



## SEN information report for Queensbridge Primary School

To meet the legislative requirements for SEN information reports, which are set out in [schedule 1 of the SEN and Disabilities \(SEND\) Regulations 2014](#) and [paragraphs 6.79-6.81 of the SEND Code of Practice](#).

All schools, except special schools established in hospitals, must publish an SEN information report on their website.

<p><b>What types of SEN do we provide for?</b></p>	<p>Our school is an inclusive school where every child matters; we aim to address children’s needs and support their development in the most appropriate way possible and celebrate effort as much as achievement. Our school’s SEND policy document is available on this website, detailing our philosophy in relation to SEND.</p> <p>Additional and/or different provision is currently being made in school for children with a range of needs, including:</p> <ul style="list-style-type: none"> <li>• Cognition and Learning – Moderate learning difficulties; Specific learning difficulties - dyslexia, dyspraxia.</li> <li>• Sensory, Medical and Physical – hearing impairment, sensory processing difficulties, epilepsy.</li> <li>• Communication and Interaction – autistic spectrum condition, Asperger’s Syndrome, selective mutism, speech and language difficulties.</li> <li>• Social, Emotional and Mental Health – attention deficit hyperactivity disorder.</li> </ul>
<p><b>How do we identify and assess pupils with SEN?</b></p>	<p>Additional and different assessment tools may be required when children are making less than expected progress, which can be characterised by progress which:</p> <ul style="list-style-type: none"> <li>• is significantly slower than that of their peers starting from the same baseline.</li> <li>• fails to match or better the child’s previous rate of progress.</li> <li>• fails to close the attainment gap between the child and their peers.</li> <li>• widens the attainment gap</li> </ul> <p>Progress in areas other than attainment is also considered e.g. where a child needs to make additional progress with social needs in order to be fully integrated into school life or make a successful transition to high school. If behaviour is causing concern, it is always considered whether there are any underlying difficulties; if there are none, the class teacher would speak to parents/carers about anything that might have happened at home.</p> <p>The class teacher/SENCO would gather information about incidents occurring, at what time of day, during which lessons and behaviour checklists may also be used to analyse and consider any patterns of behaviour. Observations would be conducted in class/on playground to record behaviours, considering involvement of others/environmental factors and an intervention devised taking into account all information gathered. See SEN policy for further information relating to behaviour support.</p>

	<p>Parents are always informed if school staff considers that their child has an additional need and parents and children (as appropriate depending upon age and capability) are involved in the planning to meet the need. We often recommend initially that eyesight and hearing are checked to discount these aspects as possible underlying causes of learning issues.</p> <p>At Queensbridge a range of specific, more specialised tests are used (usually by the SENCo) to assist in the identification of an individual child’s needs in order to plan targeted programmes for them and to use as a benchmark for measuring the impact of subsequent interventions.</p> <p>To obtain further understanding of a child’s learning difficulties, we may use:</p> <ul style="list-style-type: none"> <li>• Reading Recovery</li> <li>• Sandwell Maths Assessment</li> <li>• Speech and Language Assessments</li> <li>• Dyslexia Screening Test (DST)</li> </ul>
<p><b>Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted?</b></p>	<p>Nick Mallender [SENCO]  Ayesha Begum [<b>Deputy SENCO: Speech and Language</b>] and Adam Blakey [<b>Deputy SENCO: Autism</b>]  Telephone: <b>02072541186</b></p>
<p><b>What is our approach to teaching pupils with SEN?</b></p>	<p>At Queensbridge we believe that all children can achieve, and happy children make good learners! We are committed to providing the best education possible and a caring and supportive learning environment for all of our pupils, fostering a partnership approach between parents and teachers.</p> <p>As parents, the class teacher is regularly available to discuss your child’s progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used. If you have been working with the SENCO, or any member of our inclusion team they will be available to meet with you to discuss your child’s progress or any concerns/worries you may have. All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. An individual education plan may be written – and if this is the case- it will be reviewed with your involvement each</p>

	<p>term. Homework will be adjusted as needed to your child's individual needs. A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.</p>
<p><b>How do we adapt the curriculum and learning environment?</b></p>	<p>We have very high expectations of all or children's learning and this includes those with SEND. Our teachers are judged to be consistently good or outstanding at effectively differentiating work in class to ensure all children can access the learning and progress.</p> <p>This might involve changing the task to be more suitable for your child or providing sufficient scaffolds [such as writing frames, word banks or physical apparatus such as Numicon]. Adult support is often on hand if required but we are keen to build children's independence when they are ready.</p> <p>Our classrooms are well resourced and have lots of display resources up, such as visual timetables and clear visual behaviour reminder. If a child needs one, there is capacity and expertise to set up an individual workstation. This is used for targeted work and when a child needs time and space to focus away from peers and distractions. These can be highly personalised and the class teacher will often act on advice from specialist teachers or Speech and Language Therapists to maximize their effectiveness.</p>
<p><b>How do we consult parents of pupils with SEN and involve them in their child's education?</b></p>	<p>We have termly SEN reviews which look at the provision for every child on the SEN register. This will be an opportunity to meet with the SENCO and class teacher, as well as other professionals who work with your child, and review targets set previously and set meaningful, relevant new ones.</p> <p>For children with EHCPs, there are also more in depth Annual reviews, where all professionals involved in the provision and care for the child are invited to look at the EHCP and review its outcomes and level of support.</p> <p>Beyond that there are SEN coffee mornings and the school also runs a group for Parent/ Carers of children with ASD that meets half termly. The focus of the meetings varies but is a platform for parents to share experiences and resources in a safe and supportive environment.</p>

<p><b>How do we consult pupils with SEN and involve them in their education?</b></p>	<p>We are in the process of setting up a Wiki page for each child with an EHCP in the school. This is a secure website where a child or their family can input key information about what is important to and for the child, their likes, dislikes and the details of the specific need and support the child might have. It is also a useful place to store reports, examples of work, videos and reviews as many types of media can be uploaded on to the webpage.</p> <p>Children in KS2 are invited to be part of their Annual Reviews and might prepare a presentation about what's important to them, or show off their Wiki page. Their targets are always discussed with the child.</p>
<p><b>How do we assess and review pupils' progress towards their outcomes?</b></p>	<p>At Queensbridge we have developed our own system of assessing children's progress and attainment in numeracy and literacy [speaking and listening, reading and writing]. It is based on the whole school assessment system 'Chris Quigley: Depth of Learning' whereby children work towards milestones.</p> <p>The SEN assessment documents have been prepared to enable a cohesive, consistent way to assess and track progress of our children who are currently working below age expected levels to such an extent that they are not achieving Milestone 1. It is called 'Shells and Pebbles.'</p> <ul style="list-style-type: none"> <li>• Pebbles are the stepping stones needed to get to Milestone 1. There are 3 pebbles for children to progress until they reach Milestone 1.</li> <li>• Shells should be used if a child is thought to be attaining below pebble 1. It is a tool to aid and guide when considering those children who are finding learning most challenging.</li> </ul> <p>Staff begin assessing by looking at the Milestone1 descriptors for the curriculum area and if a child is not achieving these, move to the Pebbles and then onto Shells, until an appropriate 'best fit' level for the child is found. Each Pebble or Shell has a clear set of descriptors. A tracking sheet has been devised which shows progression between the Shells and Pebbles to support all staff in the assessment process.</p>
<p><b>How do we support pupils moving between different phases of education?</b></p>	<p>There is an effective transition program in place for children with SEND transitioning into Queensbridge from Nursery and then again from Year 6 to secondary school.</p> <p>With on entry transition, the SENCO will meet with parents and arrange visits both to the current setting as well as a visit to Queensbridge to see if our setting is suitable and discuss possible provision and available resources. This has ensured a smooth transition where we are very clear about the need of the child and the child is used to the setting and has met the key adults [class teacher and support worker].</p>

	<p>There is a similarly thorough transition process from Y6 to Secondary school. If your child as an EHCP, then we will arrange specific visits to the secondary school to ensure they get used to the expectations and structures of the new school. There will also be piece of work done with either their specialist teacher or support worker where they make a transition project: looking at what they will miss about Queensbridge and what they are looking forward to in Secondary school.</p>
<p><b>How do we support pupils with SEN to improve their emotional and social development?</b></p>	<p>There are highly skilled Learning Mentors that are trained to run interventions in social and emotional aspects of learning [SEAL] as well as work 1-1 with children who are experiencing difficulties in managing feelings. There are also a range of other targeted interventions focused on friendship and social skills that our staff are trained to carry out, such as Circle of Friends.</p> <p>We use restorative approaches at Queensbridge so all staff promote conflict resolutions and management of feelings in a calm and structured way. Children with SEND benefit by getting the opportunity to calm down and follow a well-rehearsed and scaffolded dialogue to articulate how they are feeling, who has been affected by their actions and how they can make things better.</p>
<p><b>What expertise and training do our staff have to support pupils with SEN?</b></p>	<p>We have a thorough in house professional development program for all our staff.</p> <p>All support staff for example get 8 sessions a year either before or after school that focus on different aspects of need. These sessions are run by the SENCO or outside agencies such as the EP or SALT. As well as that we have SEN CPD sessions every term for teaching staff and all staff can identify areas of training in their appraisals and the school will pay for them to go on external courses. These have included in recent past identified staff in phases to go on SCERTS training for ASD, Restorative Justice 3 day course and Colorful Semantics for Speech and Language.</p>
<p><b>How will we secure specialist expertise?</b></p>	<p>We have very good specialists from outside agencies. We have 2 Educational Psychologists who carry out a number of services from in class observations to specific assessments. They also contribute reports when making EHCP requests.</p> <p>We also have 2 Speech and Language Therapists [SALT] who identify, assess and review any child with a specific need around communication and interaction. They are present for Annual Reviews and write reports for EHCP requests. They can train staff in effective Speech and Language interventions and are a hugely valuable resource in identifying other specific learning difficulties such as Dyslexia and ASD.</p>

	<p>Every child with an EHCP will have a specialist teacher to advise and quality assure the class team on the best support for your child. They will often be present in SEND reviews and Annual reviews. They have a huge depth of knowledge around all additional need.</p> <p>All these specialist services are bought in by the school through Hackney Learning Trust's Services for Schools.</p>
<p><b>How do we evaluate the effectiveness of our SEN provision?</b></p>	<p>We ensure there is a provision map in place that lets the Leadership Team see what every child with SEND has in place, either through in class support or specific interventions. The school has been using BlueHills software as an online provision mapping tool which also attributes the cost of support to each child, so that parents can ensure the money from EHCPs is being accounted for.</p> <p>All interventions have a baseline assessment, clear targets and a review date. They are clear in their purpose to meet a specific need and progress the children involved. These are over seen by class teachers and phase leaders.</p> <p>The SENCO carries out twice yearly SEND Learning Walks that quality assures intervention, class environments and effective differentiation in books. This is reported to the Leadership team and Governors.</p>
<p><b>What support services are available to parents?</b></p>	<p>The following services are available for parents to children with SEND at Queensbridge:</p> <p>SENDIAGS: A free and confidential service, offering support to parents and carers of children with special educational needs (SEN) and disabilities in Hackney. <a href="https://www.learningtrust.co.uk/SEND/Pages/SENDIAGS.aspx">https://www.learningtrust.co.uk/SEND/Pages/SENDIAGS.aspx</a></p> <p>HIP [Hackney Independent Parents]: Their aim is to involve parents in influencing and shaping services for children with disabilities. HIP is led by and for parents and carers and has a large network of members. <a href="http://www.hiphackney.org.uk/howeare.html">http://www.hiphackney.org.uk/howeare.html</a></p>
<p><b>Where can the LA's local offer be found? How have we contributed to it?</b></p>	<p><a href="http://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/home.page">http://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/home.page</a></p>