



# Queensgate Primary School

## SEND Information Report 2023-24



As part of the Children and Families Bill (2014) schools are required to publish a document setting out the services they offer for children and young people with special educational needs.

We appreciate any questions or comments you may have that will contribute to this document and to our provision for children with needs.

### Key SEND contacts

**Inclusion Manager:** Mrs K Rayner  
**Early Help SENCO:** Mrs C Clough  
**SEND Governor:** Mrs J Thomas

### Contact details:

Email:  
[admin@queensgate.stockport.sch.uk](mailto:admin@queensgate.stockport.sch.uk)  
Telephone: 0161 439 3330

## A Definition of Special Educational Needs

A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or - has a disability which prevents or hinders him or her 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.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in the paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

## Admissions

Our admissions process is managed by Stockport MBC. All applications are made online and you can find further details [here](#).

Further information can be found under the "Information/ Admissions" tab on the school website [www.queensgate.stockport.sch.uk](http://www.queensgate.stockport.sch.uk)

Queensgate is a mainstream primary school with Resourced provision for up to eight children with an Education Health care Plan (EHCP) for profound/ multiple learning difficulties or moderate learning difficulties. Resourced places are allocated by Stockport's SEND department. They can be contacted via email [specialeducation@stockport.gov.uk](mailto:specialeducation@stockport.gov.uk)

## **Our Goal for all our Children of SEND**

At Queensgate, our school mission is to “**Inspire a Love of Life and Learning.**”

We strive to support our children so that they can develop to their full potential; both academically and socially. We aim that when the time comes for our children to leave us they have made excellent progress towards an independent adult life.

## **Who is there to help my child and I?**

If you have a child already with us at Queensgate, the first person to contact is your child’s classteacher as they are responsible for your child’s progress and development during their time at Queensgate. This can be done via phone (0161 439 3330) or by email [admin@queensgate.stockport.sch.uk](mailto:admin@queensgate.stockport.sch.uk)

If you have general enquires regarding SEND at Queensgate and the Resourced provision, you may wish to contact Mrs Rayner, our Inclusion Manager. She can be contacted via the school office or email [admin@queensgate.stockport.sch.uk](mailto:admin@queensgate.stockport.sch.uk)

Mrs Clough is our Early Help SENCO and will support parents with any initial SEND questions or queries. Please email [admin@queensgate.stockport.sch.uk](mailto:admin@queensgate.stockport.sch.uk)

Parents may wish to contact PACTS which is Stockport’s official parent/carer forum for families of children with SEND. <https://pactstockport.co.uk/contact/> 07786 101 072

## **Identification of children with SEND**

At Queensgate, teachers know all our children very well. Every teacher is a teacher of SEND. This enables us to draw on many different strategies to ensure all needs are being supported. This happens on a day-to-day basis during all lessons by presenting the work to children in different ways.

However, there may be a time when children need some additional or different support to aid further progress in a specific area. We have trained Teaching Assistants who lead a number of interventions, such as phonics, reading, Motor Skills United, as well as giving emotional support to children.

For some children, further support is required. This may be because they are working significantly below their peers and have difficulties in one or more of the following areas:

**Cognition and Learning**  
**Physical and Sensory**

**Communication and Interaction**  
**Social, Emotional or Mental Health**

We have a graduated response to children's needs and this is centred around very effective classroom teaching. Our teachers are skilled at adapting teaching and learning within a lesson to support all their children. If a teacher or parents has a SEND concern then an initial assessment of needs would be led by our Early Help SENCO. We may then refer a child to one of the many outside agencies that we work with for extra advice. If required, we will then produce a Support Plan detailing the targets and support in place for the child.

The SEND support plan is monitored and reviewed together twice a year.

## How will the curriculum be matched to my child's needs?

Our curriculum is designed to enable all our learners to become connected, engaged and challenged.

**CONNECT:** Our curriculum is designed to facilitate long-term learning. We know that we retain knowledge well when there are planned and sequenced links between subject areas, as well as between prior and new knowledge.

**ENGAGE:** Our curriculum provides inspiring, active learning experiences that enable everybody to learn effectively alongside each other.

**CHALLENGE:** Our curriculum challenges all learners to increase and widen their knowledge and vocabulary, so that they can grow into inquisitive, thoughtful young people.

All children benefit from:-

- Quality first teaching
- Learning that is adapted through questioning, modelling and explaining
- Pre teaching of key vocabulary
- Opportunities to practice new skills
- A curriculum that is adapted and matched to the differing needs of our children.
- Working with adults that know when to step in to support and when to step back to ensure increased independence.

Resources and Home Learning are adapted to suit different needs. This is done in various ways e.g. accessing a story in a multi-sensory way; use of sloping board as a writing aid, recording information digitally or using voice recorders.

## **How will the learning environment be adapted to my child's needs?**

For almost all children their needs will be met in the classroom, through adaptations to the curriculum and different or higher level of adult support. Classroom support is used to maximise children's learning and promote independence. As we develop a child's SEND support plan we will discuss any specific needs and how these can be met.

We ensure that staff are trained to deliver these activities with both in-house and external training. Currently we provide:

**Small group teaching (phonics/ reading)**  
**Speech and language development focus groups**

**Small group social skills development**  
**Motor skills United**

We work with a wide range of outside agencies to support us in ensuring that we are meeting the needs of our children.

For children with physical or sensory needs we would work with parents and outside agencies to look at how the learning environment can best be adapted. Additional resources or equipment that a child needs would be obtained by school following advice from outside agencies. For example some of our children use adapted seating at lunchtime, increased access to technology to record ideas, movement breaks are planned in throughout the day and access to our Sensory Room.

## How does the school measure the progress of children with SEND?

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**. We track the progress of all our children carefully and we keep parents updated throughout the year.

The classteacher will work with the SENCO to carry out a clear analysis of the child's needs.

This will draw on:

- The teacher's assessment and knowledge of the child
- Their previous progress and attainment
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## **Resourced provision at Queensgate**

There are currently ten mainstream primary schools in Stockport that have a Resourced provision. Queensgate is one of these schools and the Local Authority place up to a maximum of eight children with us. These children all have Education Health Care Plans (EHCPs) as they have profound/ multiple learning difficulties or moderate learning difficulties. Their EHCP states in Section I (placement) that a Resourced provision is required to meet their needs.

Our Resource children have a personalised curriculum and related targets. Depending on the needs of the children, learning might take place within the mainstream classroom alongside their peers, in our specialist resource classroom alongside other Resource children or a combination of the two. The provision is very much based on the needs of the individual child.

Our Resource classroom is a place of learning. It is a classroom space where children access teaching with higher levels of adult support, greater opportunities for multi-sensory learning opportunities and time to focus on specialised programmes designed in conjunction with outside agencies. Our Sensory Room is within the Resource classroom and children benefit from accessing this space.

We also focus on developing the social skills and independent learning behaviours that will be required throughout their time at Queensgate, in the next stage of their education and in adult life.

## **Inclusion**

At Queensgate, the full curriculum is available for all our children, including trips, physical activities and extra-curricular clubs. If extra planning or adaptation is required, then this would be carried out with parental discussion. There may be occasions when this would include parental support.

We often talk about our Queensgate family as we recognise that we are all special and different. Respect and care is actively promoted and shown for all members of our Queensgate family.

## **Transition**

We have systems in place to support transition in to school, from year group to year group and transition to secondary.

Before children start at Queensgate parents have the opportunity to meet with the class teacher. We recognise that parents know their children best and their feelings about their child are important to us.

As children move through the school teachers ensure that information is passed on to the next teacher and transition meetings are arranged for children with SEND. Where possible, parents are included in these meetings and been part of the handing over of information.

When children transfer to a new school we ensure that all our records are passed on and we meet with new staff to make them aware of any children with SEND. Extra visits can be arranged if it is felt that the child will benefit.

## **Evaluating the effectiveness of provision**

If parents have any concerns or questions we ask that they speak to their child's class teacher or the SENCo. We can usually resolve any issues at this point. Parents can also speak to the Headteacher, Mrs Hitchcock. If there are still concerns then our Complaints Policy is available on the school website.

We have half-termly Parent Partnership Meetings in which we focus on areas of school improvement, including our SEND provision.

Parents are invited to complete an Annual Parental questionnaire and this provides the school leadership team and governors with valuable feedback.

## **How do we work with our parents?**

We know that working with children is a team effort. We have an open door policy and we welcome discussions with our parents.

For our children with SEND, parents are invited in to meet termly with their class teacher at a review meeting and this is a great opportunity to discuss progress and concerns. At these meetings we also gather the children's feelings about their progress and if anything else might help them. We also use this as an opportunity to celebrate their achievements with the child. If any agencies are involved with your child they would also be invited to these meetings. At these meetings we focus on 4 key questions:

**What is working well?**

**What is still tricky?**

**What are the next steps?**

**How will we do it?**

This enables us to co-produce the child's Support Plan/ Support Plan with all key adults involved. The class teacher will then write up the plan and send a copy to parents.

## **Are there other services supporting my child that the school liaises with?**

There are a number of agencies who work regularly with us at Queensgate. We call on these agencies when a need has been identified. These agencies are only contacted with parents' permission.

These include:

Educational Psychologist (E.P.)

Autism Team

Physiotherapy

School Nurse

School Age Plus Worker

Primary Jigsaw

Education Welfare Service

Stockport Inclusion Team

Speech and Language Therapist (SaLT)

Occupational Therapy (O.T.)

Sensory Support Services

Social Services

Healthy Young Minds

These agencies work in different ways, at different times, depending on the needs of the child – this may involve staff training, meeting with parents or working 1-1 with a child. In addition to this, Mrs Hitchcock also meets with agencies who form a Team Around the School. This involves a linked school age plus worker, school nurse, education welfare office and a social worker. Parents have always given permission for issues to be discussed at these meetings, and this then helps school to sign post parents for further support.

For more information, and for contact details, parents may wish to access [Stockport's Local Offer](#) for SEND children.