion. I asked XXX how he felt about school. he shared he was worried about bullying but his recent issues with pupils in another class had not happened for a while, but still played on his mind. XXX was thankful for the equipment and understands the expectations we are working to for a supported Year 6.

Review XX 25 with KM
XXX finds that he gets stressed really easily which distracts him. He can't focus if someone talks to him or annoys him. Or when the work is too hard. XXX finds geography, science and sometimes maths quite tricky. XXX prefers it when he has the task chunked and feels like it would focus him more. XXX would like to keep the blue cushion next year. XXX would describe his memory as decent. XXX says he is not sure how to get started on tasks. Helps him to focus when he is fidgeting. He said that his legs, hands and skull ache sometimes. He has quite a bit of flexibility in his bones and can manipulate his fingers. Finds it tricky to look at the person who is speaking at him. Likes things to be a certain way. Changes in routine can unsettle XXX.

SENDCO summary after cycle

Based on my (KM) conversation with XXX and the information collated, I believe that he displays traits of ASD and potential hypermobility. Will be placed on the SEN register

Actions to be completed

Neurodevelopmental form to be completed by parents and school - to be sent home.
Mum to speak to GP about potential hypermobility. KM to provide Mum with some information on this.
School to set up a learning plan for targets for the first half term in Y6. Provision to include wobble cushion, visual timetable, ZOR, fidget tools and chunking up of learning tasks.

Example Learning Plan

XXX XXX– APDR

Created: 13/09/2025 Review Date: 11/10/2025

Year 3	**Parks**	**XX/XX/20XX**
Attendance:87.5% Total days missed: 1	**SEN**	
You are receiving this document because your child is having an SEN intervention and is on the SEN register if all boxes above are completed.		

LOVE IN ACTION
Romans 12:10

Strengths

Kind and wants to please
Has a good sense of humour
Able to recall information from what he has previously learned

Assessments

(Usually directly inputted from assessments recorded on Insight)

New to year group.
Previous school shared that he was working at expected levels

Outside Agency Involvement/Reports this cycle

CADMUS advice for classroom management as a group

Might include the EP, STS, CADMUS, OT, IDS etc

Targets and Strategies

Area of concern	Target	Success criteria	Strategies	Provisions	Review
Friendships - struggling to make as no other friends transitioned. 'Bothering' older sister and cousin	To name and talk about 3 friends in my classroom or year group that I play with over a week.	Will be able to find, with adult support, good friends to try playing with. Will be able to name friends that he has played with in the same year group/class. To be able to talk about the things he has done with them. Will be able to observe interactions with peers in year group and class.	How to make a friend social skills group with HG 30mins a week. HG/JC/BW to encourage good role models in the classroom to play with. HG/JC/BW/KM to observe on the playground and make friendship suggestions		
Very fidgety in class and struggles to focus.	To use at least one strategy to focus on an adult directed instruction for 3mins during the main teach of maths and writing lessons.	Trial a range of activities that can be used to help focus, be consistent with them for at least 3 days and review them together for their effectiveness. Will be able to observe attention given for 3mins during main teach	Whole class 'BEEP' to be used for important information. Fidget tool contract signed. HG to spend 5 mins daily discussing the fidget tools, impact and what everyone notices about their impact. HG/JC to remind and model strategies to focus Sticker chart to reward		

- **Scaffolded learning**
  Fidget tools
  Wobble cushion
  Colouring/drawing whilst listening
  Can you help me with XYZ
  Task management board
  Sensory breaks

Pupil comments

I struggle to listen, I can't help it. I want to listen and do my best.

Parent comments

Anything that you can do to help him learn better at school and to not be in trouble will be great. He has struggled with making new friends at Queens but I think this will work.

Example EHCP Learning Plan

XXX XXX – EHC APDR

Created: 09/07/2025 **Review Date:**

Year 6	Shakespeare	XX/XX/20XX
Attendance:87.5% Total days missed: 1	EHC Plan	SLCN, SPLD, SEMH
You are receiving this document because your child has an Educational Health Care Plan		

Positives that have happened since the last review

xxx has a regulation box which he takes with him to use and an agreed area to use for regulation which he uses when he is feeling overwhelmed. His phonics and reading are improving within his interventions.

Provision that is working well

Use or regulation area- adults know where he is. Choice of stress ball tool for when he is feeling angry.

Things that are not working quite so well

xxx doesn't always talk with an adult when he is becoming dysregulated or talk things through before reacting. He needs to recognise when he is becoming dysregulated and talk things through.

Assessments

Subject	Assessment Name	Assessment Point	Mark
Reading	Main Assessment	2024-2025 Y5 Summer 2	Below
Reading	Reading Speed	2024-2025 Y5 Summer 2	27
Writing	Main Assessment	2024-2025 Y5 Summer 2	Below
Maths	Main Assessment	2024-2025 Y5 Summer 2	Just Below
Well being and Social Skills	Boxall diagnostic	2024-2025 Y5 Summer 1	35
Well being and Social Skills	Boxall developmental	2024-2025 Y5 Summer 1	103

Outside Agency Involvement/Reports this cycle

OT support ongoing

Targets and Strategies

EHC outcome	EHC outcomes - small step	Success criteria	Strategies	Provisions	Review
xxx will have developed his speech sound production so that he is able to communicate clearly with a range of listeners in a range of situations. xxx will practice more basic social communication skills when interacting with others eg increased eye contact, consistent voice volume. He will have some understanding of the importance of perspective-taking and will be willing to exercise skills in perspective-taking. xxx will have some knowledge of communication and interaction skills that help to resolve ordinary quarrels between him and others in school (eg taking turns to report and listen to views, managing strong feelings/ views in the process, accepting/complying agreed or school-set actions/solutions).	To hear and use the 'ch and dge sounds in words.	Can identify the ch and dge sound in words with 80% accuracy.	2x 20min S&L intervention with KH a week. Learning link task card to be shared with class teacher for specific weekly target linked to overarching target.		
xxx will pay more attention to the appropriate behaviours of his peers dealing with mild problem situations. He will show more knowledge of and willingness to conform to these behaviours. xxx will become more aware of his positive behaviours that show reasonable resilience and self-control. If needed, xxx will use school-agreed ways of regulating strong emotion. xxx will feel that he has some positive and stable social connection with similarly-aged peers e.g. break-time liaison, social group/club that convene over shared activity etc. He will continue to have positive relationships with teaching staff so that he engages in problem-solving	xxx will start to identify different strategies to help regulate him.	Create a regulation tool kit Be seen to use items from the tool kit Talk about their effectiveness in sessions	Zones of regulation small group 1:4 when main class receiving the support - intensive in the first week back and then weekly 60min sessions for first half term with MC Sycamore counselling 60mins once a week.		
xxx will be making observable progress in his independent learning behaviours. xxx will demonstrate reasonable listening comprehension by answering teacher-questions during lesson input. He will request support if he needs specific help with a task. xxx will complete ability-set tasks in lessons. xxx will make progress in all areas of English, Maths and Science at least at a rate that maintains or closes any existing attainment gaps.	Accurately read a sentence applying set three sounds.	Will be able to read words in a sentence that include decodable sounds.	40 min daily phonics sessions with JW Phonic flash cards with SD Daily 15min Epatt reading with SB		
xxx will be able to write/copy a short meaningful sentence on request with all letters legibly formed, evenly spaced, and appropriately placed along the lined paper. xxx will have a range of calming and organising strategies he can use independently in order that he can access learning and social opportunities.	• Be able to draw horizontal, vertical and diagonal lines. (As advised by OT June 25)	Be able to draw horizontal, vertical and diagonal lines with 90% accuracy. This will be reviewed in OT sessions with DW and in evidence in class/school	Weekly early handwriting sessions with SB, 10 mins 2x a week. WL to ask at points during the half term, weekly. OT sessions following as OT advice as part of EHC funding.		

Pupil comments

xxx said he will have a go at achieving his targets.

Parent comments

We just want him to be able to access the learning across the other subjects as well and hope this support helps him.

Any other comments or actions needed?

Considering secondary schools for informing the LA in September.

Example Personalised Curriculum Plan

Communication

Links 4 keys words when communicating about a picture e.g. 'The hairy giant shouted at Jack'. (S&L 2.4)

Takes turns with a partner in a game with adult prompt (S&L 1.4)

Reading

Match up to 6 letters of the alphabet to a given sound (R 8.2)

Phase 1 phonic sounds

Read up to 10 common words by sight (R7.3)

Writing

I can write and spell all of my surname. (W11.4)

Can say a clause to complete a sentence that is said aloud e.g. 'When we went to the beach... we ate ice cream' (W12.2)

Maths

I can show 5 objects in a variety of arrangements (M 1.3)

I can identify how many objects there are in a group up to 10 objects (M1.4)

PSHE

I identify 5 basic emotions and what zones they are in.

I can listen to other people's points of views

EHCP
Sept 2025

Purple – Continuum
Orange – EHC
Blue - Pathways

Understanding the World

I can draw a simple map.

I can talk about some states of matter in the natural world

I can understand the past through settings, characters and events encountered in books read in class and storytelling.

Independence

I can put my things in the right place when I arrive.

I can start an adult directed task with one prompt.

RE

I can begin to know some special stories from ancient texts that still hold value for many people today

Motor Skills

To form the first 13 lower case letters of the alphabet correctly in my book.

To accurately cut along a straight line

Creativity

I can develop storylines in my pretend play

I can talk about sensible amounts of screen time.

Assessments

Specific assessments are completed as required by professionals, the SENDCO or when an intervention cycle has started.

Assessments enable the right provision and targets to be identified for the children that need them, and to allow for progress to be measured.

Some assessments are to be completed via teacher judgement, some with the children and some will involve the parent as well.

Where possible, standardised scores will be used. A standardised score is one where all those taking the test are asked the same questions (across all schools not just Queens). This means that comparisons can be made and performance can be measured. They have gone through a rigorous development to ensure that they are accurate.
They can give you a raw score which is converts into a standardised score. They can also give you an age-standardised score, a comparison to how the average child of the same age performs on the same questions, and an equivalent age that the child is working at.

Below 70	Much below average
70 – 84	Below average
85 – 94	Low average
95 – 105	Average
106 – 115	High average
116 – 130	Above average
131+	Much above average

If internal assessments are not showing progress or a significant need has been identified, then the SENDCO will refer to external agencies for further support.

- CADMUS – cognition and learning assessments, including diagnosing dyslexia; behavioural and SEMH assessments.
- Specialist Teacher Service - cognition and learning assessments; behavioural and SEMH assessments
- Educational Psychologist – covers all areas of need at a higher level.

Transition

How will the school prepare/support my child when joining or transferring to a new school?

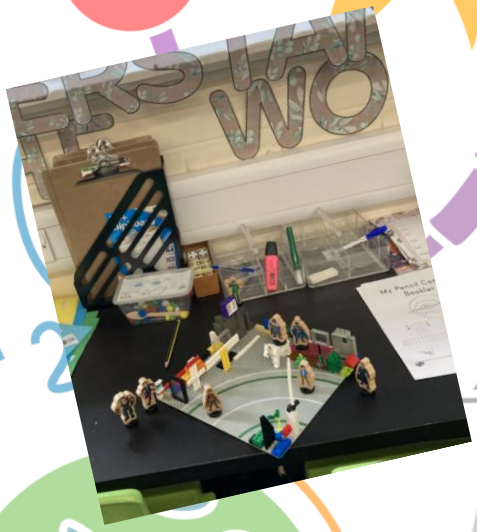
A number of strategies are in place to enable effective pupils' transition. These include:
On entry:
• A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September.
• Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
• The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
• If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

Transition to the next school
• The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND
• The annual review in Y5 for pupils with an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
• Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
• Accompanied visits to other providers may be arranged as appropriate.
• For pupils transferring to local schools, the SENCos of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.

The Ark is an internally ran resource provision for children in school with an Educational Health Care Plan (EHCP) or who have significant needs in these areas and will need an EHCP. It is staffed in the afternoon by one Teaching Support Assistant and another flexible member of staff, based on the needs of the children accessing the provision at one time. The timetable is devised by the SENDCO using the EHCP targets and areas of needs, and through targets recommended by professionals who have or who are working with individual children. The provision is set up like that of Early Years Continuous Provision to remove demands of a typical classroom setting to support the children feeling safe to work on some of their tricker targets within Social, Emotional and Mental Health and Communication and Interaction. This is highly monitored by the SENDCO, and children have clear baselines, tracking and reviews for progress. This is done collaboratively with the class teacher and parents in at least half termly reviews. The time that a child spends accessing this internal resource provision depends on their targets and curriculum plan. This will be determined by the SENDCO, Class teacher and SLT and with partnership with parents as recorded in the child's plans.













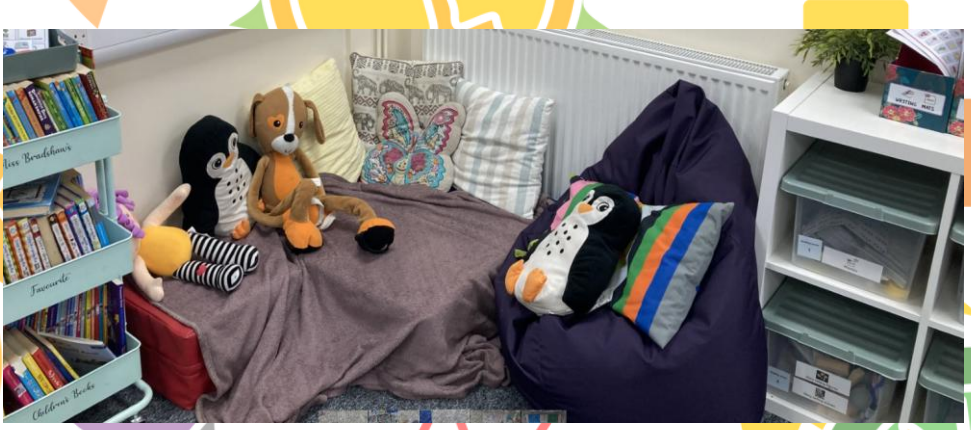
Official Warwickshire Resource Provision

Queens are very lucky to have a Communication and Interaction Resource Provision for children who also have significant cognition and learning needs. All children need to have an Educational Health Care Plan (EHCP) to attend the provision, and the Local Authority have the final decision in who can attend this. Queens are sent consultations from the Local Authority for us to respond to. It is not a decision that lies with Queens as to who can attend Eden.

Wherever possible, we include these children in mainstream classroom activities. They are offered the chance to attend school trips with their year group, they attend some of their year groups' PSHE lessons and topic days such as Art or D&T day. They are part of the whole school collective worships and playtimes and lunchtimes. Eden has their own curriculum, based on a 4 year rolling programme and has a maximum of 8 children in Key Stage 2. Eden is staffed with one teacher, Mrs Gibbens, and two Teaching Support Staff, Mrs Shaikh and Miss Daffern. Some children may attend lessons or interventions in Eden from the mainstream school if their needs overlap with the delivery in Eden. Equally, some children will have other curriculum lessons in the mainstream classroom. The aim of the Resource Provision, is to give children the skills that they need to return to the mainstream classroom.













Professionals and agencies that support Queens

EP Educational Psychologist Completes assessments based on cognition and behaviour. Warwickshire like to see evidence of a child having had some work with the EP before agreeing to assess for an EHC.	**STS** Specialist Teacher Service Learning assessments, SEMH assessments and then writes reports with targets and suggested provision.	**CADMUS** Completes learning and SEMH assessments and will give a report with recommendations for provision.
IDS Integrated Disability Service **Hearing** –supports children who have a hearing impairment **Vision** –supports children who have a vision impairment **Physical** – supports children who have a physical disability including hypermobility **Complex needs** – supports children who have a variety of needs with cognition and learning and communication and interaction	**SALT** Speech and Language Therapy Comes in to review targets for those children with an EHC or who have a very high level of S&L needs. Usually termly visits.	**RISE** **Rise** – mental health referrals for urgent or routine support where there is a significant need for support. Parents can also be seen by the Crisis team if presenting at hospital or ringing their duty line. **Neurodevelopmental team** – referrals for diagnosis of ASD, ADHD or Tourettes are made here with a lengthy referral that needs to be completed by parents and class teacher.
MHST Mental Health at Schools Team They work alongside Mrs Withey to support children and parents with mental health needs, will discuss with Mrs Withey potential referrals for support and can offer 1:1, group sessions or comes and does whole class workshops.	**Sycamore Counselling** Commissioned by school and works for a block of hour sessions weekly with children around counselling.	**OT** Occupational Therapy Supports children who struggle with their daily living skills and independence including fine and gross motor skills. Need to have completed the MOVES programme or fine motor programmes before a referral can be made.
Physio Supports children who struggle with physical movement and function, those typically with a physical disability.	**SENDAR** School have an EHC plan co-ordinator for those who have an existing EHC plan. Assessment plan co-ordinators – several that are assigned as they are free basis to write the first EHC plan.	**CASS** Community and Autism Support Service Children can be referred into this service once they are on the waiting list for a diagnosis. They also have parent workshops and information to support.