



SEND Information Report

Approved by:	Charis James and Rebecca Hicks	Date: September 2022
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Special Educational Needs at Queen's Hill Primary School

The SEN Code of Practice defines special educational needs as 'a pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age, or a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools'.

Special educational provision is educational provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

We categorise SEND under four broad areas of need:

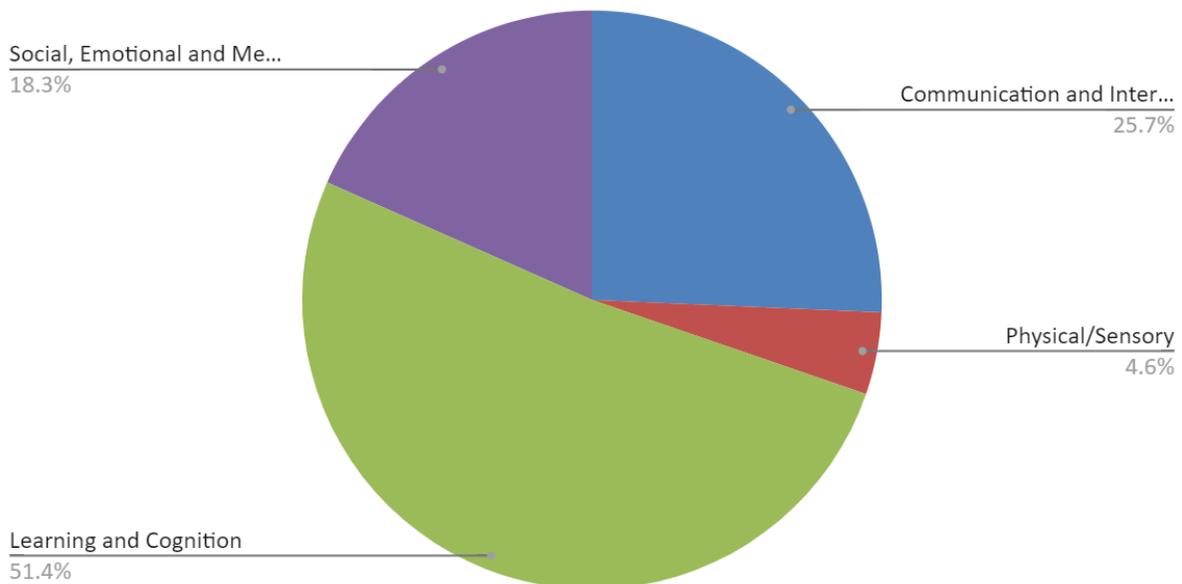
- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and or physical needs

Profile of Special Educational Needs at Queen's Hill Primary School

	Communication and Interaction	Physical/Sensory	Learning and Cognition	Social, Emotional and Mental health	No. of pupils
Total	28	5	56	20	109
<i>Please note some children have a primary and secondary SEN, therefore the percentages are dependent on this.</i>					

Profile of Pupils with SEN at Queen's Hill

Areas of Need



School Policies for the Identification and Assessment of Pupils with SEN

This policy links to our school policies on:

- Admissions Policy
- Anti-Bullying Policy
- Behaviour Policy
- Equality and Accessibility Policy
- Safeguarding Policy
- Medical Needs Policy
- The complaints procedure statement
- Wellbeing Policy

Identifying Pupils with SEN

SENCO raises a concern - during learning walks, pupil progress meetings or other observations during the day-to-day routines of school, the SENCOs will identify behaviours or needs of a child that require further investigation.

Member of staff raises a concern - support staff and MSAs will speak to the class teacher about their thoughts in relation to a child. If the class teacher agrees or has concerns first, they will complete an internal referral form to the SENCO.

Parents/carer raises a concern - please speak to your child's class teacher or year leader outlining your thoughts. Members of staff will pass this information on to the SENCo and, if necessary, other members of the leadership team via the school recording system.

Next step after initial concern is raised - the SENCO will look at the child's attainment and progress data then have a conversation with the class teacher and/or parents/carer about the child. Afterwards, the SENCO will complete an in-class observation of the child and the class teacher will complete an INDES form.

Final step - Once all the information is gathered, the SENCO will discuss findings with the parents/carers to make an informed decision about whether their child's needs require them to be added to the school's SEND register.

Provision for Pupils with SEN at Queen's Hill Primary School

See Appendix 3 for the SEND provision map.

The effectiveness of provision for SEN is evaluated through the graduated approach (assess, plan, do, review).

Assess - Staff assess the children's academic attainment termly using our school tracking systems. Intervention assessments are completed at the beginning and end of each term, or when the intervention program finishes. The children's assessment data is analysed during pupil progress meetings to identify patterns and individual case studies. Children's attainment levels are shared during parents evening and through written school reports.

Plan/Do - The SENCOs have collated a list of evidence-based interventions for year groups to access, this is updated throughout the year. During pupil progress meetings, the appropriate interventions are chosen based on the data provided by teachers.

Review - The impact of the interventions are evaluated through assessment tools and observations. Depending on the outcome, children's provision is reviewed and adapted where appropriate. SENCOs review the school's data and provision map termly, comparing this with local and national data to evaluate and further improve the quality of provision.

Support Plans and EHCPs

In order to document and implement the graduated approach, support plans and EHCPs are used.

Support Plans - For children on SEND Support, a Support Plan is put in place. The document is drafted by the class teacher, with support from the SENCO. After sharing and editing the Support Plan with parents/carers and pupils, the document is finalised. The targets on the Support Plan are reviewed termly, with involvement from the class teacher, pupils and parents/carers. See Appendix 1 for the Support Plan template.

EHC Plans - For children with EHC Plans, SENCOs lead EHCP Annual Reviews, involving the class teacher, EHCP coordinator, pupils, parents/carers and any other professionals known to the child. EHCP Support Plans are written by the SENCO and class teacher, outlining specific targets relating to the Outcomes in Section E of the child's EHCP. The targets on the EHCP Support Plan are reviewed termly, with involvement from the class teacher, pupils and parents/carers. See Appendix 2 for the EHCP Support Plan template.

Requesting EHC needs assessment - If a child's needs cannot be met through SEND support, the SENCO, in collaboration with parents/carers and other relevant professionals, will apply for an EHC Needs Assessment with the view of obtaining an EHC Plan.

Strategies for Teaching Pupils with SEN

High quality teaching strategies are used to support all learners, including those with SEND. These strategies include:

- Using talk partners to share ideas and learn from peers
- 'My turn your turn' vocabulary recall
- Visuals to aid learning point and using manipulatives in maths
- Over-learning facts, concepts and vocabulary
- Giving short, clear instructions

See Appendix 3 for our provision map, which outlines more of the quality-first teaching strategies used at our school.

Adaptations to the Curriculum and Learning Environments

As well as high-quality teaching, staff adapt the curriculum and learning environment to help children with SEND thrive. These adaptations include:

- Making written information more accessible (e.g. coloured paper, large text, symbols, audio, Braille).
- Adapting the curriculum (e.g. changes to teaching and learning arrangements, classroom organisation, timetabling, class sizes).
- Using assistive technology (e.g. SEND specific software, laptops/tablets, text-to-speech software, software that connects words with pictures or symbols, hearing loop technology).
- Adapting and making the curriculum available to pupils who have ongoing medical or health needs (e.g. lessons are adapted, learning is revisited and liaison with the Medical Needs Team).
- Adapting the physical environment (e.g. seating arrangement, signage).

See Appendix 3 for our provision map, which outlines more examples of adaptations.

Additional Support Available

Children on the SEND register need different amounts of support in order to make good progress. This additional support for learning includes:

- Interventions used to support cognition and learning (e.g. RWI 1:1 Phonics, SOS spelling, maths rapid recall)
- Interventions used to support communication and interaction (e.g. time to talk, attention autism, talk boost)
- Interventions used to support social, emotional and mental health (e.g. nurture sessions, outdoor learning, counsellor sessions, play therapy)
- Interventions used to support physical and/or sensory (e.g. sensory room, sensory circuits, occupational therapy)
- Interventions used to support special educational needs (SEN) with English as an additional language (EAL)

See Appendix 3 for our provision map, which outlines more examples of additional support.

Engagement in Activities

A variety of strategies are used to make sure that pupils with SEND can engage in all activities (learning and extra-curricular) in the school. These include:

- Support (e.g. use of talk partners, teaching support, strategies for independence)
- Therapies (e.g. speech and language therapy, occupational therapy, play therapy)
- Specialist equipment (e.g. sensory aids, communication aids, movement aids, assistive technology, sport and playground equipment)

- Physical environment (e.g. quiet areas, low stimulation areas, well-lit areas, ramps, doorways, clear corridors, non-slip flooring, toilets, handrails, changing facilities, lighting, classrooms, clear and tactile signage, edge of steps/ramps highlighted, natural light controllable with blinds, use of contrasting colours)

Support for Improving Social, Emotional and Mental Health

At Queens Hill Primary School we are an inclusive school that celebrates diversity. Through tolerance and respect we promote and reflect equality and fairness across our school. We strive to offer every individual member of our learning community the support, structure, resources and style of approach they require to fulfil their aspirations. We believe it is our duty to provide and ensure a high quality education for all of our pupils, including pupils with social, emotional and mental health (SEMH) difficulties, and to do everything we can to meet the needs of pupils with SEMH difficulties. For more information about supporting SEMH, please see the school's Wellbeing Policy.

Approaches to improve social, emotional, mental health of pupils:

- A zero tolerance approach to bullying
- Offer time with our School Dogs
- Time For You sessions with the Parent Support Advisor (PSA)
- Nurture sessions
- Encouraging pupils to be part of the school council
- Outdoor learning sessions
- Sensory Circuit sessions
- Allocated school Senior Mental Health Leader (Mr Hann)
- Teaching of relaxation techniques e.g. mindfulness
- 'My Happy Mind' scheme of work
- Children that are expressing a high level of distress or need may be able to see our school counsellor or play therapist. This would be discussed and agreed first with parents/carers, teachers and SENCo before sessions would start.

Our SEND Coordinators

The SENCos, Mrs James and Miss Hicks, share the SENCo role between them. Both teachers have day to day responsibility for the operation of the SEN policy and coordination of specific provision in the school. They work with the head teacher and SEN governor to determine the strategic development of SEN policy and provision at Queen's Hill. They will advise on the graduated approach to providing SEN support and ensure records of all pupils with SEN are up to date. They will advise on the school's delegated budget and other resources to effectively meet children's needs. The SENCo will liaise with external and support agencies and potential future providers of education to ensure a smooth transition is planned.

Mrs James oversees the provision in EYFS and KS1, her leadership days are Monday, Tuesday, Thursday and Friday. Miss Hicks oversees the provision in KS2, her leadership days are Thursday and Friday.

E: inclusionleader@queenshill.norfolk.sch.uk

T: 01603 746857

Expertise and Training of Staff

Both SEND Co-ordinator have completed the National SENCO Award.

Different members of staff have completed training in relations to SEND, including:

- Step On, Step Up
- PECs
- Makaton
- Forest School
- Making Sense of Autism
- ELSA Emotions
- RWInc 1:1 Phonics
- SENDCo Now

The SENCOs organise training sessions for class teachers to attend, at least termly. Weekly TA training, delivered by members of SLT, often cover strategies that support SEND.

The SENCOs liaise with outside agencies regularly to receive advice and support from professionals including:

- Education services: Virtual School SEND, Virtual School Sensory Support, Virtual School Looked After Children, Educational Psychology Specialist Support, Inclusion Team, School 2 School Support Service, Dyslexia Outreach Service, Specialist Resource Base outreach services, Access Through Technology
- Health services: Just One Norfolk, Just One Number, Speech and Language Therapy Service, Occupational Therapy, Point 1, Ormiston Families
- Social care services: Short Breaks, Early Help, Early Childhood and Family Support Service, Family Support Process
- Third sector services: Benjamin Foundation, Nelson's Journey, The Matthew Project

Equipment and Facilities

In the last academic year, funding has been used to purchase resources, as well as employ members of staff to support pupils with SEN. The SENCOs apply for additional funding each term, where appropriate.

For more information about the school's SEND funding, please look at the [Budget Share Tracker](#).

Involving Parents

Parents/carers can communicate with the SENCOs and class teachers on a day-to-day basis. This can be via the school office, emailing the inclusion inbox or speaking to staff on site during drop off/pick up.

Parents/carers of children with SEND are supported and encouraged to give their views and participate through:

- Support Plan and EHCP Annual Review meetings
- Parents' evenings
- Parent voice is captured using questionnaires
- Home-school contact books
- Online communication including Tapestry and Seesaw
- Being a parent governor

Involving Pupils

Pupils with SEN are supported to give their views and participate through:

- Support Plan and EHCP Annual Review meetings
- Pupil voice is captured using questionnaires
- School council

All pupils have the opportunity to attend in-school extra curricular clubs led by members of staff and/or outside organisations. Opportunities to participate in external activities outside of school are posted on our social media platforms and in our monthly school newsletter.

All pupils are encouraged to go on our residential trip(s) and these trips can be adapted to meet their needs if necessary. All pupils are encouraged to take part in sports day, school plays, special workshops etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Complaints Procedure

Complaints about SEN provision at Queen's Hill Primary should be made to the SENCOs Mrs James (EYFS and KS1) or Miss Hicks (KS2) in the first instance. Parents/carers may then be referred to the [school's complaints policy](#). If you feel you need further support please contact Mr Cross, Headteacher.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children.

They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services

- Making reasonable adjustments, including the provision of auxiliary aids and services

Phase Transfers and Transitions

Transition is a part of life for all learners. This can be transitioning to a new class in school, having a new teacher, or moving on to another school. Queen's Hill Primary school is committed to working in partnership with children, families and other providers to ensure positive transitions occur. If we know a new pupil to the school has SEND, the school's SENCOs will contact the previous setting to gain knowledge and understanding of the pupils needs and provision required to support them. This information is then shared with relevant staff for a smooth transition. The class teacher and, if appropriate, the SENCO will liaise with parents/carers of the new pupil to ensure regular communication supports the child's transition and SEND provision.

Planning for transition is a part of our provision for all learners with SEN. Transition to secondary schools will be discussed in the summer term of their Year 5, to ensure time for planning and preparation. We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Norfolk SEND Partnership Information, Advice and Support Service (IASS)

[Norfolk SENDIASS](#) provides free and impartial information, advice and support about special educational needs & disabilities (SEND) for children, young people, parents and carers.

Email: sendpartnership.iass@norfolk.gov.uk

Telephone: 01603 704070

The Norfolk SEND Local Offer

The [Norfolk SEND Local Offer](#) website is for anyone in the life of a child or young person aged 0-25 who has a special educational need and/or disability (SEND) in Norfolk. It can help with finding special needs services to support children and support networks available for parents.

Glossary of Terms

SEND: Special Educational Needs and Disabilities

SENCo: Special Educational Needs Co-ordinator

EHCP: Education and Health Care Plan

LA: Local Authority

CAMHS: Child and Adolescent Mental Health Service

PSA: Parent Support Advisor

EAL: English as an additional language

SLT: Senior Leadership Team

Appendix 1 - SEND Support Plan



Support Plan

All about me		
Name:	Insert picture	Identified need (highlight relevant)
Date of birth:		Physical disability (including physical and neurological impairment, medical, independence and sensory)
Year group:		Deafness
Add in details of family background, previous diagnosis, health conditions (hearing/eyesight included), previous school setting, PP/EAL/LAC, Referrals made (GP, SaLT etc.), access to provision such as nurture, outdoor learning etc.		Visual impairment
		Speech and language
	Social communication and interaction	
	Social, emotional and mental health	
	Learning and cognition difficulties (including behaviours for learning)	

Provision and Support
<ul style="list-style-type: none"> • • • •

Autumn 2022

Learner's thoughts, feelings and wishes	Parent's thoughts, feelings and wishes	Teacher's comments
What do you like? "" What do you dislike? "" How can we help you with your learning? ""		

Assessment	
Academic attainment Teacher judgement + SATs/NFER standardised scores	Formal assessments BPVS, CVS, CPM, WellComm, Speech sounds, NELI SaLT/OT/EP report, FSP, Dyslexia outreach service, Paediatrician report

My targets - Plan	What will we do to help me - Do	How I got on – Review (Spring 2022)
I can <i>S – specific (behaviour, conditions, criteria)</i> <i>M – manageable and measurable</i> <i>A – achievable and agreed</i> <i>R – realistic and reviewable</i> <i>T – time bounded</i>	<i>Who, what, where, when (refer to non-costed provision map)</i>	Achieved Partially Achieved Not Achieved delete as appropriate What has been the impact on the pupil? What support worked?
I can		
I can		

Appendix 2 - EHCP Support Plan



EHCP Support Plan

All about me		
Name:	<i>Insert picture</i>	Identified need (<i>highlight relevant</i>)
Date of birth:		Physical disability (including physical and neurological impairment, medical, independence and sensory)
Year group:		Deafness
Last EHCP Review date:		Visual impairment
Next EHCP Review date:		Speech and language
		Social communication and interaction
		Social, emotional and mental health
		Learning and cognition difficulties (including behaviours for learning)

Learner's thoughts, feelings and wishes	Parent's thoughts, feelings and wishes	Teacher's comments
Autumn What do you like? "" What do you dislike? "" How can we help you with your learning? ""	Autumn - Spring - Summer -	Autumn - Spring - Summer -
Spring Summer		

Assessment	
Academic attainment: <i>Teacher judgement + SATs/NFER standardised scores</i> Autumn - Spring - Summer -	Formal assessments: <i>BPVS, CVS, CPM, WellComm, Speech sounds, NELI</i> <i>SalT/OT/EP report, FSP, Dyslexia outreach service, Paediatrician report</i>

Term	EHCP Outcomes: Communication and Interaction -				
Autumn 2022	Current priority targets:	Current level: <input type="checkbox"/> Well above <input type="checkbox"/> Above <input type="checkbox"/> Expected <input type="checkbox"/> Below <input type="checkbox"/> Well below	Strategies:	Review:	Level at review: <input type="checkbox"/> Well above <input type="checkbox"/> Above <input type="checkbox"/> Expected <input type="checkbox"/> Below <input type="checkbox"/> Well below

Term	EHCP Outcomes: Cognition and Learning -				
Autumn 2022	Current priority targets:	Current level: <input type="checkbox"/> Well above <input type="checkbox"/> Above <input type="checkbox"/> Expected <input type="checkbox"/> Below <input type="checkbox"/> Well below	Strategies:	Review:	Level at review: <input type="checkbox"/> Well above <input type="checkbox"/> Above <input type="checkbox"/> Expected <input type="checkbox"/> Below <input type="checkbox"/> Well below

Term	EHCP Outcomes: Social, Emotional and Mental Health -				
Autumn 2022	Current priority targets:	Current level: <input type="checkbox"/> Well above <input type="checkbox"/> Above <input type="checkbox"/> Expected <input type="checkbox"/> Below <input type="checkbox"/> Well below	Strategies:	Review:	Level at review: <input type="checkbox"/> Well above <input type="checkbox"/> Above <input type="checkbox"/> Expected <input type="checkbox"/> Below <input type="checkbox"/> Well below

Term	EHCP Outcomes: Physical and Sensory -				
Autumn 2022	Current priority targets:	Current level: <input type="checkbox"/> Well above <input type="checkbox"/> Above <input type="checkbox"/> Expected <input type="checkbox"/> Below	Strategies:	Review:	Level at review: <input type="checkbox"/> Well above <input type="checkbox"/> Above <input type="checkbox"/> Expected <input type="checkbox"/> Below

Appendix 3 - SEND Provision Map

Queen's Hill Primary School and Nursery Provision Map

Notional SEND Funding and 'top up' Element 3 Funding has been used to fund these interventions.

Area of Need	Quality first teaching <i>the effective inclusion of all children in high quality lessons</i>	Targeted
Communication and Interaction: Speech and Language	<ul style="list-style-type: none"> ● Talk partners ● Daily phonics lessons in EYFS and KS1 (Read Write Inc.) ● Daily spelling and reading sessions in KS2 	<ul style="list-style-type: none"> ● Specific sounds interventions - resources from ECCH and Black Sheep ● WellComm big book of ideas intervention ● Phonological awareness group ● Early Years and KS1 Talk Boost intervention ● Colourful Semantics ● Blanks Level Questions
Communication and Interaction	<ul style="list-style-type: none"> ● Clearly labelled classroom and vocabulary rich classroom environment ● Increased visuals ● Use of symbols and sign language ● Visual timetables 	<ul style="list-style-type: none"> ● Time to Talk (social interactions) intervention ● Attention Autism (bucket time) ● Outdoor learning
Social, Emotional, Mental Health	<ul style="list-style-type: none"> ● Half-termly growth mind-set lessons ● Behaviour policy which has a focus on positive praise ● Daily compliments for the child of the day ● Recognition boards ● Notes and phone calls home, Hot chocolate Friday 	<ul style="list-style-type: none"> ● ELSA - emotions intervention ● Dealing with feelings KS2 intervention ● School Counsellor sessions ● Play Therapy sessions ● Nurture ● Outdoor learning ● Use of school sensory room ● School dog - pet therapy ● Pastoral Care Plans ● Benjamin Foundation - 'Time for You' support ● Zones of Regulation
Learning and Cognition	<ul style="list-style-type: none"> ● Brain breaks using 5 a Day, Just Dance and Brain Gym ● Use of word mats, writing frames and visual aids ● Pre-teaching and overlearning topic vocabulary 	<ul style="list-style-type: none"> ● Auditory and/or visual memory skills ● NELI Program (EYFS) ● Word Aware - teaching vocabulary
Learning and Cognition: English	<ul style="list-style-type: none"> ● Use of it post-it notes/highlighters to break down text in manageable chunks ● Use of a reading ruler ● Targeted support in reading sessions 	<ul style="list-style-type: none"> ● Beautiful Books ● 1:1 Phonics (Read Write Inc.) ● Nessy program ● Dyslexia Outreach referral

	<ul style="list-style-type: none"> ● Vocabulary sessions before reading a new text ● Use of coloured overlays ● Precision teaching of high frequency sight vocabulary ● Differentiated phonics groups (RWI) ● Use of pencil grips ● Daily reading with an adult ● Targeted support in lessons ● Pre-teaching and overlearning ● Use of writing frames ● Use of assistive technology e.g. iPad, laptops, talking tins ● Daily handwriting lessons in KS1 and KS2 ● Daily fine motor skills activities in EYFS 	<ul style="list-style-type: none"> ● Dyslexic reading intervention ● Gulliver's Travels intervention ● SuperSpeed 1000 intervention ● Year 1-3 Write from the Start - a kinaesthetic programme to support fluent handwriting ● SOS spelling ● SNIP programme ● Spell Better app ● Year 4-6 Speed Up - a kinaesthetic programme to support fluent handwriting ● Clicker program on laptops ● Fine motor skills intervention ● Letter and number formation interventions ● Lexplore eye-tracking program
Learning and Cognition: Maths	<ul style="list-style-type: none"> ● Use of maths resources e.g. numicon, base 10 ● Targeted support in lessons ● Pre-teaching and overlearning ● Precision teaching of number facts ● Numbot logins for EYFS and KS1, Timetable rock stars logins for KS2 	<ul style="list-style-type: none"> ● Numicon kit interventions ● Timetables group sessions (Times Tables Rock stars) ● Rapid recall maths intervention ● 5 minute box maths intervention ● Propeller boards
Sensory/Physical Needs	<ul style="list-style-type: none"> ● Use of fiddle toys, ear defenders, resistance bands, wobble cushions or sensory breaks ● Flexible teaching arrangements e.g. seating positions ● Daily handwriting practice 	<ul style="list-style-type: none"> ● Sensory Circuits ● Use of school sensory room ● <u>1st</u> move - a gross and fine motor intervention ● Outdoor learning ● Play therapy ● Access Through Technology referral ● Occupational Therapy
English as an Additional Language (EAL)	<ul style="list-style-type: none"> ● Clearly labelled classrooms using words and pictures 	<ul style="list-style-type: none"> ● 1:1 language interventions ● 1:1 in class targeted support
Provision across all areas of need:	<ul style="list-style-type: none"> ● Referral to SRB ● Staff training ● EHCP needs assessment request 	