



Queen's Drive Infant School

School Information Report

2023-24

Review Date:
September 2024



QUEEN'S DRIVE INFANT SCHOOL 'growing, learning and playing together'

At Queen's Drive Infant School our aim is to provide the best opportunities we can for each and every child.

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN, where possible engage in the activities of the school alongside pupils who do not have SEN.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement.

A copy of the school SEN policy and accessibility plan can be found on the school website



Mrs Bloor is the schools Special Educational Needs and Disabilities coordinator (SENDCo) and she is available in school Wed-Fri

If you have got any questions or would like to speak to her you can call the school office on 01733 343914 or email office@queensdrive.peterborough.sch.uk

What are special educational needs (SEN) or a disability?

At Queen's Drive Infant School we use the definition for SEN and for 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.

The four main area of need

Communication & Interaction

Autism Spectrum Conditions (Inc. Asperger's Syndrome), Speech and Language Difficulties

Cognition & Learning

Autism Spectrum Conditions (Inc. Asperger's Syndrome), Speech and Language Difficulties

Social, Emotional and Mental Health

ADHD, Attachment disorder, Mental Illness-Depression , anxiety

Sensory and/ or physical need

Vision/ hearing impairment, Motor skill difficulties

What kinds of SEN do we provide for?

Queen's Drive Infant School provides for the needs of children within the 4-7 age range in Peterborough. 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.

Admissions are made directly through Peterborough city council. You can apply on line online or call PPC ON 01733 747474 OR 864007 and ask for the admissions team. You can also email them on admissions@peterborough.gov.uk

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:

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- 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 Headteacher/ School SENDCO 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 they consider that their child's needs can be better met in specialist provision.





How does Queen's Drive identify pupils that have Special educational needs?

Pupils with SEND are identified in a variety of ways

- Concerns maybe raised by the parent before the child starts school, or whilst they are with us.
- nurseries, pre-schools or schools prior to the child starting at or transferring to our school have informed us.
- Concerns are raised by external agencies or teachers from observations made
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.

We currently provide for children with the following special educational needs:

- Hearing impairment
- Visual impairment
- Autism Spectrum Disorder
- Mild to moderate Learning Difficulties
- Speech and Language Difficulties
- Social, Emotional and Mental Health Difficulties

How will Queen's Drive
let me know if my child
has special educational
needs?

You know your child best and we believe in working in partnership with parents and carers to support your child. All parents will be listened to, their views and aspirations for their child will be central to the assessment and provision that they is provided by the school.

- Your child's class teacher may contact you to discuss your child's progress or they may speak to you about this during parents evenings.
- Mrs Bloor the SENDCo may contact you to discuss your child's learning.



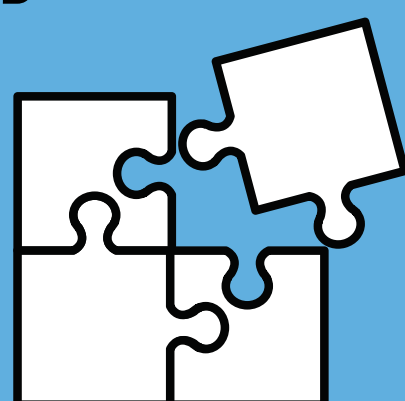
What to do if you think your child may have special educational needs

- If a parent has a concern then initially please speak to the child's class teacher. This may then result in a referral to the school SENDCo (Mrs Bloor)
- Parents may contact the SENDCo or Headteacher directly if they feel that this is more appropriate. They can be contacted via the school office on 01733 343914 or by emailing office@queensdrive.peterborough.sch.uk

How will the school support a child with SEND?

All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

1. classroom observation by the senior leadership team, including the SENDCo
 2. ongoing assessment of progress made by pupils with SEND,
 3. work sampling and scrutiny of planning to ensure effective matching of work to pupil needs'
 4. teacher meetings with the SENDCo to provide advice and guidance on meeting the needs of pupils with SEND,
 5. pupil and parent feedback on the quality and effectiveness of interventions provided,
 6. attendance and behaviour records.
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- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in school and increase their access to the taught curriculum.
 - All pupils have individual targets set in line with national outcomes to ensure ambition. These are shared with parents via the child's provision map (individual plan), school report, parent teacher meetings and parent teacher phone calls
 - Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified quickly. These pupils are then discussed in termly pupil progress meetings that are undertaken between the class teacher and a member of the Senior Leadership team.
 - Additional action to increase the rate of progress will be then identified and recorded, this will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
 - Where it is decided during this early discussion that special educational provision is required to support the pupil, above and beyond what other pupils receive then parents will be informed that the school considers their child requires SEN support and the pupil will be added the school SEN register.



How do we monitor the support a child receives?

In collaboration with you, the class teacher will create a learning plan some times known as a provision map. Learning plans follow the assess, plan, do and review model.


Assess: Data on the pupil held by the school will be collated by the class teacher in order to make an accurate assessment of the pupil's needs. Parents will be invited to this early discussion to support the identification of action to improve outcomes.

Plan: If review of the action taken indicates that “additional to and different from” support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENDCo.

Do: SEN support will be recorded on an individual plan that will identify a clear set of expected outcomes. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded with parent comments.

Review: Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

Date of birth: 2/1/2017	Tutor group: DEERS	Year group: 2	: Not specified
Teacher: Mrs Sam Bloor	Start date: 7/9/2023	Review date: 6/12/2023	Plan number: 1



Assess

Areas of strength: What is my child really good at ?

Areas of concern: What do they find difficult?

Plan

Area of concern	Target	Desired outcome	Strategies & Provisions
ASD (Autistic Spectrum Disorders)	To recognise emotions.	Bob exhibits better understanding of others intentions. Her/her annual review evidences better emotional literacy.	Use of Autism Express app. Exploit social stories/teach emotional literacy.

Summary	All about me
Parent / Guardian contribution	Parent Voice
Pupil contribution	Pupil voice

What is an EHCP?

An EHCP is a legal document that describes a child or young person's special educational, health and social care needs. It is applied for when a pupil requires a very high level of ongoing support. Both the school or the parent can apply.

How will the school evaluate the effectiveness of SEN provision?

The effectiveness of SEN provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes.

Quantitative data will examine both progress and attainment levels compared to those achieved nationally for pupils with the same level prior learning level. This data will be shared termly with governors and be judged by external moderators such as Ofsted.

The SENCO alongside other members of the Senior Leadership team monitors the provision which is in place for the SEN pupils by

- Observing and monitoring the effectiveness of interventions
- Observing the pupil in class
- Discussions and meetings with class teacher and teaching assistants
- Discussions with outside agencies.

Provision will be changed based on the need of the children and training organised as required





What support will there be for children's overall well-being?

The school is a mental health support team school (MHST). The school offers a wide variety of pastoral support for pupils. This includes:

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Governor for responsibility for this area.
- Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups. These aim to support improved interaction skills, emotional resilience and well-being.
- Pupils who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.
- Mrs Bloor the school SENDCO has undertaken Senior Mental Health lead training and meets once a term with the mental health lead practitioners who run parent lead interventions



Pastoral support

The school has a caring ethos and is committed to the child's overall well-being. We arrange:-

- Topical assemblies
- School council (where children can put forward their views)
- Circle times to encourage discussion
- Personal. Social, Health and Education Lessons
- Lunch time and after school clubs
- Special days e.g yellow day for mental health awareness day
- Parents can also speak to the family support worker (FSW) Keily Goodayle . She will work with families, parents, carers and children in school to enable all children to have full access to educational opportunities and help them to overcome barriers to learning. She can be contacted via the school office on 01733 343914

Pupils with medical needs



Pupils with medical needs at Queen's Drive are fully supported so they have access to education and enjoy the same opportunities as the other children.

- Pupils with medical needs will be provided with a Individual Health and Care Plan where appropriate, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves.
- Staff who administer and supervise medications, will complete formal training and be verified by the school nurse as being competent.
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within

Supporting pupils at school with medical conditions (DfE) 2014 and identified in the School Medicine Administration Policy.

What training have staff had?

We have staff that are trained in

- attention autism
- word aware
- emotion coaching
- sensory circuits and sensory processing
- precision teaching
- Speech and Language- Blank levels of understanding
- Occupational therapy
- Autism and dealing with difficult behaviours
- mental health awareness
- senior mental health lead
- STEPs therapeutic behaviour
- Makaton (level 1)
- Lego therapy
- Drawing and Talking therapy

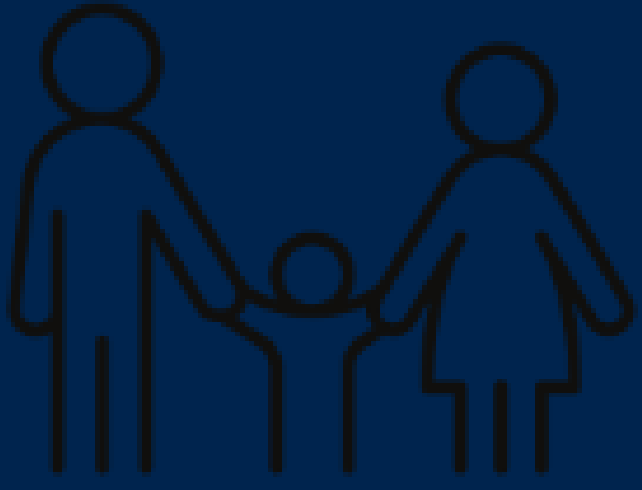
We have a HLTA who has had speech and language ELKAN training.

Mrs Bloor holds the National Award for SEN Coordination (NASENCO)



How is the school accessible for children with SEND?

All pupils are able to access activities and trips. We make reasonable adjustments to ensure that all pupils can participate. We provide a programme of interventions for speech and language, reading, writing, maths, and any social and emotional needs when appropriate. Some children may access sensory circuits or work alongside an adult in a quieter space when needed. Visual timetables and specialist equipment such as cushions and writing slops are available to those that need them. There are differentiated learning opportunities and allocated targeted support. Queen's Drive provides a safe learning environment enabling all children to access learning opportunities.



What are the arrangements for supporting children who are looked after by the local authority and have SEN?

If a looked after child has been identified as having special educational needs it is imperative that their needs are quickly and efficiently assessed and provided for so that the effects of any instability on their education is reduced to a minimum. At Queen's Drive Infants we liaise closely with relevant professionals, listen to both the pupil and their carers wishes and support the local authority in implementing a PERSONAL education plan (PEP). Mrs Talbot is the designated teacher and she will closely monitor the wellbeing and progress of the child and report this to inform future outcomes and support. We believe that it is important to have high aspirations for all children including looked after children and those with special educational needs.

What are the arrangements for handling complaints from a parent and child with SEND about the provision made in school?

At Queen's Drive we wish wherever possible to work in partnership with the parent or carer in collaboration to meet the child's needs. If a parent or carer has any concern or complaint then an appointment can be made at the school office with Mrs Bell to discuss this with a member of the Senior Leadership team. All complaints are taken seriously as set out in the schools complaints policy.





How will Queen's Drive Infant School support my child when joining?

The school family support worker makes initial phone calls to nursery's and pre schools in the summer term. The Early Years Team and the school SENDCo will come out and visit pupils with SEND in their nursery setting and the class teachers will arrange a home visit for all pupils where transitions can be discussed. In the Autumn Term there are transition sessions for the children and further discussions and meetings may take place to support all children to have a successful transition period.

What will happen when my child leaves the school?

The class teachers and Senior Leadership team ensure there is a thorough transition at the end of year 2. The pupils are given the opportunity to visit their new school and meet their class teacher. The SENDCo will arrange additional transition sessions and ensure information is passed to the receiving school.

Special Educational Needs and Disabilities advice and support service SENDIASS provides information, advice and support to parents, children and young people regarding Special Educational Needs and Disabilities.

Contact 01733 863979

Email: SENDIASS@peterborough.gov.uk

The school has access to a range of specialist support. More information and contact details for these services can be found on Peterborough SEND information hub (local offer)

<https://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8>

What do they do?

Peterborough SEND Partnership– Provides information, advice and support to parents, children and young people on special education and disabilities.

Educational Psychologists-Assesses, observes, and facilitates interventions and strategies within the school settings. They provide advice on educational needs.

Occupational Therapists-The SENCO can refer directly or they can be referred by a GP or Paediatrician. They work on the sensory and physical support a child may need.

Speech and Language Therapists (SALT)-Pupils can be referred and seen by appointment or assessed in the school setting. Programmes are provided and if necessary monitored by the therapist.

School Nursing Team- Can provide support in the school setting or in the family home

Community Paediatrician- (NHS) The family GP or SENCO can refer pupils. The CP can provide medical advice and can diagnose specific difficulties such as Autism and ADHD

Autism Advisory Teaching Service (AATS)-regularly come into school to support a child diagnosed with Autism

Child and Mental Health-(CAMHS) support provided by a Paediatrician

Pupil Referral Service-The Head teacher can request support if the child is on the brink of exclusion.

Mental Health and Wellbeing support Team- referrals can be made to the team for low to moderate emotional and wellbeing concerns

Physiotherapist– Observes and reviews strategies to promote independence and encourages physical fitness and wellbeing for pupils with physical disabilities.

Hearing Impairment/ Visual Impairment Teacher– Ensure that schools apply appropriate access arrangements for children with hearing impairments.

Family voice– Are a local registered charity who actively seek to improve services in all areas of the lives of young children and young people with disabilities or additional needs .

Little Miracles– A charity that supports families that have children with additional needs, disabilities and life limiting conditions