



Queen's Park C.E./U.R.C.
Primary School

SEND Information Report

September 2024

*To be reviewed September
2025*

Our Vision for SEND

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best in all areas of the curriculum
- become confident individuals living fulfilling lives
- have the skills and knowledge required to achieve their aspirations
- are happy and safe in their school environment

The staff, governors, pupils and parents work together to make Queen's Park CE / URC Primary School a happy, welcoming place where children and adults can achieve their full potential and develop as confident individuals regardless of their backgrounds. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school family, thus providing a learning environment that enables all pupils to make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment.

Our SEND provision allows pupils with special educational needs the opportunity to follow a curriculum specifically tailored to acquire academic knowledge, develop life skills and to give pupils self-confidence through their learning thus enabling them to maximise their potential and to work independently in order to prepare them with the skills required to achieve their aspirations.

We are committed to narrowing the attainment gap between SEND and non-SEND pupils through quality first teaching. Additional provision may also include in class support, short-term intervention learning programmes, before and after school skills groups and other learning interventions developed to personalise learning.

Pupils are:

- encouraged to participate fully in the life of the school
- supported to access a broad and balanced curriculum in line with their peers
- expected to behave in a responsible and respectful way within a learning context
- expected to play a role in voicing their suggestions as to how the teachers can help them to learn better, e.g. children governors and school council
- able to comment on how they feel they are progressing when the IPP is evaluated, e.g. child's voice section.

Engagement with pupils will play a key role in promoting a culture of positive expectation. Pupils are involved in the learning process at all levels. Through thorough marking, using feedback and response, they are aware of their targets and know what they have to do to improve. Support is tailored to their individual needs. Pupils are invited to comment regarding their provision and their IPPs where appropriate.

If your child has special educational needs and/or a disability and you would like to know more about what we offer at Queen's Park CE / URC Primary School please contact us on **01744 678202**. Further information in relation to our SEND provision is also outlined in St Helens Local Authority Local Offer

and our SEND Policy which can both be found on our school website. Our Admissions Policy is also available on our school website which outlines the process for how to apply for a place at our school. Through implementation of our Admissions Policy, we ensure we meet our duties set under the DFE's 'Schools Admissions Code'.

SEND Coordinator (SENCo): Miss J. Bailey
Safeguarding and Pastoral Lead: Mrs M Leadbetter
Pastoral Assistant: Mrs A Hughes
Head Teacher: Mrs. J. Kellett
SEND Governor: Mrs D Dowd

Definition of SEND and Areas of Need

We refer to the term "Special Educational Needs and Disability" if a child:

- a. Has significantly greater difficulty in learning than the majority of children of his or her age in one or more areas of learning. Academic criteria are adhered to when making a decision. The threshold for each year group varies.
- b. Has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority concerned for children of similar age.

Special Educational Provision is that which is additional to or different from that which is made generally for most children in school.

The difficulty or disability may relate to:

- ☐ communication and interaction
- ☐ cognition and learning
- ☐ social, emotional and mental health
- ☐ sensory or physical needs

Cognition and Learning

All staff at Queen's Park Primary School are skilled in supporting children with cognition and learning difficulties through high quality teaching and effective scaffold and support. This includes children with Specific Learning Difficulties such as Dyslexia, Dyscalculia or Dyspraxia. We also provide support for children with moderate learning difficulties. Our graduated approach document outlines different way we may do this (for example through small chunked tasks, revisiting learning, use of pre-teach intervention, use of visual and concrete support materials, use of technology and through adult support.) We also offer targeted interventions for children with cognition and learning difficulties (for example Nessy, Successful Readers and live intervention in class).

Communication and Interaction

Communication and Interaction includes those children who require speech and language support along with those who have social/communication difficulties such as Autism Spectrum Disorder. We work closely with and makes effective use of guidance from Speech and Language Therapists to put into place effective strategies to enable students to succeed within their classrooms. We provide 1:1 support to deliver intervention recommended by Speech and Language Therapists. We also support pupils with Autism Spectrum disorder through our highly trained teachers and teaching assistants who have all completed training on support those with ASD. We support pupils with targeted intervention, provide resources and deliver bespoke curriculums where needed.

Social, Emotional and Mental Health

Some of our children experience difficulties with their social and/or emotional development and require additional support or targeted intervention. We also have children who may experience difficulties with their mental health and wellbeing. We have a strong pastoral team at our school who work alongside our school SENCo to provide pastoral and nurture support to our children.

This support may include support for social/emotional difficulties including support during unstructured times, nurture support through one-to-one targeted group sessions or pastoral support from the pastoral team. We also implement to the DESTY programme for identified children to support with pastoral or mental health and wellbeing concerns. We also employ a counsellor for one day per a week to support identified children. For children who require additional specialist support we involve external agencies such as CAMHS, Barnardo's or the Community Paediatric Team. We also work closely with the St Helen's Mental Health Support Team.

Physical and Sensory

Our SEND provision at Queen's Park Primary School also supports the needs of children with physical disabilities or sensory needs. Access arrangements are in place throughout school to support children with physical disabilities, including lift access to the second floor of the building. The school's accessibility plan is available on the school website. We work with medical external agencies such as School Health and Continence to ensure robust care plans are in place for those children who require them.

We work closely with external agencies such as Occupational Therapy to provide sensory diets to ensure our children with sensory needs can access their full education.



Our SEND policy and SEND Information Report are underpinned by St Helen's Council's Local Offer for SEND. A link to their local offer is available on our school website. The school's governing body will collaborate with and support the Local Offer in the development and reviewing of the Local Offer when requested to do so by the local authority. The school will provide the local authority with information about our existing SEND provision and capabilities to support pupils with SEND to support the local authority in the development of their Local Offer.

Assessment of SEND and identification of need

Assessment is an ongoing core process throughout the school. It is a check that each child is making adequate progress against the national expectations set for each year group from Reception through to Year 6.

If a child is not making the expected progress, then we identify a need and determine the reasons why. We implement a rigorous intervention programme and measure a child's progress on the intervention to inform our next steps in terms of identification of need and our graduated response.

Adequate progress is defined as that which:

- closes the attainment gap between the child and children of a similar age
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than the majority of their peers
- matches or is better than the previous rate of progress
- ensures that a child has full access to the curriculum in line with their peers
- demonstrates an improvement in self-help, social or personal skills

The school promotes a graduated approach to assessing, identifying and providing for pupils' special educational need and intervention to help children make progress and successfully access the curriculum. It recognises that there is a continuum of SEND and that where necessary increasing specialist expertise should be involved to address any difficulties a child may be experiencing.

Throughout the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 the children are assessed against nationally set criteria to check their progress across all areas of learning / subjects. It is through this process that children who are not making expected progress are highlighted. Teachers and support staff play a vital role in raising concerns about other barriers to learning, such as behavioural, social and emotional matters. We believe that early identification is crucial in supporting a child with additional needs. Assessment data is tracked termly by the SENCO and support plans are implemented to improve progress where required.

If we are concerned about a child's progress academically or social/emotional presentation, they are placed on our 'Differentiation and Concerns' register and discussed regularly at pupil progress and planning meetings. These children are targeted for intervention and monitored by phase leaders and the SENCo. If concerns are still apparent after a cycle of a graduated response (typically one to two terms), we may identify a need to discuss the child at with external professionals through the local authority's TESSA triage. Parent consent would be gained before doing so. Any child who is identified as having an additional need or requires significant, ongoing additional support by an external professional is then placed and tracked on our SEND register. If a child is identified as requiring a modified curriculum, they are also tracked on our SEND register. These children are tracked on an assessment programme called 'B Squared' and their progress is closely monitored by the SENCo. For children who are working below the level of the national curriculum and who are not engaged in subject-specific study, we assess progress using an Engagement Model, which at our school is tracked through the programme 'B Squared'.

Termly meetings are held between the school SENCO and teaching staff to discuss children who are identified on the 'Differentiation and Concerns' register and who are identified on the 'SEND' register. Parents will be informed by the class teacher when their child has been identified on the SEND register.

For children on the SEND register who we feel require additional support whether that be academically, physically, socially or emotionally, an IPP (Individual Provision Plan) is devised in collaboration with the child. The IPP is shared with parents who are invited to discuss this initially with the Class Teacher and contribute to the IPP. Children who are on an EHCP have a modified IPP which links directly to their EHCP targets. Parents are invited to termly meetings to discuss their child's provision as part of the assess – plan – do – review cycle. Where appropriate, children also attend these meetings.

Teachers are supported by specialists from outside school who meet with parents and school staff for review meetings at least annually, in addition to parental meetings. This process is applicable for children who are in receipt of Enhanced SEN Support funding from the Local Authority or who are on an EHCP. During these review meetings, external professionals, school staff, parents and the child (where appropriate) discuss progress made towards identified targets, evaluate provision in place and set new targets for the next review period. It is often the case that a member of the Inclusion Team from the authority attend a review for a child with additional funding and a case worker from the authority will attend a review of a child on an EHCP. Transition reviews will also be held for children with an EHCP or additional funding, where nurseries, secondary schools or the receiving primary school (in the case of an in year transfer) will attend a multi-agency review to ensure all key information is shared.



"Every teacher is a teacher of SEN" (Code of Practice, 2015)

Class teachers have responsibility for enabling all pupils to learn.

To achieve this they:

- plan appropriate work / activities for their pupils
- ensure that support is available for all children (inclusive)
- scaffold the curriculum to take account of different learning styles, interests, abilities
- ensure that all children can be included in tasks / activities
- monitor individual progress
- celebrate achievement
- identify those children who require additional or different support in order to make progress
- set targets on IPPs and discuss these with parents and pupils

Support Staff

- support the teachers in enabling children with SEND to have access to an appropriate curriculum
- encourage and promote independence in the children
- liaise with the Class Teacher
- help to prepare resources and adapt materials under the instruction of the teacher
- lead interventions to close the gap for children experiencing difficulty
- Promote the inclusion of all children in all aspects of life at school.

Intervention

Intervention is carried out in addition to a modified and scaffolded curriculum. Interventions are rigorously monitored for impact by class teachers, phase leaders and the SENCo. The frequency and timings of interventions are planned by the class teacher in discussion with their phase leader and/or SENCo. Pastoral interventions are led and monitored by our Pastoral Lead and Pastoral Assistant. Children on intervention programmes are monitored on a whole school 'Graduated Response' tracker to ensure children are being identified for the correct provision in terms of intervention.

Intervention may take the following forms:

- making reasonable adjustments within the physical environment, above the expectations of quality first teaching
- making reasonable adjustments to routines
- delivering specific intervention programmes, e.g. Literacy, Numeracy and Speech and Language
- support staff in the classroom supporting during the lesson and targeting children for pre-teach or 'mop up' intervention following a lesson
- a more focused level of support in a small group
- one to one work on specific IPP targets
- focused work to be completed at home
- small group or 1:1 nurture support with the pastoral team
- online intervention programmes including Nessy and Reading Plus

Our Crown Curriculum



Our Crown Curriculum has been specifically designed to be a fully inclusive curriculum based on extensive research into learning pedagogies for how children (regardless of need) learn best. Our 'Queen's Park Quality First Teaching' model ensures that lessons are effectively sequenced so that new knowledge and skills build on what has been taught before and towards defined end points. As part of this model, subject leaders have worked alongside our SENCo to analyse any potential barriers to learning across all subjects, which a child may present with and all staff have been given extensive training to be able to effectively implement reasonable adjustments and clear scaffold to ensure all children have the opportunity to thrive in all lessons whilst at our school. We have also carefully considered influential people with additional needs (e.g. Stephen Hawkings and Stevie Wonder) when planning our curriculum to raise awareness of additional needs and to promote ambition and aspiration for our children with SEND.

In some of our classes, we are able to offer an additional targeted teaching group through our pupil premium allocation. These groups are known as our GEM groups and are targeted at children who are accessing a modified curriculum or require intensive intervention in a smaller, more nurture-based setting to access the age-appropriate curriculum for their core subjects of reading, writing and mathematics. Children do not have to be identified on the school's SEND register to access our GEM group; the allocation of the group is a 'fluid' approach with children moving in and out of the group as and when intervention is required. Likewise, not all of our SEND children are taught in the GEM group as many of our SEND children make expected progress within the main class. As this group is subject to pupil premium funding, we are not able to offer this provision in all year groups and is assessed termly on a need's basis.

Going the
Extra
Mile



Monitoring

The implementation and impact of our Crown Curriculum for children with SEND and the impact of targeted intervention and provision is monitored through our rigorous monitoring cycle. This can often include learning walks, pupil voice collection, book looks, parental meetings and monitoring of progress towards IPP and EHCP targets. All leaders in school are responsible for the monitoring of SEND provision and standards as we believe that all leaders are leaders of SEND. The SEND governor is also invited to attend monitoring activities and reports her findings back to the full governing body.

Pupil and Parent / Carer Voice

Pupil and parental/carer voice is extremely important to us when monitoring the impact of provision at our school. We firmly believe that both pupils and parents should be fully involved not only with the planning of provision for SEND children (for example through the collaborative setting of targets on IPPs) but also the evaluation of the provision for SEND children at our school. As a result, pupil voice representation for SEND is included in all planned collection of pupil voice, regardless of the subject area, SEND children are included in discussions with external advisors, SEND children are represented on our School Council and our SENCo and/or pastoral team complete regular pupil voice activities with our children with SEND. To ensure our curriculum reflects the aspirations of our children with SEND, our SEND children create an annual 'One Page Profile' which not only outlines information about how they feel they learn best and what they like/dislike but also what they wish to do when they grow up. This information is then used by the curriculum lead to ensure that opportunities are planned into the curriculum where possible to reflect these aspirations including allocating visitors to school dependant on the SEND children in the class to support and nurture these aspirations.

As identified earlier, parent/carers are involved throughout our graduated approach. Parent/carers are heavily involved at the identification and assessment stage, where they are invited into meetings with school staff and external professionals to discuss their child's needs. Parents are then involved with reviewing the provision for their child through termly IPP reviews with their class teacher or for children on EHCPs an annual review with the school SENCO. Class teachers, our SENCo and our pastoral team are always available to meet with parent/carers to discuss any concerns/views they may have. Parent/carers are also involved in the evaluation of our curriculum through annual parental voice surveys.

Parents' Evenings are held termly and parent/carers will always be invited to them. Parent/carer feedback on written reports is also welcomed and encouraged. 'Meet the teacher' events and various parental engagement workshops are held which are aimed at equipping parents / carers with the skills and resources to support children at home.

Our SENCO and Pastoral Team also run termly Coffee Afternoons for parent/carers to allow them an informal opportunity to pop in and discuss any concerns/support needs with the team and also with other parent/carers. Additional external services attend some of these sessions to offer additional support to parent/carers.

External Services

When a child is demonstrating further cause for concern or their learning need is more complex and persistent than can be met by the school's interventions already put in place, school will engage with relevant external services. This could be triggered when (not limited to just these triggers):

- a child continues not to make adequate progress
- continues working at levels substantially below that of children of a similar age even when teaching approaches have been targeted on an identified area of weakness
- continues to have difficulty in developing Literacy and Numeracy skills
- has emotional or behavioural difficulties despite taking part in an individualised behaviour management programme
- has sensory or physical needs and require additional specialist equipment or require regular advice or visits by a specialist service
- has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

A request for support from external services is likely to follow a decision taken jointly by school staff in consultation with parents. In seeking the support of external support services, those school strategies that have already been tried and parental permission must be given.

The external specialist may:

- act in an advisory capacity to refine targets set by the school
- extend the expertise of the teaching staff
- provide additional assessment
- be involved in supporting the child directly
- suggest that a statutory assessment is advisable
- consult with all parties involved with the child

Education Health Care Plans

When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place statutory assessment will be considered. The EHC Plan incorporates all information about the child from birth to 25. All parties, including health and other agencies involved with the child contribute to this plan. If a Statutory

Assessment is required the school, in consultation with the child, parents and outside agencies, will submit a request and detailed report to the Local Authority.

The Local Authority will need to have: (The Local Authority (LA), which in our case is St Helens.)

- ▣ information about the child's progress over time
- ▣ documentation in relation to the special educational need
- ▣ details of action taken by the school to meet the child's needs
- ▣ particulars of any special resources or arrangements put in place.

This information includes where relevant:

- Individual Provision Plans (IPPs) for the child
- records of regular reviews and their outcomes
- health reports, including medical history where relevant
- national assessment levels and reports or records of progress compiled by the teachers
- educational and other assessments, for example from an advisory teacher or an Educational Psychologist
- reports from other professionals involved with the child (Social Services, Educational Welfare services, Health and Education services).

The views of the parent and child are sought. Parents may also make a request for statutory assessment for an EHCP. If the school makes a request for an EHCP, parents can still access the Parent Partnership Services at any point in the process. The process is defined by a specific timescale and statutory procedures.

All of the evidence is gathered and sent to the Local Authority Special Educational Needs Inclusion Officer who in turn sends it for review to the Special Educational Needs Panel. If the request is successful, then further evidence is gathered from all of the agencies who have involvement with the child.



Queen's Park Primary School receives funding directly to the school from the Local Authority to support the needs of learners with SEND. We work collaboratively with governors to establish a SEND Strategy for our spend of the school's notational SEND budget.

We can also make applications for additional funding support for children on EHCPs or Provision Agreements known as 'top up funding'. For children in receipt of this funding, costed provision maps

are produced and shared with stakeholders to ensure the spend is appropriately deployed to meet the needs of individual learners.

Recording of information in relation to SEND

Records are kept on each child. Teachers' SEN class files are stored electronically on the school network which is password protected. Information on individual children is also stored electronically on our CPOMs safeguarding system online. There is also a Medical List to enable staff to be kept informed of any medical information which saved on the school network and is password protected. This is updated by the SENCO and key information displayed in the staffroom. Care Plans, Pastoral Support Plans and information from outside agencies will also be stored in the above files.

Expertise and Staff Training

Miss Bailey, is the school SENCO and Deputy Headteacher. She completed the National SENCO award at the University of Chester in January 2016. She is responsible for the implementation of the SEND policy and will support and encourage other members of staff where and when necessary. She will liaise with parents and relevant outside agencies, Medical and Psychology Services. She will attend and cascade appropriate in-service training in order to meet new developments with policy and practice. She will prepare and deliver INSET and assist in the purchase and deployment of resources encouraging their efficient and effective use. The SENCO will also be responsible for overseeing the maintenance of the Special Needs Register, Differentiation and Concerns Register and Medical Register.

Being a large primary school there is a wide range of expertise available. This is used flexibly to meet the needs of pupils. Whole school, Phase, SLT and / or bespoke individualised training is continuously available from internal and external providers. (See Staff Meeting / INSET log). An annual staff CPD audit is completed to identify training needs in school and the SENCO and CPD Lead work collaboratively to ensure targeted CPD is offered to all staff.

Some of the areas where staff have received training are:

- ASD (Autistic Spectrum Disorder) including TEACCH and resistance to work training
- Dyslexia
- Child Friendly IPPs
- Structured Conversations
- Diabetes
- Using the Defibrillator
- First Aid
- Team Teach
- Talk Boost
- NELI (Nuffield Early Language Intervention)
- Medicine Training
- Epi-Pen and Allergy Training

- Asthma Training
- Sensory Awareness Training
- Speech and Language interventions
- Using PECS (picture exchange communicate system) and Makaton
- Sign language

All staff have completed positive handling training. All learning assistants across the school are fully trained first aiders and paediatric first aiders. Seven staff are trained to use the defibrillator. The SENCo attend termly SEND Briefings held by the Local Authority in order to keep up to date with legislative changes and local/national initiatives. Five members of staff, including the SENCo, are trained as Mental Health First Aiders. Four learning assistants have been trained by LASC on the 'Enhanced ASD Course'.

The school's pastoral manager, Mrs Leadbetter, also plays an integral role as part of the Inclusion Team. Mrs Leadbetter is responsible for the implementation and tracking of Individual Behaviour Plans and if necessary Pastoral Support Plans. She is also responsible for support children with mental health or wellbeing concerns. She works closely with the local authority's Behaviour Improvement Team and is supported by our Pastoral Assistant Mrs Hughes. For more information on our graduated response to supporting children with social, emotional or mental health and wellbeing concerns, please see the school's 'Mental Health and Wellbeing Policy'.

Miss Bailey, Mrs Leadbetter and Mrs Hughes can be contacted through the school office on 01744 678202.

Safeguarding

We recognise that evidence shows children with SEND are at greater risk of abuse or maltreatment and will ensure that staff are that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying,
- May face additional risks online,
- Are at greater risk of abuse, including but not limited to peer on peer abuse, neglect and sexual violence.

We also understand that there are a number of additional barriers to recognising abuse and neglect in this group of pupils.

We ensure that our school's 'Child Protection and Safeguarding Policy' reflects the fact that these additional barriers can exist when identifying abuse and that staff are fully trained to identify these barriers.

We also ensure that our curriculum is effectively planned and delivered to ensure our SEND children are provided with a targeted PSHE curriculum which reflects the safeguarding risks presented to our young children.

Resources

A wide range of materials are provided by the school in order to assist in drawing up a programme for a child with learning difficulties. These resources are distributed around the school. We

encourage their efficient and effective use by raising awareness of availability of materials and matching resource to need. We aim to ensure that the resources available in school, including specific intervention programmes such as NESSY, reflect recommendations we have received from external agencies. School effectively use SEN budget and a proportion of the pupil premium budget to best suit pupils' needs. As a school, language and communication difficulties is an area of high prevalence and as a result we commission a speech and language therapist for one day per week.

Our pastoral team are responsible for ensuring high quality pastoral support is offered to children with social, emotional or mental health difficulties for children on our SEND register but also who are monitored on our 'Differentiation and Concerns' register as part of our graduated response. This support may include support for social/emotional difficulties including support during unstructured times, nurture support through one-to-one targeted group sessions or pastoral support from the pastoral team. We also implement to the DESTY programme for identified children to support with pastoral or mental health and wellbeing concerns. We also employ a counsellor for one day per a week to support identified children.

School Agency Partners include:

- Inclusion officer
- Educational Psychologist
- Child and Adult Mental Health Service
- Speech and Language Therapy (LA level and school's private therapist)
- Occupational Therapy
- Counselling services – school's commissioned service (LA level and school's private counsellor)
- Physiotherapy
- TESSA – including TESSA Autism, TESSA Behaviour and TESSA Dyslexia
- ASD Pathway
- School nurse
- Hearing Sensory Support
- Visual Sensory Support
- Learning Support Services



Admissions

The school will ensure it meets its duties set under the DfE's 'School Admissions Code' by:

- Not refusing admission for a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for SEND.
- Not refusing admission for a child that has named the school in their EHC plan following consultation.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child who does not have an EHC plan.
- Not discriminating against or disadvantaging applicants with SEND.
- Ensuring policies relating to school uniform and trips do not discourage parents of pupils with SEND from applying for a place.

- Adopting fair practices and arrangements in accordance with the ‘School Admissions Code’ for the admission of children without an EHC plan.
- Ensuring the school’s oversubscription arrangements will not disadvantage children with SEND.
- Ensuring that tests for selection are accessible to children with SEND, with reasonable adjustments made where necessary.

Arrangements for the fair admissions of pupils with SEND are outlined in the Admissions Policy and will be published on the school website.

Prior to starting school, the school meets with staff from nursery settings to discuss all pupils so they can make the best start to school. New children entering Reception are welcomed in for taster sessions. Where a child presents with additional need of any sort, these will be discussed in more detail. Where appropriate, a meeting may be arranged with parents and any involved external agencies prior to starting school to identify any additional provision which may be needed. This will then be discussed between Reception staff members, SENCO and Pastoral Manager.

Year 6 pupils will have additional transition days to their secondary school and transition may be lead by a specific team, e.g. LASC. Assessment documents and other necessary paperwork will be transferred with meetings and pen portraits formulated. Where funding is in place, the SENCO will apply to the local authority transition panel for funding to continue if appropriate. Transition meetings with class teachers, SENCO, pastoral manager and representatives from the secondary school are held in the summer term. When necessary, applications may be made for a special school placement through the Education Health Care Plan application process. This will be done with the advice and support from the school’s inclusion officer.

Transition support is also offered to support children with SEND when progressing to the next class within Queen’s Park. Transition meetings are held with the child’s current class teacher, new class teacher, SENCO and Pastoral manager each summer to share key information. This information is then shared with learning assistants by the new class teacher. We hold a week long transition week where children visit their next class. Complex transition plans are written for children on the SEND register who are identified as vulnerable during transition and these are shared with parents and new class staff. The SENCO attends transition meetings of identified children. Where required, picture books of new classrooms are produced for children with additional needs to access over the summer break.

Preparing for Adulthood

As a school, we have designed our ‘CROWN’ curriculum with the intention of providing all of our children with the skills they will require for adult life; these form the values on which are curriculum is based (see curriculum policies). As part of this curriculum, we provide our children with a range of opportunities to explore skills required for adult life such as Business Enterprise, Debt Aware workshops and ‘Bikeability’ as well as others. In addition to this, where resources are available, we identify opportunities to provide life skills workshops such as helping in the school office, road safety awareness and a trip to the local shop for our children with high level SEND needs.

Educational Trips & Visits

All school trips are assessed for risk factors and accessibility and it is our aim to allow every child to participate in them. Risk Assessments are made for each school trip. We have a high ratio of staff supporting school trips to ensure safety. Parents are always informed about school trips in plenty of time and if we feel that your child may require additional support or equipment in order to fully participate, then we will contact you separately. We have an educational visits co-ordinator who ensures that all of the necessary and required assessments are conducted.

Extracurricular Activities

We invite all our children with SEND to attend our wide range of extracurricular activities. Our SENCO monitors the attendance of our SEND children at extracurricular clubs and works with staff to target specific clubs to meet the needs of SEND children to ensure our extracurricular offer for children with SEND is extensive.

Complaints

We hope that complaints about SEND provision will be rare, however, if there should be the concern should be discussed with Miss Bailey (SENCO) or Mrs Kellett (Head Teacher). The school have a complaints policy which will be followed if the need arises.

Useful links

<https://www.sthelens.gov.uk/send/>

<https://www.sthelens.gov.uk/send/st-helens-iass-information-advice-and-supportservice/>

<https://www.gov.uk/children-with-special-educational-need>

There are many additional links to various support websites and groups for different types of additional needs on our school website.

Relevant school policies underpinning this SEND Information Report include: SEND Policy, Teaching and Learning Policy, Equal Opportunities Policy, Behaviour Policy, Mental Health Policy, Safeguarding Policy, St Helen's Local Authority Local Offer for SEND.

Legislative Acts taken into account when compiling this report include: Children & Families Act 2014, Equality Act 2010, SEND Code of Practice, 2015.