



Queens Park School SEN Information Report

At Queen's Park Primary School, we welcome all children to come and learn with us. If your child has additional needs, you might have a lot of questions. We hope this report will help you to understand how we work with children with Special Educational Needs (SEN).

If you have any further questions or need more information, please contact your child's class teacher or our SENDCO (Special Educational Needs and Disability Coordinator), through the school office.

How will you identify if my child has Special Educational Needs?

When your child starts at Queen's Park they will be closely monitored. If your child is already on SEN Support or if they have a diagnosed condition that means they need extra support to access the school and the curriculum, they will automatically go onto the SEN register.

At Queens Park School, we continue to monitor the progress of all children across the curriculum, as well as their emotional and social progress. This is done through termly team meetings as well as collaborative meetings with families and their support network and part of daily classroom practice.

We know that all children have strengths, but also areas where they can struggle to learn. If your child needs extra support in any area, we will discuss this with you, plan and implement support needed. This could mean giving them some extra help in the classroom, using an intervention programme outside the classroom with a teaching assistant or Learning Mentor or seeking the advice from the Brighton and Hove Inclusion Service (BHISS), the NHS or another external agency.

We will carefully monitor how well this extra help 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).

Will you do 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.

Sometimes, we also ask outside agencies (such as Speech Therapists, Educational Psychologists, and medical professionals) to assess a child and advise us. We will always ask your permission before doing this.

If my child is on SEN Support, how will you make sure they are making good progress?

All children at our school have their progress regularly reviewed by their classteacher, together with the Senior Leadership Team. For a child with SEN, 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. If your child has a lot of needs, we will need to decide which are the priority. 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. And 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.

How do you ensure that the extra support you give the children is helping them?

We monitor all children's progress at termly meetings with classteachers and the senior managers in the school. During this meeting we look at data, pupil voice and observations.

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.

My child needs are 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 a teaching assistant may support a particular child for part of the week. However, research shows that placing an assistant with a child does not always benefit the child, and can actually slow their progress as they become reliant on the adult. Therefore, we use this option sparingly and strategically.

Your child might also talk about resources and equipment that they are using to help their learning. This can range from a reading/writing slope, to coloured pens, maths equipment, pencil grips, word cards...the list is endless! We can also make individual learning spaces in the classroom for children who might struggle to focus and concentrate. We are always very pleased to hear about anything you might use at home that helps your child to learn, and we will try to adapt it for school.

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 are committed to ensuring that all children can access school trips, and we will carry out early health and safety assessments prior to a trip, so we can try to make arrangements to ensure all children can participate.

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.

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 come and review it with us in school each year. 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. In 2023-2024 these included workshops on Anxiety, Self-regulation and Transition. 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 with a new group of children. This help them to plan learning opportunities that are manageable and inspiring for your child.

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

Always contact your child's classteacher first if you have any concerns about your child's progress. They are always your first point of contact – even if your child has SEN.

The classteacher might then refer you to the SENDCo to give you further information. You can also contact the SENCo yourself, through the school office, if you need more information than the classteacher can provide.

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 these children as the school year ends, and we make 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, the SENDCo is very happy to discuss your options, and suggest relevant 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 individualised transition programme. This might range from extra sessions with the Learning Mentors running our transition programme, through to organising 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 consider these difficulties as seriously as any learning difficulties, and will work with you to help your child overcome them.

Some of our children are supported by our Learning Mentors, who also act as key adults for some children. They are available to all children who might wish to speak to them 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. 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 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.

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. 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.

How will you make sure my child is safe in school and does not get bullied?

We know that research shows that children with Special Needs or a Disability are more likely to be bullied throughout their lives. At Queens Park 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.

Difference is spoken about positively across the school. At Queen's Park we allow children to ask questions and share experiences. We celebrate our many differences as well as our similarities.