



Queen's Inclosure Primary School

Special Educational Needs and Disabilities Annual Report to Parents 2024 - 2025

What are the current numbers of learners receiving support for Special Educational Needs and Disabilities (SEND) and an Education Health Care Plan (EHCP)?

We currently have 75 children on the SEND Register. Of those, 14 children have EHCPs.

What are the categories of need?

Some children have needs in more than one category.

Category	MLD	Speech Language & Communication	SEMH	Hearing Impairment	Physical Disability (Inc. Hearing Impairment)	Specific Learning Difficulty	Sensory Processing Difficulties
No. of Children	22	35	29	2	8	9	1

Have they increased/reduced since last September?

Since September 2024, there are increased numbers of children with Speech & Language and Social, Emotional and Mental Health needs.

What are the arrangements for identifying learners with SEND and assessing their needs? Have there been any changes in the process since last September in how the learners are being identified? Are there any learners with SEND who are looked after children?

The arrangements have stayed the same as last year and are described as follows:

Children can be referred through Learning Progress Meetings (LPM), or they may be referred through a Record of Concern (RoC). Teachers detail how they have been assisting children and what has been put in place to support the child. A range of assessments are then carried out by our SEND Inclusion Leader (SENDIL), Mrs McClung, which can include – Blank Language, Dyslexia screening and Non-verbal screening. From these, Mrs McClung is able to make recommendations to support the child in class. If the teacher still has concerns they make a referral to Mrs McClung and it is considered if they need to be added to SEND Register, if there is evidence that they meet the criteria.

This may be:

- A significantly greater difficulty in learning than the majority of children of similar age.
- A physical disability that hinders them from accessing educational facilities and an age appropriate curriculum.
- Emotional, social or mental health (behavioural) difficulties that significantly hinder their progress.
- Learning needs may occur in one or more of the following areas of development:
 - Communication, Language and Interaction.
 - Cognition and Learning.
 - Social, Emotional and Mental Health difficulties (SEMH).
 - Sensory and/or physical needs.
 - Specific needs diagnosed by medical professionals e.g. Autistic Spectrum Disorder (ASD).

If the child is identified as meeting the SEND criteria in one or more of these areas, a Personalised Learning Plan (PLP) is put in place. Once a learner has been identified as having SEND, the school follows a graduated approach as set out in the Code of Practice 2015 - Assess, Plan, Do and Review - in order to remove barriers to learning for that child.

When a child is put on the SEND register, a letter is sent to parents to notify them. We currently have no learners on our SEND register who are Looked After.

What are the arrangements for reviewing progress towards agreed outcomes for learners with SEN? Are we still using PLP's for learners? If so how often are they updated and how are they transferred to the teacher when the learners change year groups in September? How are parents involved in this process?

PLPs are in place for all children with SEND and targets are reviewed termly in consultation with parents and children. For children with an EHCP Plan, they have a '4 Strands' document which covers all areas of the outcomes and provision laid out in the EHCP. These are reviewed termly and short-term targets can be updated. Longer term targets are updated annually at the child's EHCP review.

As part of our transition package, the current PLPs are assessed and reviewed before being passed to the new teacher. Each class also has a provision map which has an overview of the needs in the class and the provision which has been in place to support individual children.

All parents of children on the SEND Register are given additional time at parents evening to discuss and review their child's PLP or 4 Strands Document.

How is the effectiveness of the provision made for the learners with SEND evaluated?

PLPs are reviewed termly which have outcomes and targets on. EHCPs are also reviewed termly (short term targets) and annually (longer term targets). There are also the standard assessments which are completed for all children.

For each intervention, it is recorded and assessed with entry and exit data on an intervention sheet. At the end of term or the intervention, the evaluation sheet is completed by teachers and LSAs which looks at the outcome of the intervention and whether the child is secure enough to transfer the skills back into class.

The feedback is recorded on the child's PLP, who is also given a chance to feedback on how well they think the intervention went.

The only exception to this is Speech and Language which is overseen by the Speech & Language Therapist and monitored regularly by her.

How are parents and learners included in the assessment and review process? Is there extra time allocated for parents evening for learners with SEND or EHCP's? How are the parents made aware of this extra time?

The list below indicates how parents can engage with the school to learn about their child's progress:

- Participating in Parent Consultations by telephone or face to face at Parents' Evenings
- PLP meetings (extra time given at Parents' Evenings)
- When requested - attending meetings with external agencies
- When requested - attending meetings with the SEND Inclusion Leader
- Through the child's annual report
- If the child has an EHCP (Education Health Care Plan) parents will be invited to attend an Annual Review meeting.
- Requesting a meeting at any time, to discuss any concerns they may have

There is additional time allocated for all parents of children on the SEND register. This is communicated when parents request their time slot for appointments. Parents of children with an EHCP are also offered an annual meeting. However, we are happy to communicate with parents

throughout the year if parents are concerned and they are always able to request additional meetings.

How are adaptations made to the curriculum and the learning environment of learners with SEND? How are learning styles accommodated?

All teachers are teachers of children with SEN, therefore all children with SEN receive high quality inclusive teaching. In the SEND Code of Practice, it is very clear that there should be high expectations for all children, including those with SEN. We use the following tools to adapt our teaching for all children:

- Visual pictures/folders
- Visual checklists and timetables
- Breaking tasks down into smaller chunks
- Simplifying the language of the task
- Use of Clicker/typing
- Physical resources e.g. spell checker, Numicon
- Ear defenders
- Quiet learning stations
- Pencil grips
- Different coloured paper/books and coloured overlays
- Classroom Interactive Whiteboards with different coloured backgrounds
- Pre-teaching/over learning
- Memory aids

All teachers have access to a document that shows the needs or barriers a child may have and how best to support them. When further advice is needed to support adapting the curriculum, outside agencies may be used.

How are children and young people with SEND enabled to engage in the activities available for learners in the school who do not have SEND?

All children are expected and enabled to participate in all aspects of our curriculum and enrichment activities. All activities are adapted to meet the needs of our learners with SEND and no one would be excluded. Only in exceptional circumstances e.g. a risk assessment determines it to be too dangerous, would an alternative arrangement be made for a child in agreement with parents and carers.

What support is there for learners with SEND for improving emotional and social development? Are there any extra pastoral support arrangements for listening to the views of learners with SEND and measures in place to prevent bullying?

Within school, there is a Wellbeing Team which is overseen by the Assistant Headteacher - Mrs Thomas and Headteacher - Mrs Allen. The Team use a variety of interventions to support the children and allow them a safe environment to develop their emotional literacy skills. Within these sessions, children are given opportunities to share their own views and listen to those of others. The children are also given this opportunity within class, as are all the children, in their PDL and SCARF lessons including discussions about bullying. Mrs Foster, our Child and Family Support Worker, supports any parents who may be dealing with unwelcome behaviour within the home. The school operates a Care Code system which allows children to collaboratively problem-solve any difficulties they are having and find solutions. They are encouraged to 'check their choices', 'always try to be safe', 'respect everything', 'understand that everyone matters'. We have developed a sensory pod for our younger children who require a place to calm, adaptations are made in the classroom to meet children's social and emotional needs, such as a 'time out' space or 'Regulation Station'.

What training has been received by SEND staff since last September to increase their expertise to support the learners with SEND, including any specialist expertise that been secured? How were the training needs identified?

Our training needs are identified through monitoring reports. They are also in response to the changes in the needs of the children and through the latest recommendations e.g. colourful semantics, which is increasingly being recommended in outside agency reports and EHCPs.

All training delivered by staff discuss SEN and adaptations which can be made e.g. in maths we talk about faded scaffolding. Many of the adaptations are then used for all children.

Training undertaken this year:

- Autism training (LSAs)
- HIAS Transforming SEND modules
- Educational Psychologist (Simon Burnham): Why aren't children ready to learn? (Teachers)
- Springboard Speech and Language (Hilary Platt):
 - Colourful Semantics (Teachers and LSAs)
 - Narrative training KS2 - Speech sounds KS1 and Foundation
 - Stammer training (Teachers, LSAs and Sport Coaches)
- Outreach Riverside – a number of staff attended training at Riverside, which has been shared with others in school.
 - Transition training
 - Autism Awareness
- Portage Pilot:
 - Bi-weekly support for children transferring to QI.
 - Transition Training – Foundation and KS1 staff.
- Primary Behaviour Support Training (Teachers and LSAs)

Have there been any new resources bought for use in school since last September and if so how have they improved outcomes for the learners with SEND?

We constantly buy consumables such as fidgets, wobble cushions, chewys, coloured overlays etc. We also purchased additional laptops for children to use in class who have fine motor difficulties.

Have any new technologies been identified which could support our learners with SEND? If so what are they and are they improving outcomes for the learners?

We have updated and delivered staff training on the use of Clicker software. This is a suite of literacy and writing support tools, that help children with writing skills. The key features include speech feedback, word prediction, a talking spell checker, visual aids and customized keyboards, all designed to foster independence and confidence in writing.

How has the school involved other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting the needs of learners with SEND and supporting their families?

With parental consent, the following specialist support employed by the school may be consulted to support a child:

- Child and Family Support Worker
- Springboard – Speech and Language Therapists
- Educational Psychologist

Outside Agencies: At times, it may be necessary to consult with outside agencies. The following list shows examples of agencies we may use:

- Hampshire Educational Psychologist
- NHS School Nursing Team
- NHS Occupational Therapist
- Children's Services
- Primary Behaviour Support Team
- Speech and Language Therapist
- Hearing Impairment Team
- Visual Impairment Team
- Communication and Language (CAL) Team

How do we ensure that our approach to pupils with SEND is inclusive?

Children with SEND have access to the whole curriculum, as much as possible, alongside their peers. The need to provide the most effective support is met through in-class support and, where necessary, individual and small group withdrawal may be appropriate. Our aim is to maintain a broad and balanced curriculum for all children, and the same opportunities for activities beyond the curriculum.

How do we know that our safeguarding approach for pupils with SEND is effective? How do we know that our pupils with SEND feel safe in school? Do we have named contacts within school for situations where learners or parents have concerns? If so where is this accessible and how do learners or parents know how to access this information?

Children know they can approach any adult in the school if they feel unsafe but usually the first person they speak to would be their class teacher. All teachers have regular training on Safeguarding and new staff are trained as appropriate. The person who speaks to the child must have a clear understanding of their needs and, when required, visuals are used to enable the child to communicate and understand any questions so they can give their answers. Regular Safeguarding Questionnaires are completed with all children, including those with additional needs, to check children understand who they need to talk to and if they feel safe.

Parents should also approach the class teacher in the first instance if they have any concerns about their child's wellbeing and safety. They may also email the Year Group Team, or speak to the teacher at the door. For a more significant concern they may contact the DSL/DDSLs in the school. The contact details and information are on the Safeguarding page of our website.

<https://www.queensinclosure.hants.sch.uk/page/?title=Safeguarding&pid=165>

What are the arrangements for supporting children with SEND when changing year groups, changing to another school and moving to secondary school?

We have an extensive transition package in place for each phase of transition. This includes opportunities to visit the setting and the new teachers as many times as the child needs. We send a Social Story home for the children to help parents discuss the changes with them. We also try to keep key staff consistent wherever possible, so the child still has some familiarity when they move. We have a strong relationship with our Secondary settings and liaise closely with their Year 7 Leads and SENDCo's to ensure a smooth transition to the next phase of their education from Year 6.

What are the arrangements for ensuring documentation for learners with an EHCP is transferred between year groups and/or between staff if there are changes in staff during the year?

There is a handover document completed for all children and shared between the current and next teachers. There are also SEND Overview and Intervention Records that are discussed. Time is allocated to teachers in staff meetings to enable this to happen and LSAs are also given specific time to allow them time to complete the documentation relevant to them. We arrange meetings with parents for children who find transition difficult, so that as much support is put in place as possible. Teachers also complete this if they leave the school during the year (such as for maternity), so the replacement teacher also has the same information. All information is saved confidentially on the school system which requires password access.

How do we ensure information on SEND is easily accessible by parents and learners?

We allow additional time for parents at Parents' Evenings so that plans can be discussed. Outside agencies speak directly to parents and they are offered the chance to come back to discuss any questions they may have. We are always happy to discuss any concerns with parents. When parents have shared with us that they have their own needs, we have provided additional meetings to support them. We have a FAQ's section and SEN Support for Parents tab on our website with additional information.

How/where is our Local Offer made available to parents and how do we make them aware of it?

Information is available on the Website, via a SEN letter to parents and it is also referred to at information events.

How do parents know who our SENDIL is and how to contact them?

The name of our SENDIL is included on the website on the SEND page and in 'Information for new parents starting at the school'. This includes details on how to contact them.

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Special Educational Needs and Disabilities (SEND)

SEND – Inclusion Leader

Our Inclusion Leader is Mrs McClung who can be contacted via the office for an appointment or through email SEND@queensinclosure.hants.sch.uk The role of the Inclusion Leader includes:

- Overseeing the day-to-day operation of the school SEND Policy
- Supporting the identification of children with Special Educational Needs
- Co-ordinating provision for children with SEN
- Liaising with parents of children with SEN
- Liaising with other providers, including outside agencies.
- Ensuring the school keeps records of all children with SEN up to date
- Supporting Learning Support Assistants (LSAs) in delivering appropriate interventions to meet the needs of learners
- Ensure children with SEN are able to engage in all activities available to children without SEN

What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?

We have a complaint Policy on our Website for parents to refer to and use as necessary. In the vast majority of cases, parents will talk to staff at school and usually their concerns or complaints are resolved. Staff will accept if there is an area for improvement and action this accordingly. Information for all parents wishing to raise a complaint is available on our website or through contacting the school office.

Report compiled by Jenny Edwards, SEND Governor using information supplied by Mrs McClung - SENDIL and Mrs Allen - Headteacher. Date: 21 July 2025

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