

**SEND
Information Report
2025/26
Queniborough Primary School**

Part of the Leicestershire Local Offer for educational settings

Regulation 3 Special Educational Needs and Disability (Information) Regulations (2014)

Queniborough Primary School

Coppice Lane, Queniborough, Leics, LE7 3DR

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SENDCo: Katie Spencer

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Website address: <https://quenischool.org.uk>

Age Range of students: 4-11

Date of Last Inspection: 2024

Outcome of last inspection: Good

Total number of students with special educational needs: 32

Total number of students receiving additional learning support: 32

Welcome to our SEND information report, which is part of the Leicestershire Local Offer for learners with Special Educational Needs and Disabilities (SEND.)

All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published must be updated annually. The required information is set out in the new SEND regulations.

At Queniborough School we are committed to working together with all members of our school community. We endeavour to achieve maximum inclusion of all children, including those with learning needs and disabilities, whilst meeting their individual needs. Teachers provide adapted opportunities for all the children to ensure that they have full access to the school and the curriculum. We focus on the individual to enable each child to have a successful time in our school. We encourage all children to support one another and work as a community, whatever their need or difference.

The kinds of special educational needs for which provision is made at Queniborough Primary School

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEND as:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age: or**
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”**

If a learner is identified as having SEND, we will provide provision that is 'additional to or different from' the whole school curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distract them from learning.

At Queniborough School we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEND. Only those with a physical or learning difficulty that requires additional provision will be identified as having SEND.

Children will be identified as SEND Support or have an Educational Healthcare Plan. Some may have SENIF funding for a set period of time.

Children may have SEND identified in one of 4 areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

Information about how we identify and assess pupils with special educational needs.

Children may have been identified as SEND before they start at Queniborough School. All children are welcomed into our school and will be given the appropriate support and resources when attending school.

Class Teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning or a disability. The Special Educational Needs Co-ordinator (SENDCO) will also support with the identification of barriers to learning. We have a range of assessment tools available and hope to extend this further during the coming years.

For some learners we may want to seek advice from specialist teams. In our school we have access to various specialist services. Some services will be at an additional cost to the school. These include:

- Educational Psychologist
- Speech and Language Therapist
- Specialist Teaching Service
- Hearing Impairment Teacher
- Visual Impairment Teacher
- Autism Outreach
- Physiotherapist and Occupational Therapist
- Behaviour support
- Special School outreach Team

Information about how we make provision for pupils with special educational needs and disabilities, whether or not pupils have Education Health and Care (EHC) Plans including:

How we evaluate the effectiveness of its provision for such pupils:

Monitoring progress is an integral part of teaching within Queniborough School. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the 'assess, plan, do, and review' model and ensure that parents/carers and children are involved in each step. Children, Parents/carers and their Teaching and Support Staff will be directly involved in reviewing progress. This review can be built into the intervention itself, or it can be a formal meeting held at least once a term, where we all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHC plan,) the same termly review conversations take place, but the EHC plan will also be formally reviewed annually.

Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors.

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- Termly pupil voice sessions with different children
- Classroom learning walks by the SENDCO
- On-going assessment of progress made by intervention groups
- Book looks
- Teacher discussion with the SENDCO

- Informal feedback from all staff.
- Pupil interviews when setting new targets or reviewing existing targets
- Pupil progress tracking using assessment data (whole-school processes)
- Monitoring targets, evaluating the impact of targets on pupils' progress.
- The use and review of one page profiles for SEND children
- Assess, plan, do review process for learning

Queniborough's arrangements for assessing and reviewing the progress of pupils with special educational needs and disabilities

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SEND Support

- Pupils will be offered additional SEND support when it is clear that their needs require intervention which is "additional to" or "different from" their class or year group curriculum.
- In keeping with all vulnerable learners, intervention for pupils on the SEND list will be identified and tracked using the whole-school provision map.
- On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process in order to consider the need for an Education Health and Care Plan.
- Where a pupil is in receipt of High Needs Funding and/or an Education Health and Care Plan, a decision will be made as to whether a short-term Individual Education Plan is required.
- Our approach to Individual targets is as follows:
 - Individual Targets are a planning, teaching and reviewing tool, which enables us to focus on particular areas of development, for pupils with special educational needs. They are seen as a working document, which can be constantly refined and amended.
 - Targets should only include that which is *additional to* or *different from* the class or year group curriculum. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be "more literacy" or "more maths".
 - Pupils will be involved in developing their own targets.
 - Targets will also be based on informed assessment and will include the input of outside agencies, parents and all staff working with a child
 - Targets should be manageable and easily monitored and evaluated regularly.
 - Targets will be time-limited and should be achievable within a term, after this there will be an agreed "where to next?"
 - There will be a maximum of three short-term SMART targets set for the pupil.
 - Targets will state what the learner is going to learn and will be clear about what the pupil should be able to do at the end of the given period.

Education Health and Care Plan

- Pupils will have an increased level of support which may be provided by resources or an additional adult depending on their needs.
- A child may be supported by multiple adults which will include the teacher
- There will be opportunities for children to work and play, depending on their needs, with an adult overseeing them from a distance to allow friendships and independent skills to develop.
- Children may complete some tasks in small groups as well as having 1:1 input.
- Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEND list (above) and, in addition to this, will have an Annual Review of their statement/plan.
- Our school will comply with all local arrangements and procedures when applying for an Education Health and Care Plan
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local policy and guidance - particularly with regard to the timescales set out within the process.

Our Approach to Teaching Learners with SEND

At Queniborough School, we believe in participation for all. We want all adults and children to participate in learning, and we celebrate all members of our community. We want to create an inclusive culture in our school, and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills. We value high quality teaching for all learners and actively monitor teaching and learning in the school

We aim to create a learning environment, which is flexible enough to meet the needs of all members of our school. We monitor progress of all learners, and staff continually assess ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings with staff.

How Queniborough will adapt the curriculum and learning environment for pupils with special educational needs and disabilities

- All learners will have access to quality first teaching.
- Some learners will have access to small group and 1:1 intervention. These will not all be children with identified SEND. A detailed whole-school provision map, which outlines and monitors all additional intervention across the school, will be kept outlining support given to and progress made by learners.
- Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class.

Teachers will use various strategies to adapt access to the curriculum, this might include:

- Visual timetables
- Sensory support or movement breaks
- Writing frames
- Individual resources
- Computers or other technology
- Peer buddy systems
- Positive behaviour rewards system

Each learner identified as having SEND, is entitled to support that is 'additional to or different from' the whole school curriculum. The type of support is dependent on the individual needs and is

intended to enable access to learning and overcome the barrier to learning identified. This support is described on a provision map and describes the interventions and actions that we undertake at Queniborough School to support learners with SEND across the year groups. Teachers review the provision provided for SEND children termly or half-termly.

How do we provide additional support for learning that is available to pupils with special educational needs and disabilities?

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

Teachers may adapt work as part of quality first teaching by:

- Various interventions
- Other small group withdrawal
- Individual class support / individual withdrawal
- Further adaptation of resources,
- 'Support' does not always mean that children will go out of the classroom for additional help. This will depend of the lessons being taught and the need of the child. Quality First Teaching, Adapted teaching and the necessary resources are key to children's learning and them making progress.

Activities that are available for pupils with special educational needs and disabilities in addition to those available in accordance with the curriculum

- Adult support and Small group withdrawal if necessary
- 1:1 support in class and withdrawal if necessary.
- Fine and gross motor skills groups
- Physiotherapy and other physical support
- Handwriting groups
- Speech and Language sessions.
- Support from outside agencies and specialist teachers
- Use of technology to support and aid learning

Support that is available for improving the emotional and social development of pupils with special educational needs and disabilities.

- Small group withdrawal
- 1:1 support
- Relate counselling
- Family support referrals
- Self-esteem groups

The name of and contact details of SEND co-ordinator

Katie Spencer

kspencer@qps.learnat.uk

Information about the expertise and training of staff in relation to children and young people with special educational needs and disabilities and about how specialist expertise will be secured.

- Staff will receive regular and necessary training to allow them to support children's learning.
- Specialist teachers and agencies also support teachers and Teaching Assistants, when we have a child with specific needs in school.

Information about how equipment and facilities to support children and young people with special educational needs and disabilities will be secured.

- We will use the advice and support of specialist agencies to make sure all children have the appropriate equipment and facilities during their education at Queniborough Primary School

The arrangements for consulting parents/carers of children with special educational needs and disabilities about, and involving such parents/carers in, the education of their child.

- Parents are invited to meet with teachers at termly meetings for their child where targets and progress are discussed.
- In the autumn and spring term also, these meetings can be at parents evening with their child's class teacher.
- There will also be a termly opportunity to meet with the SENDCo. Children will also receive an annual report in the summer term.
- Parents are encouraged to come in and talk about any concerns and thoughts about their child's needs at anytime.

The arrangements for consulting young people with special educational needs and disabilities about, and involving them in, their education.

- Children are included in all termly target reviews and are encouraged to review their own progress during their time in school.

Any arrangements made by the governing body relating to the treatment of complaints from parents and carers of pupils with special educational needs concerning the provision made at the setting.

- The school complaints procedure will be followed.

How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and disabilities and in supporting the families of such pupils

- All appropriate agencies will be contacted to support children with their individual needs.

The contact details of support services for the parents and carers of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Advice and information for parents and young people)

- www.leics.gov.uk
- www.sendiasleicestershire.org.uk
- www.dfe.gov.uk

The setting's arrangements for supporting pupils with special educational needs and disabilities in transferring between phases of education.

- Transfer reviews take place for all Year 6 children with an EHCP, moving to secondary school, in the first half of the autumn term in Year 6.
- Children are encouraged to visit new schools.
- All information is passed onto the school, and meetings usually take place between the SENDCo and staff from secondary school.
- Additional visits are organised if it is felt this would benefit the child.

This report has been written with reference to and in response to:

SEND Code of Practice (which takes account of the SEND provisions of the SEN and Disability Act 2001) September 2014

Ofsted Section 5 Inspection Framework January 2014

Ofsted SEND Review 2010 "A Statement is not enough"

Equality Act 2010

Education Bill 2011

Children and Families Act 2014

The Special Educational Needs and Disability Regulations 2014

Reviewed September 2025

Next Review September 2026