

## **Queen Eleanor Primary School Special Educational Needs report**



### **How will you know if my child needs extra help?**

We aim to identify children with special needs as soon as possible at Queen Eleanor Primary School. However, it is important to consider that all children enter school with different experiences, progress at different rates and attain different academic levels. Staff working directly with your child may raise a concern if he/she does not appear to be making the expected progress over a number of weeks. Perhaps they appear to be falling significantly behind the level of their classmates, despite working hard, or you yourself, may notice that they don't appear to be improving in their learning.

### **Usually a child will be identified in one of the following ways.**

- Information from a pre-school setting
- A pupil performing significantly below the expected level for their age
- A parent or carer expressing a concern
- Concern raised by a member of school staff, for example where self esteem or behaviour appears to be affecting performance
- Information received from external agencies regarding physical difficulties or a health diagnosis from a paediatrician.

### **What should I do if I think my child needs extra help?**

Please talk to us! Members of staff at Queen Eleanor Primary School are approachable and parents should feel they can discuss any issue that may be worrying them regarding their child's time at school. Every morning between 8:50 a.m. and 8:55 a.m. a member of staff is available to discuss any concerns you may be having. You are also welcome to accompany your child into class to talk to their class teacher. At the end of every day, all staff are available to chat to in their classroom. If you prefer, you can request a formal appointment, or perhaps you might feel more comfortable speaking over the telephone or writing to us. The main thing is, to share your concern with us. We will always try to be open and honest with parents and we hope they feel able to take the same approach with us.

### **Where can I find the school's SEND policy and other related documents?**

SEND stands for Special Educational Needs and Disability. You can find all this information on the school's website or you may request a paper copy from the Office Manager or the SENCO.

### **How will you teach and support my child?**

Our aim is for all children, regardless of their need, to be given the opportunity to take part in appropriate learning opportunities in an inclusive manner. Staff

are expected to deliver high quality class teaching which is differentiated to meet the needs of all our learners.

Within the classroom setting you may find that your child:

- Uses alternative forms of recording their work
- Uses physical or mobility aids
- Uses additional visual prompts
- Works in small focus groups with an additional adult
- Works 1:1 with an additional adult
- Takes part in an intervention programme, available to support children who require help in a specific area which goes beyond the work available in class.
- Works with a specialist teacher, for example a Speech and Language Therapist, Occupational Therapist, Educational Physiologist, Behaviour Support Team or Schools and Family Support Services –who may support children with autism or dyslexia.

If your child receives significant, additional levels of support, an Educational Health and Care plan (EHC) will be created for him/her. This will detail the specific areas of learning, targets and strategies they are using to improve. You will receive a copy of this, so you are fully aware of how your child is being supported at school.

The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled), with the expectation that the child will achieve the target by the time it is reviewed. The plan is regularly reviewed and updated throughout the year and you will have the opportunity to discuss your child's progress at regular parent-teacher meetings and termly structured conversation meetings. You can, of course, access the Head teacher, SENCO or members of the support staff for updates at any time. (The SENCO is the named member of staff in charge of children on the special needs register).

At Queen Eleanor Primary School each class teacher in conjunction with SENCo produces a half termly Provision Map which outlines the additional support that is being provided for children with additional needs. This may be 1:1 teaching support, an intervention programme, targeted teaching assistant support and may take place in class or in a group withdrawn from class. The impact of the additional provision is reviewed at the end of the half term by the teacher in conjunction with the SENCo. The provision is then reviewed in the light of this.

### **How will the curriculum and learning environment be matched to my child's needs?**

Queen Eleanor Primary is a small school and staff pupil ratios are high. All work within class is pitched at an appropriate level so that children are able to access it according to their specific needs. Typically, this might mean that in a lesson there would be three different levels of work set for the class. Teaching Assistants are very experienced, and have the ability to deliver individually differentiated activities and use their initiative to intervene when learning objectives need to be broken down into even smaller steps. Class teachers

are encouraged to discuss approaches to differentiation with specialist staff. Teachers/Teaching assistants attend sessions provided by outside agencies in order to ensure continuity of approach between visits. There are regular discussions between teaching assistants, class teachers and the SENCO regarding pupil progress.

**How is the decision made about what type, and how much support my child will receive? Who will make the decision and on what basis?**

When your child's needs are initially discussed, the provision he/she needs will be agreed upon. It is important that the school, parents and pupils work together at this stage. If there are differences of opinion about the nature of support required, or very specialist support is suggested, the school may seek the advice of external agencies to help in the decision making process.

**How will the equipment and facilities to support children with SEND be secured?**

There is a budget set aside in school to support children on the special needs register. In order to make sure that learners with SEND have the required resources in each classroom, a proportion of the SEND budget is used towards class based provision. This might take the form of additional physical resources e.g. enlarged visual aids, additional ICT equipment, writing slopes, alternative seating etc. Class teachers are encouraged to discuss their resource needs with the SENCO and Head teacher.

For those requiring provision additional to class based approaches, funding facilitates the school's range of intervention programmes. In some cases it might also be used to provide additional human resources e.g. teaching assistants, therapists, specialist teachers etc. Specialist training of staff may also be necessary. Funding is applied using a flexible approach, to enable pupils to achieve specific outcomes at any particular time. The SEND budget is the responsibility of the Head teacher and SENCO and regular discussion and monitoring takes place to ensure that resources are allocated appropriately and cost efficiently. Where much more specialist personalised equipment is required, the school SENCO or Head teacher liaise with the relevant external advisory service (e.g. occupational therapy, sensory impairment services) to seek advice on the best options for the procurement of these. Parents will be involved wherever possible in these discussions.

**How will you and I know how my child is doing, and how will you help me to support their learning?**

School staff have high expectations for all learners. Teachers monitor children's progress on a day to day basis through a range of assessment types. For learners with the most significant needs, daily contact with families takes place, for example through informal conversation at the end of the school day or sometimes in home-school books. As a school, we measure

children's progress in learning against National expectations and age related expectations. It is the class teacher's responsibility through discussion with Teaching Assistants to note areas of improvement and where further support is needed. We track pupil's progress from school entry to Year 6, at the end of each half term. Children who are not making expected progress are picked up through discussion between teachers, teaching assistants, SENCO, Head teacher and parents. Individual tracker graphs showing smaller steps of progress within wider National Curriculum Levels are drawn up as a measure of progress.

Information about pupil progress is shared with parents at two parent-teacher meetings. Parents with children on the special needs register are encouraged to attend additional appointments to discuss their child's progress. The SENCO also hold meetings with parents to canvass their opinion of how well they think the school is doing in regards to their child's provision.

If a child has not met a target on their plan, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress. The annual school report is sent home during the summer term.

### **How does the school consult with and involve children with SEND in planning and reviewing their education?**

At Queen Eleanor Primary School we encourage all pupils to have a viewpoint. Children who are on the special needs register discuss and set their child friendly targets with their class teacher/Teaching Assistant. They are encouraged to evaluate for themselves whether targets have been met and if not, what strategies they can use to improve. Periodically a pupil questionnaire is used, where we actively seek the viewpoints of children. Pupils are encouraged to speak to a trusted adult if they have a worry. If your child has an Education Health and Care Plan, (EHC Plan) their views will be sought before any review meeting. (Children with Current Statements will be transferred over to EHC plans in the next 1-3 years).

### **How does Queen Eleanor Primary School assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children with SEND?**

The Head Teachers report includes a section updating issues relating to SEND which are discussed. This gives Governors the opportunity to contribute to any decisions related to evaluating the effectiveness of provision. Children are not identified by name. There is a designated SEND governor. Under the new Code of Practice we anticipate there will be about 21.15% of pupils on the SEN register.

Children can be placed on, or removed from the register at any time throughout the year. At the end of each term, there is a discussion between all class teachers and the SENCO regarding the sufficiency of provision. A provision map is prepared for the coming academic year.

## **What support is available to assist with my child's emotional and social development?**

Queen Eleanor Primary School is an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem and the ability to communicate clearly is crucial to a child's well-being. We have a caring, understanding team looking after our children. Pupils who regularly work with teaching assistants on a 1:1 basis always have chance to share their worries or concerns during these sessions.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENCO or Head teacher for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, Educational Psychology, and/or the Behaviour Support Team.

## **What expertise is available at Queen Eleanor Primary School in relation to SEND?**

Our present Inclusive Manager has been in the role for 10 years. She has attended a SENCO induction programme. She helped to gain the Dyslexia Friendly School status and has been on a accredited course on Emotional Coaching run through the Bassetlaw Primary Behaviour Partnership.

We have Teaching assistants who have had training in:

- Delivering Speech & Language programmes from Speech & Language therapists.
- Delivering reading spelling / phonics and numeracy programmes.
- Delivering specific programs to help support children's gross/fine motor skills.
- Supporting children with ASD/dyslexia, BSED and ADHD.
- Manual Handling.
- MAPA training.
- Administering medicines and carrying out medical and flushing procedures.
- Precision Teaching
- Maths Hub

## **Which other services do you access to provide for and support pupils with SEND (including health, therapy and social care services)?**

As a school we work closely with any external agencies that we feel are relevant to our children's needs including: - Behaviour and Emotional Interventions; Health including – GPs, school nurse, play therapists, paediatricians, speech & language therapists; occupational therapists; social services including - social workers and Educational Psychologists. We also seek regular advice from our families of schools at regular SENCO meetings. We are part of the Bassetlaw Primary Behaviour Partnership.

## **Who is the SEN Coordinator/Governor and how can I contact them?**

Mr J Bingham SENCo

Mrs L Lister Inclusion Manager

Mrs Maria Michael SEN Governor

All of the above can be contacted by email

[office@queeneleanor.notts.sch.uk](mailto:office@queeneleanor.notts.sch.uk) or TEL: 01522 703428

## **How will my child be supported to have a voice in school?**

Your child's opinions play a very important role in their ability to make progress. Every effort is made to ensure that his/her thoughts are taken into consideration when assessing and establishing targets. Their thoughts are gathered in different ways. More often it is via conversation with the class teacher. Younger or less able children are given the opportunity to contribute their ideas in discussions which take place with a familiar adult who acts as an advocate for them. Some learners might need to be supported to express their views in alternative formats such as pictures or using an eye gazer to communicate preferred choices.

Children have duo representatives on the school council and all abilities are included.

## **What help and support is available for the family through school?**

In today's world family circumstances can be extremely diverse. Here at Queen Eleanor Primary School we try to support families in a holistic way and appreciate that everyone faces problems at one time or another. When extra support or guidance is needed, we are very happy to signpost parents and carers to a range of support services within Nottinghamshire:

**Parent Partnership:**            0115 948 2888            [www.ppsnotts.org.uk](http://www.ppsnotts.org.uk)

**Autism Support Groups in Nottinghamshire:**

[www.nottinghamshire.gov.uk/autism/support](http://www.nottinghamshire.gov.uk/autism/support)

Indigo Kids.web.com    norsaca.org.uk    Helpline: 0115 976 1805

**Nottinghamshire ADHD Awareness:**    0788 164 5663

[www.netmums.com](http://www.netmums.com) email Naomi.sincalir.ntlworld.com

**RUSH:** <http://www.rushadhdsupport.org>

**Dyslexia action Nottinghamshire:**    0300 303 8350

[nottingham@dyslexiaaction.org.uk](mailto:nottingham@dyslexiaaction.org.uk)

## **How will my child be included in activities outside the classroom, including trips?**

All pupils are included in all parts of the school curriculum and we aim for all children to be included on school trips/residential visits. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised.

In the unlikely event that it is considered unsafe for a child to take part in an activity, school would firstly discuss the difficulty with parents to see if they could help, working in partnership, to facilitate a solution. Alternatively, we would try to provide activities which would cover the same curriculum areas.

## **Who should I contact about my child joining the school?**

Contact the Office Manager at the school office, to arrange to meet the Head teacher Mr Jeremy Bingham. He will be willing to discuss how the school could meet your child's needs.

[office@queeneleanor.notts.sch.uk](mailto:office@queeneleanor.notts.sch.uk) Tel: 01522 703428

## **How will you prepare and support my child to join your school, and how will you support them to move on to the next stage of their education?**

- We encourage all new children to visit the school prior to starting when they will meet their teacher and classmates. They will also be shown around the school. For children with SEND we may encourage further visits to assist with the acclimatisation of the new surroundings. We would also be keen to visit them in their current school.
- When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange transition visits and additional enhanced transition visits when necessary. Our 'feeder' secondary schools all run a programme specifically tailored to aid transition. Transition Staff also come to talk to children.
- We liaise closely with Staff/SENCOs when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.

## **Views of parents of SEND children:**

### **Parent said:**

Queen Eleanor Primary School are providing an excellent environment for my daughter who has special needs to flourish and reach her full potential.

### **Parent said:**

Every member of staff go above and beyond to make pupils feel happy at school, they keep parents informed of the progress their child is making and are very approachable.

**Parent said:**

QEP present as a very nurturing and professional attitude, especially in terms of caring for children with special educational needs. The teaching staff always listen to the concerns of parents and pupils and are always approachable.

**Parent said:**

It was the best decision I made moving my child to QEP in year 3. This school has transformed my child's life and without their support and nurturing, I wouldn't like to even imagine how things could have turned out.

**Parent said:**

We have found this school and the teachers very supportive and helpful where my sons learning difficulties lie, he has come on in leaps and bounds, in the short time he has been at Queen Eleanor. The teachers are approachable and brought back the enjoyment of learning into my sons life. I have to commend the staff on the way they speak to the child on their level and treating them equally as important as the next.