Queen's Drive Primary School

Special Educational Needs Information Report

September 2026

Useful abbreviations

SEND: Special Educational Needs and Disabilities
EHCP: Education and Health Care Plan
SENDCo: Special Educational Needs and Disability Co-ordinator
ILP: Individual Learning Plan
PIVATS: Performance Indicators for Value Added Target Setting
EH: Early Help

Who is the SENDCo and how do we contact them?

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Academic year 2025/26 at a glance

- We currently have 12 children in receipt of an EHCP within school.
- In total, 46 children were receiving support at 'SEN Support' level. The prime areas of need for these pupils were:
  - Cognition and learning needs
  - Sensory/physical needs
  - Communication and interaction
  - Social, emotional and mental health needs

There has been a significant increase in children with SEMH needs.

- We collect SEND data and track provision internally.
- Some staff received Team Teach training.
- The school did take part in a national project called PINS for the second year running which brought together health, social care and education to support neurodiversity in schools.
- The NELI intervention has been successfully embedded into EYFS and Year 1.

What the school provides

- Queen's Drive Primary School is a mainstream school and can accommodate up to 430 pupils between the ages of 4 and 11.
- The school consists of three buildings. The KS1 building and the extra classroom are wheelchair accessible. The KS2 building is two storeys, the ground floor being accessible. Both buildings have a disabled toilet. The accessibility policy can be found on the school website.
- The car park has a disabled car parking space.
- Reasonable adjustments are made to ensure that specialised equipment, materials and furniture are provided to meet individual needs as required.
- The school offers a broad and creative curriculum, differentiated to meet the needs of all children. A range of enrichment activities take place throughout the year.

How we identify a child with SEND and how we assess their needs

- The progress made by all pupils at this school is regularly monitored and reviewed by class teachers, senior leadership and the SENDCO.
- Teachers consult with the SENDCO when the evidence gathered through the usual assessment and monitoring arrangements gives concern about a pupil's progress. The triggers for concern are described in the SEND Code of Practice.

- We recognise that all pupils make progress at different rates and use information from a range of sources when identifying if a child may have SEND.
  - Parents
  - Reports and meetings with transferring nursery/school
  - Ongoing teacher assessments and formal termly assessments
  - Termly progress meetings
  - Information from other professionals

- The school identifies pupils as having special educational needs if there is an identified barrier to learning or if we are taking action that is additional to or different from that which goes on as part of our differentiated approach.
- As specified in the Code of Practice, there are four categories of special educational needs and disabilities. If a pupil has SEND, their needs will fit into one or more of these categories.
  - Communication and interaction
  - Cognition and learning
  - Social, mental and emotional health
  - Sensory or physical
- If a pupil is identified as causing concern, we may assess children's needs through observations and assessments by the SENDCO or a specialist teacher
- Where necessary external agencies may be involved to provide further advice and support.
- In addition to the assessments carried out in class, PIVATS assessments may be used with children working significantly below age-related expectations to assess, measure and monitor progress

How we involve parents and consult with them about their child's education

New children

- There are open days for prospective parents held in the Autumn term each year.
- Parents complete registration forms which enable them to share information about any known additional needs.
- Induction meetings for new parents are held in the Summer term where relevant staff will be introduced and parents can discuss their child's needs.

All children

- The first contact for parents will always be the child's class teacher.
- Parents are welcome to talk to staff at any appropriate time but longer conversations will usually require an appointment.
- At the start of the school year, each year group holds an introduction meeting for parents.
- Throughout the year, parents are invited to attend relevant meetings.
- Parents evenings are held twice per year, giving parents the opportunity to meet with the teacher and discuss progress.
- Parents are welcome to contact the school at any point during the year, regarding any aspect of their child's needs and the school will identify an appropriate member of staff to offer support.
- Reports are sent out 3 times a year - interim reports at the end of the Autumn and Spring terms and a full annual report in the Summer term.

Children with SEND

- If a child is experiencing difficulties, parents will be informed at a parent's meeting or an informal meeting will be arranged.
- Meetings with the SENDCO can be arranged as required.
- Individual Learning plans are shared between the teacher and parent/carers, with the request for a meeting. Should the teacher / parent request the SENDCO can be in attendance.
- Parents of children with an EHCP will be asked to complete a questionnaire or give their views verbally for the child's annual review and will be invited to an annual review meeting.
- Where appropriate, other meetings may be arranged such as at transition times.
- Parents can offer feedback to the school in a variety of ways: parent questionnaires, suggestion boxes, email through the website, feedback slips on reports or verbally.

How we involve and consult the children about their education.

- All children are given the opportunity to have their say through the school council. Representatives from each class from Y3 upwards discuss issues with their class and represent them at the council meetings.
- Targets are shared with children on an ongoing basis and where appropriate, pupils with learning plans are involved in reviewing their progress and identifying next steps.
- All children with EHCPs will be asked to complete a questionnaire for their annual review.
- Where appropriate, the child will attend the review to share their views verbally.

How we assess and review the progress that children make and how we involve them and their parents

- Assessment for all children is ongoing and informs the teachers' planning.
- The school measures progress against nationally agreed standards.
- Pupil progress meetings are held to review the progress of all children and identify those who may need additional support.
- ILPs and the outcomes of intervention groups, are monitored by the class teachers and SENDCO.
- ILPs are shared by the class teacher to discuss the targets.
- Parents are encouraged to contribute to the plans and identify the next steps they would like for their child.
- Following Lancashire guidelines, reviews of EHCPs are held annually, or more frequently if required.

Our approach to teaching children with SEND.

- The SENDCO will work with all staff to ensure pupils who may need additional or different support to that normally found within the classroom, are identified as soon as possible.
- All children are fully included in the life of the school.
- Our curriculum is planned, differentiated and adapted to meet the needs of all pupils.
- As outlined in the SEND Code of Practice 2014, we use a graduated response to meeting pupils' needs.

Wave 1 - Quality First Teaching and Differentiation

- Teachers are responsible and accountable for the progress and development of the pupils in their class.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. There is an on-going cycle of monitoring of the quality of teaching and learning by the SLT.

Wave 2 - Interventions

- The class teacher will monitor progress closely of children they have concerns about, and will provide appropriate intervention strategies and support in the classroom to meet the needs of the child.
- A range of interventions are used to target identified needs.
- The effectiveness of these interventions are monitored and evaluated and adjustments are made as necessary. Intervention groups are recorded on provision maps. These are reviewed by the SENDCO in order to ensure individual children's needs are being addressed.

Wave 3 – Personalised Interventions

- Where the child needs provision that is additional to and different from the other children in the class, an individual plan (ILP) will be devised for them.
- ILPs are reviewed and amended every term, in collaboration with pupil and parents.
- There are a high number of teaching assistants assigned across school who can provide support to deliver interventions and personalised learning.
- Additional teaching assistants may be deployed depending on need.
- Teachers record provisions and interventions

How we adapt the curriculum and the learning environment for children with SEND.

- Work and activities are adapted to support the needs of all pupils.
- To support learning all teachers use a range of teaching styles.
- Personal plans are put in place to target the individual needs of pupils as necessary.
- Adjustments are made for children with SEND to support them as necessary during tests, such as SATs. Access arrangements, for example additional time, readers and scribes can be applied for, for individual children. In some cases, children may be dis-applied from these assessments, if necessary**.**
- Reasonable adjustments and adaptations to the environment may be made as required.
- Additional resources, specialised equipment, materials and furniture may be provided to meet individual needs.
- Recommendations from other professionals will be followed.

How we know whether our provision is effective

- Through our graduated approach (assess, plan, do, review).
- The SENDCO monitors and evaluates the provision being made on an ongoing basis.
- Through monitoring, assessment and tracking we identify progress.
- By reviewing learning plan targets and intervention groups.
- Assessments and reports from specialist teachers.
- Classroom observations.

How children with SEND are enabled to take part in all the activities available at school

- Risk assessments are carried out for all out of school activities and wherever it is identified as necessary, higher adult levels may be put in place.
- Policies on educational visits and equality and inclusion are on the school website or available from the office on request.

How the staff are trained and kept up to date

- The SENDCO attends training to keep up to date and to understand how to support specific pupils.
- As training needs are identified, these may be addressed in a range of ways which include:
  - The SENDCO delivers training and updates to teachers and TAs.
  - Medical training may be arranged as required.
  - Staff attend training courses relevant to their needs and the needs of pupils in their class.
  - Specialist teachers visit the school to deliver training.

How we deal with bullying and make sure children with SEND can tell us if they are having a problem

- The school has an anti-bullying policy which can be found on the school website.
- Reported incidents are dealt with immediately.
- Anti-bullying week is held annually to raise awareness.

How we support our pupils with SEND as they move on to high school or move to another school

- Where a child has an EHCP the move to secondary school may be discussed as early as the Year 4 Review.
- Following the allocation of places, the high school SENDCO will be invited to any relevant meetings including EHCP reviews
- Y6 teachers meet with the secondary school staff to pass on information and transition documents will provide additional information.
- The SENDCO will liaise with staff from the receiving school as required.
- Each year pupils visit their forthcoming secondary schools for taster sessions and additional visits can be arranged for individual pupils as needed.
- We prepare specific resources for individual children, especially those with autism to support them in their transition, this may include social stories.

How we support children with emotional and behavioural difficulties.

- Liaison with the family to ensure consistency between home and school.
- The pastoral support teaching assistant may work with the pupil 1:1 or in a small group.
- A range of resources are available to support in the specific teaching of social skills and to support with emotional development. Intervention groups may set up to support individual children.
- All children participate in PSHE lessons where they are encouraged to develop their social skills and reflect on relationships.
- We can apply for the involvement of outside agencies to offer advice and to work with the family.
- The SENDCO can make referrals to CAMHS when required.

How we involve and work with other professionals such as local authority support services and other organisations to meet the needs of our children

- The SENDCO works closely with a named speech and language therapist and Teacher of the Deaf.
- The school employs independent support from Acorn Psychology for specialist teacher services.
- Where necessary, advice and support may be sought from other professionals and external agencies.
- Over the past year, services accessed have included physiotherapy, occupational therapy, school nursing team, speech therapy, paediatricians, Children and Families Wellbeing service, CAHMS and counselling.
- Where support from an external agency is required, an Early Help form will need to be completed.

The arrangements we make for supporting children who have SEND and are in the care of the local authority

- The Deputy Headteacher has responsibility for looked after children and ensures that we work in partnership with the social worker and other professionals to meet the needs of the young person and ensures that a Personal Education Plan is in place
- The SENDCO works closely with the Deputy and attends CiN/TAF and PEP meetings when required.
- The team request support and funding from the Virtual School as/when needed.

What should I do if I have a concern or complaint about the provision for my child?

Initial concerns should be made to the class teacher, then SENDCO, and if it cannot be resolved, the Headteacher.

Where a copy of the school's SEND policy can be found

- The policy can be found on the school website www.queensdriveschool.co.uk

Where information can be found about the authority's Local Offer

- All information about the authority's local offer can be found on their website **www.lancashire.gov.uk**

Where information can be found about the SEND Code of Practice 2014

- **https://www.gov.uk/government/publications/send-code-of-practice-0-to-25**

Mr Mark Noblet

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