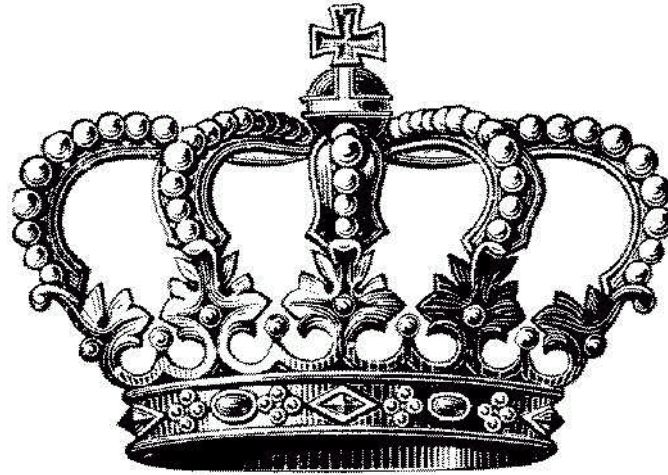


# QUEEN'S DRIVE INFANT SCHOOL



School Information Report  
SEN  
January 2021  
(Draft)  
To be reviewed July 2021

# School Information Report-Queens Drive Infant School

3.Introduction from the SENCo (Special Educational Needs Co-ordinator)

4.What types of SEN do we provide for?

5.How do we identify children with Special Educational Needs?

6.How do we consult with parents and children?

7.How do we teach children with SEN?

8.How do we adapt the curriculum and environment?

9.How do we assess and review children's progress?

10.How do we support children with SEN to access the curriculum?

11.How do we prepare for transition?

12.How we evaluate provision?

13.What expertise and training of staff do we have?

14.What specialist agencies do we work with?

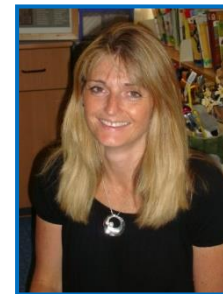
15.What do specialist agencies do?

16.What pastoral support do we have?

17.What if I have a complaint?

18.Policies





Hello, my name is Mrs Smith

I am the Special Needs Co-ordinator (SENCO) at Queens Drive Infant School.

My job is to co-ordinate provision made to support children with Special Educational Needs.

I am available in school Tuesday, Wednesday and Thursday.

Contact:-01733 343914

*If you are concerned about your child's learning, first make an appointment to speak to their class teacher. She will then arrange for you to meet me if/when required.*

Appointments can be made by calling Queens Drive Infant School—01733 343914

The role of the SEN Governor is to ensure all governors are aware of the schools SEN provision.

# School Information Report-Queens Drive Infant School

## Examples of SEN we provide for:

### Communication and Interaction

Autism Spectrum Conditions (Inc. Asperger's Syndrome)

Speech and Language Difficulties

### Social, Emotional and Mental Difficulties

ADHD

Attachment disorder

### Cognition and Learning

Possible risk of Dyslexia

Dyscalculia

Dyspraxia

Moderate Learning Difficulties

Global Delay

### Sensory and/or physical needs

Vision/ hearing impairment

Motor skill difficulties (fine and gross)

Sensory processing disorder

Self care





## How we identify children with SEN

### Quality First Teaching (Wave 1)

What we do for everyone in the class—All staff responsible



If a child is not making progress despite some modifications of Wave 1, they may need specific intervention to overcome their barriers to learning—**class teacher** decides whether additional intervention is necessary. Class teacher fills in initial concerns sheet and has a conversation with parents/carers and plans in intervention—teachers informs the SENCO and team leader, (WAVE 2) keeping a record of this intervention.



On going specific support maybe needed to address a child's needs. Child may then receive specialist support from outside agencies they will have an individual provision map written.

(WAVE 3) Early Help Assessment may also be required.

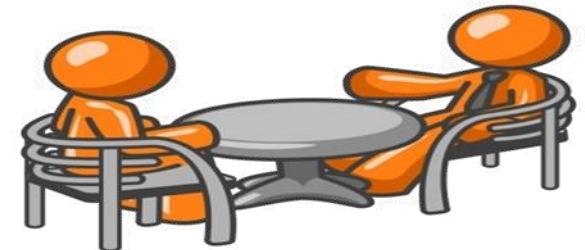
## How we consult with parents and children

### Parents

- Structured conversations
- Parent consultation meetings
- End of year reports
- Annual reviews

### Children

- Assessment and learning opportunities in and out of the classroom
- Informal meetings about targets and needs
- School council opportunities



## Teaching children with Special Educational Needs and Disabilities

Teachers differentiate the curriculum to meet the needs of every child in the class using high quality teaching. At times we may need to teach by using strategies recommended by the SENCO and outside agencies.

We are in line with Equality and Disability Act.



# School Information Report-Queens Drive Infant School

## How we adapt the curriculum and learning environment

We strive to enable all children to access all activities by:-

*Implementing support programs including recommendations from outside agencies.*

*Allocating staff to support groups and identified children.*

*Making reasonable adjustments depending on needs.*





## How we assess and review children's progress

*Assess, plan, do, review, assess, plan, do review, assess, plan, do, review*

- \* Structured conversations are organised termly between parents, class teacher and SENCO if required. The child is also given an opportunity to feed into these meetings.
- \* Annual reviews for children with statements or Education Health and Care Plans are organised by the SENCO.
- \* Outside agencies review the child's progress and feedback through reports or meetings to the SENCO and parents.
- \* Additional intervention impact is monitored through class provision maps.



## How we support children with SEN to access the curriculum

- ♦ *Provide skilled additional adults to support the children where appropriate.*
- ♦ *Flexible arrangements to meet the child's individual needs*
- ♦ *Accessing an enriched curriculum will be discussed with parents/carers and any other outside agencies so that accessible needs are met*
- ♦ *Additional risk assessments are carried out*
- ♦ *Staff are trained to work with children with specific needs*
- ♦ *Adult and child ratios are carefully monitored*
- ♦ *Additional resources are supplied to support individuals*
- ♦ *(in addition-Accessibility policy)*





## How we prepare for transition



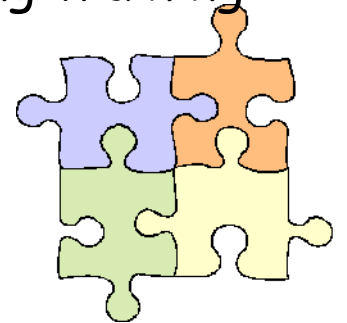
- ◇ SENCO will contact nurseries who have informed school of SEN.
- ◇ Visits to the receiving school/class for the child and sometimes parents are arranged by the SENCO.
- ◇ SENCO passes on all information about the child in plenty of time for the new school/class teacher to familiarise themselves with the child
- ◇ Meetings are organised by the present and receiving SENCO/class teacher/head of key stage to discuss the child's transition for parents and teachers.

## How we evaluate provision

The SENCO monitors the provision which is in place for the SEN pupils by

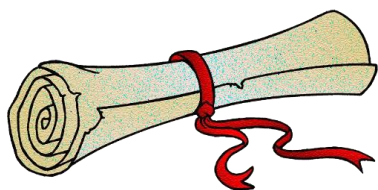
- Observing and monitoring the effectiveness of interventions
- Discussions with class teacher and teaching assistants
- Discussions with outside agencies—speech and language, teacher of the deaf, outreach teachers.

Provision will be changed based on the need of the children-organising training for staff if and when required.



## Expertise and training of our staff

- The school's SENCo has passed the National Award for SENCO's. This is a required expectation for anyone taking the role of SENCO within their first 3 years.
- In-house training is organised to meet the needs of SEN pupils
- Queens Drive provide all staff with opportunities to attend training for specific needs when available.



# School Information Report-Queens Drive Infant School

## Specialist support and access to agencies



We have access to the following services and specialist support

**Parent partnership office** Marion Deeley—01733 863979 or email [pps@peterborough.gov.uk](mailto:pps@peterborough.gov.uk)

**SEND Information Advice Support Service**—01733 863979 or email [pps@peterborough.gov.uk](mailto:pps@peterborough.gov.uk)

**Family Voice**—Sara Rourke—01733 685510—[sara@familyvoice.org](mailto:sara@familyvoice.org)—[www.familyvoice.org](http://www.familyvoice.org)

**Educational Psychologists**—01733 863689 or email [eps@peterborough.gov.uk](mailto:eps@peterborough.gov.uk)

**Speech and Language Therapists**—01733 758298

**School Nurse**—01733 746822—[cpm-tr.peterboroughschoolnurses@nhs.net](mailto:cpm-tr.peterboroughschoolnurses@nhs.net)

**Autism Outreach Services**—Clare Nunn - 07961240384

**Sensory and Physical Support Service**—01733 454460 or email [sensorysupportservice@peterborough.gov.uk](mailto:sensorysupportservice@peterborough.gov.uk)

**Pupil Referral Service**—01733 452675

**Peterborough ADHD Support group**—01733 266702

**Little Miracles**—01733 262226

**Statutory Assessment and Monitoring Service**—01733 863996/863733 or email [sen@peterborough.gov.uk](mailto:sen@peterborough.gov.uk)



More information of what our Local Authority can offer can be found on the Peterborough Local Offer.

Website [www.peterborough.gov.uk](http://www.peterborough.gov.uk) and search for 'Local Offer' or google 'Peterborough Local Offer'.

# School Information Report-Queens Drive Infant School

## What do they do?



**Peterborough SEND Partnership**—Provides information, advice and support to parents, children and young people on special educational needs and disabilities.

**Educational Psychologists**—Assess, 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 provide 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 GP can provide medical advice and can diagnose specific difficulties such as Autism and ADHD

**Autism Outreach**—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.

**Physiotherapists**—Observes and reviews strategies to promote independence and encourage physical fitness and wellbeing for pupils with physical disabilities.

**Hearing 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.

## 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—yellow day (mental health awareness day)





## Arrangements for complaints

Parents and carers can write to the Head teacher or governing body.



## Policies

SEN, Accessibility, Equality

Please see Policy pages on website