

SEND Information Report 2024/25

Queen's Park Academy



QUEEN'S PARK
ACADEMY

Last reviewed on: July 2024

Next review due by: July 2025

How are we catering for Targeted and Specialist needs?

Queen's Park Academy: SEND Information Report

Welcome to Queen's Park Academy's SEND Information Report. Queen's Park Academy is an inclusive, co-educational school and **'we believe, given the right circumstances, all children are capable of extraordinary things'**. This applies to all children, including those with SEND.

The Children and Families Act 2014 requires governing bodies of or the proprietors of schools to publish and keep information on their website about the implementation of the Governing Body's or the proprietor's policy for pupils with SEND. This SEND information report is kept under review and updated regularly. This report outlines Queen's Park Academy's offer for our pupils with SEND, as well as answering other frequently asked questions.

We would welcome your feedback and comments on our offer, so please do contact the SENDCo, Katie McWatt, at kmcwatt@queensparkacademy.co.uk, the school office at qpa@queensparkacademy.co.uk or call the school on 01234 352901.

1. What kinds of SEN are provided for at Queen's Park Academy?

We are a non-selective, co-educational school in Queen's Park, Bedford Borough. We believe that all children can be successful given the right support. We can provide an education for the following needs, as long as the child is able to access mainstream education (this is not an exhaustive list) after our adaptations are made:

- Autistic Spectrum Conditions
- Communication Impairment
- Hearing Impairment
- Learning Disability
- Mental Health Conditions
- Visual Impairment
- Physical Impairment

2. How accessible is the school?

- There are disabled toilets available.
- There are ramps into some parts of the buildings.
- The school liaises with external professionals where necessary for example for advice and training.
- If communication is difficult for parents, then the school will strive to overcome the barrier, for example by finding a translator or conducting home visits if necessary.
- We use Widgit symbols across the school to support communication and understanding of routines.

3. How does the school know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?

All pupils will be formatively assessed by their Class Teachers when they start at Queen's Park Academy. Additional tests may be carried out to provide summative data. This assessment provides the school with good data of a pupil's reading, writing and numeracy strengths and

weaknesses. We will use this information in addition to any information gained from the child's previous setting.

Diagnostic tests used:

- Reception Baseline
- EYFS Communication and Language toolkit screener
- Sounds Write: diagnostic test, reading and spelling quizzes
- GL Assessments: Progress Tests
- DIBELS literacy skills assessment
- Whole school assessments to work out learning gaps to then plan the curriculum e.g. end of unit maths assessments, PKC quizzes
- First Language assessments

Queen's Park Academy operates a hierarchy of graduated responses to pupil needs which aims to ensure early intervention and implementation of strategies necessary to meet individual pupil needs. Interventions will be triggered through concern that, despite receiving Wave One support through Quality First Teaching within class, a pupil:

- Makes little or no progress
- Shows (ongoing) difficulty developing literacy or numeracy skills
- Presents with persistent emotional and behavioural difficulties
- Has sensory or physical problems, which continue despite the use of specialist equipment (or may require additional specialist equipment or advice)
- Has communication and/or interaction problems which continue despite curriculum adaptations, or may prevent the development of social relationships, or hinder learning

Concerns may be raised in the first instance with a pupil's Class Teacher, Pastoral Leader, Keyworker or SENDCo who will liaise with the appropriate member of staff.

4. How are parents/carers and children consulted and involved in the school?

At Queen's Park Academy, we highly encourage parents to be in regular contact with the school. We also encourage children to be open about sharing any feelings, difficulties or anything they wish to share with members of staff (this will be mainly done through the child's Class Teacher). We believe this open dialogue will have a significant impact on a child's success at school. The primary person of contact is your child's Class Teacher. In addition to the Class Teacher, you can contact the pupil's Phase Lead and/or SENDCo.

The main ways that parents and children are involved with the school are:

- Meeting to discuss the Home-School Agreement
- Parent consultations that include meetings with the SENDCo where necessary.
- Annual reviews for pupils with EHCPs.
- Becoming a parent governor or liaising with the existing parent governor.
- IPP reviews and communication three times per year.

If you feel an additional meeting is required, please contact the child's Class Teacher, Phase Lead or SENDCo.

5. How does the school assess and review my child's progress towards outcomes?

The SENDCo will constantly assess SEND children's progress towards their outcomes through meeting with the children, observing them in lessons and by having regular feedback from their class teachers. Assessment data will also be reviewed and scrutinised to see where strengths and weaknesses are.

To communicate this information to you:

- Your child will have their IPP reviewed three times per year. These reviews will be carried out by the Class Teacher, with support from the SENDCo, and sent out to you via letter.
- Progress meetings will take place on Parent Consultation days where you will be invited to discuss your child and their learning with the class teacher. The Early Intervention Team may also be present at these meetings.
- An end of year report will be sent home in July that outlines your child's attainment, effort and behaviour for the year.
- The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.

The school constantly reviews all children's progress through:

- Regular quizzing and assessments are conducted by subject teachers
- Any child who has, or is suspected to have, additional SEND will be assessed further to identify and henceforth cater for specific needs
- Individual Provision Plans (IPPs) are put in place where there is a need for one; these provide information about need and advised support strategies as well as SMART targets tailored to their areas of development.

6. How will the school prepare and support my child/young person to join the school then transfer on to a new setting / school / college or the next stage of education and life?

At Queen's Park Academy, we want the best for every child. This means that whether your child is joining us or leaving us for a new destination, we will liaise with other organisations and schools to try and ensure your child has a successful transition.

See the 'Policies' page on our website (www.queensparkacademy.co.uk) for our Admissions Policy.

Once you have decided that Queen's Park Academy School may be the right place for your child, call the office on 01234 352901 and speak to a member of the leadership team. In addition to having staff available to answer your questions:

- Private tours are offered during school open hours
- The transfer process is initiated directly after successful application to the school
- Every child (and their parent/carers) is invited to and will be expected to attend a meeting with a key member of staff and have a tour of the school. This provides an opportunity for parents to share information about their child.
- Members of staff from Queen's Park Academy liaise with staff at the child's current school.

- Queen's Park Academy's SEND and pastoral team will have additional conversations with previous school SEND teams where deemed necessary (i.e. where a child has been highlighted as having additional needs either by the parent/carer or previous school).
- Support is offered at key transition times during the school life such as:
 - Moving classes at the end of the year/beginning of new school year.
 - Transfer to Year 7 at the end of KS2.
- There is additional liaison with new school and in-depth information is passed on to any new school a pupil moves on to if deemed necessary.

7. How will teaching and the curriculum be adapted for children with SEND?

At Queen's Park Academy, we do something special for all children, not just those with SEND. This means that all children benefit from 'quality-first teaching' (Wave 1 support). If the child is not making sufficient progress with Wave 1 support, the school will consider implementing Wave 2 and Wave 3 support where necessary, in coordination with parents/carers.

We provide:

- Tight structures and routines that lead to a very calm and secure school e.g.
 - Very high behaviour expectations
 - Clear, taught routines for behaviour and learning.
 - Prescription on how to enter/exit a class
 - Equipment packs (to minimise time lost in class)
 - Seating plans
- Teaching strategies based on Teach Like a Champion by Doug Lemov e.g.
 - 'Checking for understanding'
 - Cold Call
 - 'Targeted questioning' (differentiation and high expectations)
 - 'No opt out'
- Science of Learning (<http://www.learningscientists.org/downloadable-materials>)
 - Spaced Practice
 - Elaboration
 - Concrete examples
 - Retrieval Practice
 - Interleaving
 - Dual coding
- Provision of different materials or equipment.
- Adapted Teaching strategies through staff development or training.
- Devising interventions and monitoring their effectiveness through regular pupil progress meetings with those involved.
- Seeking Local Authority/external agency support for advice on strategies and equipment or staff training.
- In occasional cases, a pupil's curriculum may be personalised.

8. How are staff trained to support my child with SEN? Are specialist staff available?

All teaching staff and pastoral support receive high-quality, regular and mandatory training on quality-first teaching practices, as well as training around how to meet the needs of pupils with specific needs. This will be delivered by the SENDCo and/or other relevant staff. Specialist external training and staff will be deployed as necessary, for example staff will be trained in how to support pupils with epilepsy and diabetes.

Support staff have regular training with the SENDCo on key strategies that support pupils with SEND, including:

- Attention Autism
- Intensive interaction
- SALT strategies (object exchange, objects of reference, BLANKS levels)
- Makaton/BSL
- Augmentive and Alternative Communication (AAC)

See Bedford Borough Council's Local Offer page for more information on what services the local authority provide: <https://localoffer.bedford.gov.uk/kb5/bedford/directory/home.page>

9. How will the school monitor the effectiveness of provision for my child?

At Queen's Park Academy, we try our utmost to do what we say we do. This means that we constantly monitor the quality of teaching. Lessons and individual pupils will be monitored in lessons by observers, such as the senior leadership team, SENDCo, Phase Leads and curriculum leaders. Termly pupil progress meetings are held with Class Teachers and their Phase Leads. The SENDCo may attend these where appropriate.

Each term, the SENDCo and Class Teachers meet 1:1 to discuss the provision for all pupils. Pupils with SEND are discussed as part of this conversation.

10. How will my child/young person be included in activities outside the classroom including school trips?

Queen's Park Academy is an inclusive school where we will always try and extend all opportunities to all pupils. Risk assessments will be carried out prior to trips and activities and reasonable adjustments will be made to accommodate pupils.

We have an extensive enrichment offer, including after school clubs, that are open to all pupils. We will make reasonable adjustments to enable pupils with additional needs to attend these.

11. How do you develop pupils' emotional and social skills?

We know that a happy child is a successful child. Our staff will always prioritise the wellbeing of the child over all else. At Queen's Park Academy, we explicitly teach how to manage emotions in a healthy way. We also build social and emotional skills through ensuring all pupils take part in our trips and other events such as sports day which will require team building.

If pupils need specific social and emotional interventions, these will be investigated on a case-by-case basis. Pupils with SEMH needs may receive additional support from a member of our pastoral team.

Pupils are also supported by a wide range of staff: Class Teachers, Phase Leads, the pastoral team, the SENDCo and SLT.

12. How do you prevent bullying?

Queen's Park Academy has a zero-tolerance approach to all types of bullying including and not subjected to: online, face-to-face, verbal and physical. Bullying is recognised by Queen's Park Academy as a form of child-on-child abuse and can have an adverse effect on children's emotional development.

Bullying can happen to anyone in any of the following forms:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/pupils with protected characteristics):
- Bullying related to race, religion, faith and belief and for those without faith
- Bullying related to ethnicity, nationality or culture
- Bullying related to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation (homophobic/biphobic bullying)
- Gender based bullying, including transphobic bullying
- Bullying against teenage parents (pregnancy and maternity under the Equality Act)

Responding to bullying

Queen's Park Academy recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential. The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate.
- A Class Teacher, pastoral leader or member of leadership staff will interview all involved parties.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action

will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.

- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

13. How will you work with other bodies and organisations to support my child?

We have regular contact with different external organisations as and when it is necessary. These may include: the Local Authority, CAMHS, speech and language therapists and many others.

14. What is the Local Offer and how can I access it?

'Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans.' (SEND Code of Practice 2015).

To access Bedford Borough Council's Local Offer, please visit:

<https://localoffer.bedford.gov.uk/kb5/bedford/directory/home.page>

15. I am not happy with the provision my SEND child is receiving, what can I do about it?

In the first instance, contact the SENDCo by emailing kmcwatt@queensparkacademy.co.uk, who will usually respond within 2 working days and arrange a phone call or meeting via the school office as necessary.

TO BE REVIEWED BY TRUSTEES AT OCTOBER 2024 TRUST BOARD MEETING