



## Queens Park School SEND Information Report

**At Queen's Park Primary School, we recognise and value individual differences in an inclusive learning community. We nurture children to become resilient and creative lifelong learners and caring, responsible adults in a diverse society.**

At Queen's Park School, **we strive to include all children**. We know that all **children have strengths as well as difficulties** that impact their ability to learn. For this reason, we aim to make our classrooms as inclusive as possible. **Inclusive classrooms** recognise individual difference while providing **an environment which benefits all**. We hope this report will help you to understand **our approach** to working with children with **Special Educational Needs and Disabilities (SEND)**.

### What should I do if I am worried about my child's progress?

Always **contact your child's class teacher first** if you have any concerns about your child's progress. They are always your first point of contact – even if your child has SEND.

The class teacher might then request the **involvements of the SENDCo (Special Educational Needs Coordinator)** who may be able to provide further information or know where to find it.

### How are Special Educational Needs identified?

At Queen's Park we **aim to identify pupil's needs as early as possible**. When your child starts at Queen's Park they will be closely monitored. If your child has **already received SEN support** or if they have a **diagnosed condition** that means they need extra support to access the school and the curriculum, we will consult agencies already working with them and they will be placed on our **SEN register**.

We continually monitor the progress of all children across the curriculum, as well as their emotional and social progress. This is done through a **termly pupil progress meeting** for each year group team as well as collaborative meetings with families and their support network and part of daily classroom practice.

If your child needs **extra support** in any area, we will **discuss this with you, plan and implement support needed**.

We will **carefully monitor** how well this extra support is helping your child. If we think that more support or different support is needed, we will discuss this with you, and decide if it would help your child to be placed on our **Special Educational Needs Register (SEN Support)**. Children will not necessarily stay on this register throughout the primary school. We will continue to monitor them and if they are making good progress in line with their peers, then they may no longer require this level of support.

### Are there any special assessments to see if my child needs SEN support?

Children's **progress over time** and their **performance in class**, is used when assessing whether a child has SEN. However, sometimes we also get **extra information** from doing **special tests and assessments** carried out by the SENDCO, or a teacher with special skills.

We seek advice from **outside agencies** such as Speech and Language Therapists, BHISS (Brighton and Hove Inclusion Service) advisors, Educational Psychologists, and medical professionals, **to assess children and advise us**. This would only happen if we have concerns and we will always ask your permission before doing this.

### How do you ensure children with SEND are making good progress?

The children's progress is reviewed termly through **pupil progress meetings**. During this meeting we look at data, pupil voice and observations. This is attended by the class teacher and members of the senior leadership team. For a child with SEND, we use the '**Graduated Approach**', - this is the approach laid out by the government, and it has four stages.

First we will **ASSESS** your child. This means we will look at the progress your child has been making in class, and maybe carry out any additional assessments to see where they might have gaps in their learning. We might ask a professional from outside the school to help us with this.

Next we will use this information to make a **PLAN** for your child. We will look at the assessments, decide the next targets for your child, and how we can achieve them. We also hope the plan will include ways for you to work with your child at home.

Then we will **DO** the teaching and intervention that was planned. Provision may include adjustments in the classroom and any specific interventions that may be accessed outside eg. a handwriting group. Interventions are time specific and any scaffolding used by teachers works towards removing that scaffold once the child has achieved more independence in their learning. We regularly review all our interventions to see which are the most effective, and how we can improve the way we deliver them through staff professional development.

Finally we will **REVIEW** the progress your child has made. We will look at how well your child has progressed through the teaching and interventions they have taken part in, and if there are other people from outside the school working with your child, we will ask their advice as well. Teachers will also talk to your child about their learning and gain feedback from parents. This then feeds back in to the next plan for your child.

This cycle is completed termly and will be recorded in an **Individual Learning Plan (ILP)**.

If your child's **needs cannot be met within the provision ordinarily available in a mainstream primary school**, then the SENDCO and team around the child will consider whether to make a request for the SEN team at the local authority to carry out an **Education, Health and Care Needs Assessment (EHCNA)**. If this is agreed then an **Education, Health and Care Plan (EHCP)** may be written which will outline the child's strengths and needs and the provision they need.

*My child is working at a different level to the rest of the class? How will they be able to learn?*

When your child's teachers are planning their lessons, they will think about every child in the class. They will then **adapt the work** to make sure that all the children can access it. This is done by making adjustments to the way learning is received, explored and demonstrated.

Sometimes, TAs may support a particular child for part of the week. Research shows that adult support however, does not always benefit the child, and can actually slow their progress as they become reliant on the adult. Our aim at Queen's Park is to **develop children's independence and resilience**. Adult support is therefore used sparingly and strategically.

Your child may be supported by **scaffolds**. These are anything which helps them access tasks like counting equipment in Maths (concrete resources), writing frames, checklists or word banks. Children are taught to use scaffolds and over time, as they become more confident, these are removed.

Your child might also talk about **equipment** that they are using to help their learning. This can range from a reading/writing slope, to coloured pens, ear defenders, pencil grips etc. We sometimes make individual learning spaces in the classroom for children who might struggle to focus and concentrate.

Some pupils may access specific **interventions** to enable them to make more progress in a specific area. Examples of interventions running throughout the school are – Phonics catch up, handwriting, pre teaching, reading fluency and targeted maths skills. Interventions are usually run by TAs with a small group of children.

Further intervention provision happens in **Meadow class, our Internal Intervention Space (IIS)**. This is run for up to eight pupils in Year 2 to Year 6 who have significant speech, language and communication needs and are making only small steps of progress within their mainstream classroom.

At Queen's Park, we plan provision to meet the needs of our pupils with SEN with the resources that are available. Every child is different so we think creatively to meet the needs of the individual. All of our **resources are allocated in priority order**. This may change throughout the year and as children develop greater independence.

*My child has SEN or a physical disability. How will you support them? And can they join in extra-curricular activities?*

At Queen's Park Primary we are fully committed to making our school **accessible** to all children and their families. The school building is fully wheelchair accessible, including lift, ramp access, and disabled toilets, and the playground is also fully accessible to all children. We have taken advice from the **visual impairment team** and had a **full site assessment in 2024**. Our hand railings for the stairs are now those recommended for those with visual impairments. Our environment both inside and out have been embellished with painted nosing to make it as safe as possible.

We are committed to ensuring that all children can **access school trips**, and carry out **risk assessments** prior to a visit. For this we will always look at ways we can enable children to access as much of the trip as possible while making it safe for them.

We **aim to make our extra-curricular activities and extended services as inclusive as possible**. If you would like your child to join an activity but you or staff are concerned about whether they will manage it, then as a team, we will seek adaptations to make this possible. Always come and speak to us first.

*How will the school make sure I am involved in my child's learning?*

At Queen's Park, we believe **parents and carers are central to their child's learning**. We hold **termly parent's evenings**, where you can come and discuss your child's progress with their teacher. You are also very welcome to contact your child's class teacher through the school office between these meetings. We **share ILPs with parents termly**, and encourage parents to feedback their thoughts and ideas on how we all can best improve learning outcomes for their child. If your child has an Education, Health and Care Plan, you will also be invited to an **annual review meeting**. Your child's class teacher and the SENDCO will be able to advise you on how you can **help your child at home**.

We also hold **regular parent meetings and workshops** through the term. Our family champion holds regular drop in sessions that you can sign up to and workshops. In 2024-25 these workshops included those from the BHISS Language and Autism team, the School's Mental Health Service and the School Nurse. We are always happy to hear suggestions from parents about workshops that may be beneficial.

We believe, the involvement of children themselves is also central to success. Teachers gain **pupil voice** through PSHE and other curriculum areas. They also plan pupil voice activities when starting a new year. This helps us to identify your child's strengths and needs and work out how best to support them.

*My child finds it very difficult to move class, and will find it hard to move to secondary school. How will the school help?*

We realise that many children with SEN find **transitions** particularly difficult. Each year, we identify children who may need some extra provision to help the transition go smoothly. This can include extra visits to their new classroom, developing social groups with their new classmates, and spending time with their new teacher.

The move to secondary school can be frightening and confusing for many children. While we cannot advise you on a specific school, we can suggest useful questions you might like to ask at **Secondary School** open evenings.

We work very closely with all the secondary schools that our children transfer to. The SENDCO will meet with the SENDCO in the new secondary school to make sure that all the information about your child is handed over, so the secondary school can prepare for their arrival. We also make sure that children who might struggle to transfer to secondary schools have an **enhanced transition plan**. This could be extra sessions with the Learning Mentors running our transition programme or extra visits to their new school.

We will also work to support **children who are starting school for the first time**, and may find this particularly difficult. This can include visiting children in their nursery setting, organising extra visits to school prior to starting with a parent or key adult, and providing a part-time or staggered start to the school year.

*How can you help my child if they have emotional or social difficulties?*

We know that many children experience difficulties with **social, emotional and mental health**. At Queen's Park, we are committed to working with you to help your child overcome them. Our whole school approach is called **Just Right** which aims to develop children's awareness of their feelings and develop independence over their regulation. This is spoken about throughout the school and some pupils may need individualised **Just Right plans**.

Some of our children are supported by our **Learning Mentors**. They are available to all children who might wish to speak about a problem, and they are also happy to speak to parents who may have concerns about their child. Where possible Learning Mentors will try to work with the children in the classroom, supporting them through building their self-confidence and self-worth, giving them strategies to ask for help and work independently, helping them work constructively with a learning partner, and to take part in group work.

Where necessary they can also work with your child outside the classroom individually, or in a small group. This might take the form of a friendship group, a social stories group, or working on their individual needs. **Both of our Learning Mentors are trained mental health leads and one is a trained ELSA (Emotional Literacy Support Assistant)**. We monitor the effect of this carefully, interviewing children before and after interventions, to see how they are benefitting. We will always let parents know when we are planning to work with a child in this way, and discuss their views and wishes.

For children with specific difficulties the **Safety Net** and the **Schools Mental Health Service (SMHS)** can also offer support. **The Wellbeing Service** and further services in Brighton and Hove are also available to access for support. We can share these with you and there is lots of information in the 'family support' section of our website. Tom Banks, our Family Champion is also happy to signpost families to the best support.

*What training do you give your staff so they can teach children with SEN effectively?*

All the teachers at Queens Park are qualified teachers, and have had SEN training as part of their teacher training. BHISS have a wide training programme which we access as a school; we send staff on their training programmes and ask advisors to plan and deliver bespoke training to meet the needs of the school. **In 2024-25 staff benefited from the following SEND specific training – Deescalating behaviour that is difficult to manage, Complex communication needs, Building positive relationships, Reading interventions across the primary age range, Demand avoidance, Inclusive classrooms. One of our Learning Mentors has also been trained to be an ELSA (Emotional Literacy Support Assistant)**. Further professionals from other services like the NHS or special school outreach offer us regular guidance and support to meet the needs of pupils in our school.

In 2025-26 we have planned half-termly professional developmental meetings led by BHISS.

How will you make sure my child is safe in school?

If we are concerned about your child's safety or the safety of those around them we will meet with you think about how we can ensure they are safer at school. This may involve agreeing some actions and putting a **risk assessment** in place.

Research shows that children with Special Needs or a Disability are **more vulnerable to bullying** throughout their lives. At Queens Park School, **bullying is not acceptable towards any child**, and we **actively work to prevent it**, to deal with it, and to work constructively with both children who have been bullied, and children who have bullied others. Further information can be found in our Anti-bullying policy.

**At Queen's Park Primary School, we recognise and value individual differences in an inclusive learning community. We nurture children to become resilient and creative lifelong learners and caring, responsible adults in a diverse society.**

In 2024-25 difference has been explored and celebrated with the children through a range of assemblies and workshops including a workshop from the BHISS Visual impairment team with an older pupil who uses braille to access learning.

If you have any **further questions** or need more information, in the first instance **please contact your child's class teacher** through the school office.