



Academy Information Report and Local Offer

All schools need to provide a Special Educational Needs and Disabilities (SEND) Information Report and a school offer. The academy offer is part of the wider Local Authority Offer and is based on the requirement for all schools to outline the support available to children with SEND. We have decided to combine these two documents into one, and include information on our SEND Policy also, so you have one place to find out all the information you need.

Queen Margaret Primary Academy values the contribution that every child can make and is supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access to all. All children and young people with Special Educational Needs or Disabilities (SEND) are valued, respected and considered equal members of the school. As such, provision for pupils with SEND is a matter for the school as a whole. All teachers are teachers of pupils with SEND. The Academy Council, Principal, SENDCo and all other members of staff are responsible for ensuring good teaching of children with SEND. This local offer is in line with the Academy's SEND policy which can be accessed via the website or by contacting the academy office.

To make it as easy as possible to find the information you require, we have laid it out as a series of questions parents/carers often ask about a school and what happens for children with SEND. If there is a question you would like answered that isn't included below or you would like additional information, please let us know.

Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs or Disability (SEND)

Special Educational Needs and Disability Coordinator (SENDCo)

At Queen Margaret Primary Academy the SENDCo has responsibility for the overall management of SEND in the school. They are responsible for:

- Co-ordinating all the support for children with SEND needs and developing the school's SEND policy to make sure the needs of these children are being met
- Ensuring that parents of children with SEND are involved in supporting their child's learning, are kept informed about the support their child is getting and are involved in reviewing how things are going.

- Liaising with outside agencies who may come and support your child's learning (e.g. Early Help, Advisory Teaching Service, Educational Psychology, School Nurse, Paediatricians and Speech and Language)
- Updating the schools SEND register and making sure there are records of your child's progress and learning needs
- Providing support for other staff in the school so they can help children with SEND in the school to achieve the best progress possible
- Working with class teachers, parents, children and other professionals to write EHC plans

Class Teacher

The Class Teacher is responsible for:

- Keeping appropriate records on your child and their progress, which can be used to identify areas of support
- Working with the SENDCo to identify, plan and deliver any additional help your child may need
- Working with the SENDCo to share and review assessment and progress information
- Informing you of progress at Parent's Evenings
- Ensuring that all additional adults working with your child in school are helped to deliver the planned work for your child, so they can achieve the best possible progress.
- Working with outside agencies who may offer advice and help to support your child
- Ensuring they follow the school's SEND policy.

Principal

The Principal is responsible for:

- The day to day management of all aspects of the school, including the support for children with SEND
- Ensuring that the needs of SEND are met
- Keeping the Academy Council up to date about any issues in the school relating to SEND
- Working with the School Administrator and Governors to plan and spend money for children with SEND effectively, monitoring the impact of such spending.

SEND Academy Councillor

The SEND Academy Councillor is Hayley Ide. She is kept informed of SEND in the school by the SENDCo, Principal and the SENDCo's annual report. She will make sure that the necessary support is made for any child who attends school who has SEND.

How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak to your child's teacher initially, either at a Parent's Evening or by arranging another formal appointment
- If you are not happy that the concerns are being managed and that your child is still not making progress, you should speak to the SENDCo or Principal
- If you are still not happy then you can speak to the SEND Academy Councillor
- Formal complaints should go through the School Complaints Policy which can be found on the academy website or by contacting the school office.

How will the school let me know if they have a concern about my child's learning and progress in school?

Regular meetings with staff are held to discuss the progress of all children to identify if any children are regularly causing concern. Areas of concern are monitored by the class teacher and SENDCo. If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail. During this meeting the school will listen to any concerns you may have, plan and explain any additional support your child may receive and discuss with you any planned referrals to outside agencies. The SENDCo may attend this meeting, or may meet with you at a later date to discuss progress and outcomes of any initial support.

How is Queen Margaret School accessible to children with SEND? (please refer to SEND Policy – Accessibility Plan)

- Classroom equipment is accessible to all children regardless of their needs, and where additional needs are identified (visually impairment) further advice is sought.
- Extra-curricular activities are available and accessible to children with SEND.
- Children with specific needs will have additional members of staff to help them access the school, curriculum and clubs.
- Our classrooms are communication friendly and our teachers use whole class visual timetables to schedule the day.
- The school entrance is accessible to all children with SEND providing appropriate facilities.

What are the different types of support available for children with SEND at Queen Margaret School?

Provision for each child is met on an individual basis. Some children will have support in class; others will be withdrawn for short periods to cover individual work, while some will work on a differentiated curriculum in groups.

Class Teacher input: Teachers endeavour to provide excellent classroom practice through:

- Having the highest possible expectations for your child and all pupils in their class and ensure that they have access to the wider curriculum and all school activities.
- Basing their teaching on building upon what your child already knows.
- Being aware of and sensitive to the needs of all pupils, teaching them in a way that is more appropriate to their needs.
- Utilising different techniques and approaches to teaching to fully involve children in their learning in class (e.g. more practical learning)
- Using specific strategies advised to support your child to learn – these may have been suggested by the SENDCo or outside agencies.
- Carefully tracking your child's progress working in partnership with all relevant stakeholders in how best to close the gaps in learning to help them make the best progress possible and thereby reaching their full potential.
- Working in partnership with parents/carers and relevant external agencies in order to provide for children's special educational needs and disabilities.
- Providing your children with the opportunity to feel a real sense of achievement and pride in their own abilities.

Specific Group work with a smaller group of children:

- These groups are called intervention groups or social groups

- They can be run in the classrooms or outside
- They can be run by a teacher or teaching assistant
- Your child will engage in the group session with specific targets to help them make more progress
- Sometimes an external professional will guide or run these groups

Specified Individual support:

- This can be provided in a classroom setting or outside of the classroom
- Funding can be provided via the Education, Health and Care Plan (EHC), although other children in the school may be considered and funded through the school budget.
- Children who receive this level of support have been identified by the class teacher, SENDCo and outside agencies as needing a particularly high level of support possibly to support a short-term booster intervention or to show the need for a request for an EHCP.
- Your child may require specialist support in school from a professional outside the school - e.g. Advisory Teaching Service, Educational Psychologist
- Once an EHC Plan is in place it would outline the type of support required and how the school will deliver this support.

How is extra support allocated?

- The school budget, received from Gloucestershire Local Authority, includes money for supporting children with SEND. Money is also received from other local authorities if a child is supported by them.
- Funding is used for employing TPs to work with children with EHC Plans and to target individuals and groups. Staff have access to regular in-house CPD or external training when required.
- Other resources are purchased for use with individuals or groups where appropriate.
- All resources/training and support are reviewed regularly and changes made as needed.

How are the teachers in school helped to work with children with an SEND and what training do they receive?

- The SENDCo's role is to support the class teacher in planning for children with SEND
- Whole school training is given to staff as and when appropriate
- Staff who need additional training are either sent on training courses, or are provided with in house CPD as required.
- The SENDCO is involved with the SEND cluster group based in the Tewkesbury area.
- EP and Advisory Teaching Service (ATS) advisors are involved in training and advice for TPs and staff as well as NHS health specialists such as Speech and Language Therapy.
- Services who visit the school to help with support/advice and training:
 - o Parent Support Advisor
 - o Occupational Health Service
 - o Advisory Teaching Service for Hearing Impaired, Communication and Interaction, Cognition and Learning, Social, emotional and Mental Health Needs, Physical and Medical Needs and Hearing, Visual, Multisensory Needs – Accessible for children on the My Plan + pathway
 - o Educational Psychology Service –Traded Service
 - o School Nurse
 - o Specialist Health Advisors (e.g. Diabetes team)

- Speech and Language team – Parent or school can refer into this service
- Teens in Crisis (TIC) Parents can refer into this service and school can support this through providing a venue and talk to the counsellors on how best to further support the child and family.
- Infobuzz
- Aston Project

How do we teach children with SEND?

All pupils have the right to a broad, balanced and relevant curriculum. All pupils with SEND are taught with their peers in mainstream classes by the class teacher, and study the curriculum appropriate for their needs. In some cases, children are taught out of their chronological age group. This is only by agreement of parents, Principal, SENDCo and governors. All teaching and support staff are aware of the Early Years Foundation Stage Profile and the National Curriculum requirements. In their planning and teaching they strive to:

- Provide suitable learning challenges
- Meet the pupils diverse learning needs
- Remove the barriers to learning and assessment

Teachers use a range of strategies to develop the pupil's knowledge, understand and skills. Where appropriate materials are modified or support is provided to enable pupils with SEND to access the learning or the assessment process. These include the following:

- School offers targeted intervention group work where children are supported by a member of staff focussing on specific needs taken from support packages. The intervention groups can focus on addressing literacy and numeracy skills, speech language and communication, social skills and therapeutic work and targets are set by class teachers and monitored by the SENDCo so that the wider curriculum can be accessed more easily by all learners.
- Within the classroom teachers will adapt their curriculum to meet the needs of any child with special educational needs offering practical support and differentiated work where appropriate.
- We can provide children with SEN therapeutic work through lego play and early interventions in SALT and behaviour support. We can provide visual timetables for children as well as adapting weekly timetables to offer more personalised learning suited to their needs.
- School will set homework weekly however this can be discussed with parents and carers as to how to deliver it appropriately for each child.
- In and out of class support.
- Assessment of pupil's progress and an emphasis upon achievements and success.
- Opportunities for small group work within the school day (timing of such interventions are carefully planned through Teaching and Learning Conversations TLCs, to ensure children are not missing parts of the wider curriculum regularly.
- A variety of engaging teaching styles to meet a broad range of need.
- School offers support for those children with Additional Needs in the category of SEMH through our Family Support Worker.

We regularly review issues related to pupils with SEND and classroom organisation, teaching styles and methods, materials and tasks, to determine how these can be improved.

How will the school measure the progress of your child in school?

The school is committed to continually monitor the progress of all the children in the school. This takes place in a number of ways:

- Progress is continually monitored by the class teacher with half termly formal assessments carried out.
- Using Insight (school tracking system) data collated from the Teaching and Learning Conversations (TLC's) is inputted, tracked and monitored.
- We use the Development Matters, Pre-Keystage 1 and 2 documents to assess children at the end of their keystage when they are working below the standard
- Those children who are not engaged in subject-specific learning should be limited to the area of cognition and learning. Assessment in the 5 aspects of Engagement will be reported on to parents and carers:

Exploration

Realisation

Anticipation

Persistence

Initiation

- Year 2 are now assessed using the non statutory Assessments Tests at the end of each Key Stage. Year 6 children are formally assessed using Statutory Assessment Tests (SATs). These are required by the Government and results are published nationally. Should children be working below the standard for their age then we use the Pre-Keystage 1 and 2 Standards to assess children.
- In addition, children in Year 1 will also complete a Phonics Screening check. Should children not pass the check, a second opportunity will be given to the same child in Year 2.
- In Year 4 they complete the Multiplication Check. All children should pass this check to show they have learnt their Times Tables up to 12x12.
- Children receiving additional support will have this evaluated at the end of every half term to ensure the support is effective and whether it needs to continue be increased or stopped.
- The progress of children on an EHC Plan is informally reviewed every term and formally reviewed at an Annual Review meeting with all agencies involved and so invited to attend.
- The SENDCo monitors the progress of all SEND children by collecting data at the end of every half term, talking to children, looking at the learning and how they access learning in the classes.

How will we support your child as they move between classes or to another school?

We recognise that transition of any sort can be difficult time for you and your child and will take steps to ensure that this process is as smooth as possible.

- For children entering the school from another setting we will work with the previous SENDCo to ensure we have information on the best way to meet the needs of your child. We will also invite you and your child to visit the school so we can discuss the best ways to meet their needs.

- When moving classes in the school, information will be passed to the new class teacher in advance and your child will have opportunities to visit the new class and meet the new teacher. Strategies and ideas that have been working well will be shared. A support book may sometimes be used to help your child.
- When moving to a new school we will contact the SENDCo to ensure they know about any special arrangements and will ensure that all records are passed on.
- When moving to secondary school we will arrange to meet the SENDCo to talk about ways to ensure the transition is smooth. There may be specific meeting to prepare you and your child for this move and will be appropriate for the child to visit their new school.

How can we support you as a parent of a child with SEND?

In order to offer the best education to each child we promote the relationship between school and home, we value a parent's perspective and want to hear what families would like to see for their child's education. This will be done through regular contact via phone calls, review meetings and parents' evenings. School will endeavour to listen to concerns parents may have regarding their child's education and in turn help school to develop its provision for SEND.

- The class teacher is regularly available to discuss your child's progress or any other concerns you may have. They will share information about what is working well and will listen to what may be working at home so similar strategies can be used.
- Support staff working with your child regularly (1-1 daily support) will liaise with you as and when appropriate.
- The SENDCo or Principal will be available through appointment to meet with parents to discuss any concerns they may have.
- If outside agencies have visited your child, the school will feed information back to you and share any support or strategies that can be used. Where possible a report will also be supplied.
- My Plans and EHC Plans will be reviewed and planned with you
- Classroom learning will be adjusted to meet the needs of your child and where changes are significant you will be informed. Help will also be given on how to adapt homework and home learning.
- When it is deemed appropriate and helpful a home/school communication book will be set up to communicate daily information.