



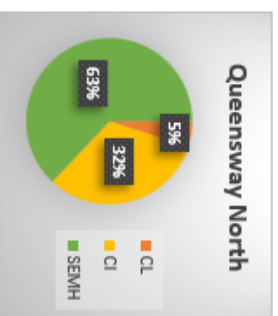
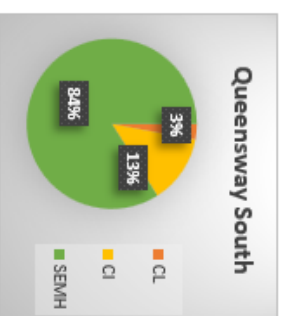
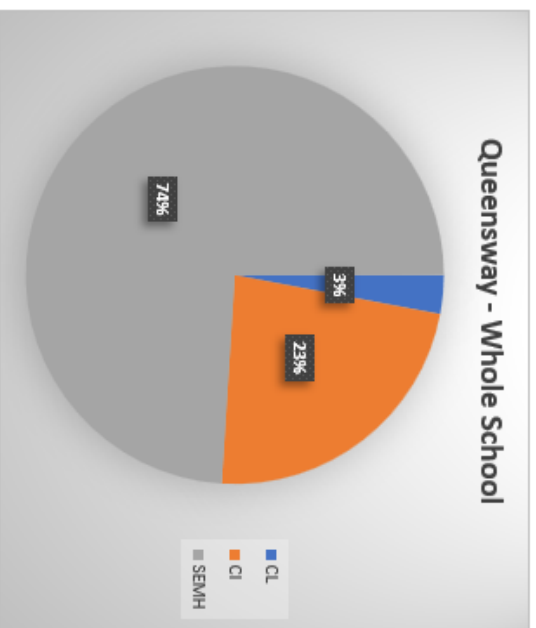
SEND PROVISION REPORT

2020-21

APPROVED BY GOVERNORS: OCTOBER 20
REVIEW DATE: OCTOBER 2021

Queensway School SEND Summary Autumn 2020

EHCP by Need



Summary of Primary Need by Cohort

Year/Gender/ Threshold	South	North	Total Pupils	CL	CI	SEM/H
6	7	2	9	0%	22%	78%
7	11	8	19	11.1%	32%	58%
8	14	10	24	4%	29%	67%
9	10	13	23	4%	22%	74%
10	6	15	21	0%	19%	81%
11	10	14	24	0%	16%	84%
CIC	4	0	4	0%	0%	100%
CP	1	0	1	0%	0%	100%
CIN	5	3	8	0%	13%	87%
EHA	1	0	1	0%	0%	100%
Male	14	55	99	3%	24%	73%
Female	44	7	21	5%	19%	76%

Average Attendance (Sum '20)	CIC	CP	CIN	EHA	FSM	Non-FSM
South	98%	85%	76%	61%	77%	94%
North	n/a	n/a	81%	0%	89%	88%
Whole School	98%	85%	78%	61%	82%	90%

Summary of Primary Need	CL	CI	SEM/H	PS	CIC	CP	CIN	EHA
South	3%	13%	84%	0%	7%	2%	9%	2%
North	5%	32%	63%	0%	0%	0%	5%	0%
Whole school	3%	23%	74%	0%	3%	2%	7%	1%

Supporting Specific Areas of Need

Cognition & Learning	Communication and Interaction	Soc. Emo & Mental Health	Physical & Sensory	Key Areas of development
Small group learning Nurture groups Reading Intervention Baseline assessment Annual review of EHCP outcomes Special Exam Arrangements	Sensory Room Fit-for-purpose environment (North) Future Focus / Next Steps support Social Skills programmes Laptops / IT resources	PSHE / RHSE every day Counsellor (P/T) Educational Mentor EWO Restorative Practice Pastoral Mentoring Key Workers Transition and Induction programme CPD centred around SEM/H needs	Accessibility / Environmental Bespoke programmes of support as appropriate. Transition / Induction programmes Risk Assessments	Behaviour for Learning and Emotion Coaching programmes Lego Therapy Development of Therapy Service - Counsellor-F/T (20-21) Creative/Enrichment curriculum offer SEM/H identification processes Literacy/ Numeracy intervention programme Development of environment (South) Further IT development (1 device per child)

SEN Information Report Queensway School

What types of SEN do we provide for?

Queensway is a day special school for children aged 9-16 years split across two sites North and South. The designation at both sites slightly differs with the South site catering for pupil's year group 5 -11 whilst on the North site it caters for pupil's year group 6 -11. Pupils at both sites are provided with an appropriately paced and differentiated curriculum. Both sites are accessible for wheelchair users and are on one level.

The pupil's needs will determine which site they are placed. The pupil's needs will be significant as described in the SEN CoP. Pupil attending the North site will have a diagnosis autistic spectrum disorder likely to be in the area of cognition and learning, communication and interaction (and/or speech and language difficulties). The pupil may also have associated social, emotional and mental health difficulties. In addition, pupils may have sensory or physical difficulties. At our South site pupils will have Social, emotional and mental health difficulties but may have any of the needs as stated above.

The primary needs of Queensway current cohort is:

5% Cognition and Learning

23% Communication and Interaction

71% Social, emotional and mental health difficulties

61% of the cohort have two significant areas of need.

All pupils that attend the school will have an Education health and care plan.

Admissions to the school are within the admissions policies on the website.

Queensway approach to teaching pupils with SEN?

At Queensway, all our pupils have SEN and therefore we believe in quality first teaching and that effective learning which can only take place as a result of good teaching and that is what we strive for in every lesson. We recognised that learning takes place not only in the classroom, but also outside the classroom. We aim to ensure that the students at our school are provided with high quality learning experiences that lead to independent young people who hold a high level of individual achievement, both academic and socially. It is vital that the learning opportunities meet the need of all pupils. Our curriculum model is current under review to ensure that the school uses every opportunity to get the best out of our learners. More information is available in our learning & teaching policy.

This year we added an additional teaching group in order to best meet the ever-changing needs of the current and future pupils.

How do we adapt the curriculum and learning environment?

Our curriculum is designed to engage and promote enthusiasm for learning. We offer shorter lessons which are chunked allowing pupils who find it difficult with concentration access the curriculum and feel a sense of achievement. Our individualised approach provides increasing

opportunities for developing personalised learning programmes to meet individual strengths and needs. Pupils have access to a broad range of activities including all pupils having taught social education lessons and are given experiences to enable them to become more independent, confident and mature individuals.

It is recognised that learning takes place in an environment which is:

- Welcoming and caring
- Restorative
- Challenging
- Peaceful and calm
- Happy
- organised
- Well resourced
- Makes learning accessible
- Encouraging

How do we involve parents of pupils with SEN and involve them in their child's education?

We believe that working in partnership with parents and carers is key and that pupils are more successful when parents/carers and staff work together in their best interest. We ask parents to attend twice yearly pupil consultation meetings to discuss academic and social progress, to look at any additional support that may be needed. We may ask parents to attend meetings to address behavioural concerns outside of these meeting to ensure that all parties are working in the best interest of the child.

All pupils have an annual review or EHCP review meeting to which parents are invited. During the meeting, parents, the student and a range of appropriate professionals meet to review the EHCP. It is during this meeting that any changes are discussed and targets are set for the next 12 months. At the end of Year 9 the EHCP Transfer Review also includes a transition element which begins to map out post-16 opportunities and options. All pupils from year 9 meet with the Future Focus worker in school to start the journey of post 16. Future Focus is a specialist Careers Service run by Telford and Wrekin which Queensway school buy into, which provides impartial information, advice and guidance for young people in Telford, aged 13 - 19 years old (or up to 25 if they have an Education, Health & Care Plan or had a Statement of Special Educational Needs).

All parents/carers also receive an end of year report and two interim reports each year. The full report is a written report which summarises your child's progress in all the National Curriculum Subjects; it is completed towards the end of the summer term.

Parents are always welcome to request less formal meetings at any point in the year. This is actively encouraged as we feel that sharing information between parents and school best promotes the learning and success of each child.

The school regularly texts, emails or contacts parents by phone to discuss any concerns or progress. Praise, rewards and behavioural concerns are logged using CPOMS and can be viewed by parents on request.

How do we involve pupils with SEN in their education?

Pupils are involved in their annual review/EHCP meetings. Pupils can contribute to their formative assessment through the marking scheme which identifies what went well and next steps.

We have a student council which were elected by their peers. The council meet and contribute towards the decision-making process for the school. The school council and other pupils are regularly involved in staff recruitment.

We will also be introducing key workers from Autumn term 2020 which will allow the pupil voice to be heard.

How do we assess and review pupils' progress towards their outcomes?

At Queensway School we have clear aims for assessment, recording and reporting on student's progress. These aims are:

- Planning and implementing a broad, balanced and differentiated curriculum according to need of our pupils.
- Offering a broad range of academic subjects at examination
- Recognising the difficulties some pupils may encounter and put in place intervention strategies to help them progress further.
- Provide an educational environment where individual needs are met to enable each pupil to achieve their potential both academically and socially.

Procedures include a baseline assessment, monitoring and marking, annual reports and annual/EHCP transfer report.

We followed the LA timetable for transfer review focusing on year 9 and year 11. All reviews were returned in a timely manner.

How do we support pupils preparing for adulthood?

All KS4 have social education lessons to support with their next steps. We work very closely with future Focus and local colleges to give our pupils informed decisions about their next steps offering taster session in their chosen area. Pupils in year 11 can take part in work experience programme. All pupil's complete food technology lessons which including planning and budgeting.

Through the curriculum we support students preparing for adulthood and more details of this can be found within our RSHE & citizenship policy.

How do we support pupils with SEN to improve their emotional and social development?

As a school we aim

- To help each student develop their social and emotional resilience as well as their academic abilities and confidence.

- To help each student through a range of therapeutic means to achieve self-confidence, initiative and independence.
- To create a welcoming and caring school environment where pupils want to be a part of and to develop relationships, trust and respect.

We do this by:

- Social skills programmes
- having taught social education time with form tutors
- behavioural intervention focusing on reflection and restorative work.

We work to support our pupils' understanding of the local and wider communities. We do this in engaging in fundraising activities at a local and national level. This year we have participated in:

- Children in need
- Sports relief
- Macmillan Coffee morning
- Jeans for Genes

What expertise and training do our staff have to support pupils with SEN?

All staff have clear job descriptions that detail the required qualifications for each post in school.

There is an ongoing programme of training and updates that is managed by the SLT.

Staff are encouraged to identify courses that they would like to attend through the Local Authority, Teaching School and other provisions.

We have a range of trainers in school who train staff on MAPA, Restorative practice, behaviour management and ASD awareness.

How will we secure specialist expertise?

A range of professionals support the students at school through the provision in the statement of their SEN or EHC plan. Referrals are also made for students according to their need. This may include:

EP

SPAL

Sensory Inclusion Service

CAMHS-LD

CAMHS

Physiotherapists

Occupational Therapists

Clinical Psychologists

How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?

The SEN information report and the school offer link to Telford & Wrekin's Local Offer.

<http://www.telfordsend.org.uk/>

The Local Offer provides information on what services you can expect from local agencies including education, health, social care and leisure.

We also have students from other authorities, links to their local offers are below:

<https://www.shropshire.gov.uk/local-offer/>

As well as the local offer we directly work with social care services and health. Our Additional needs manager and Pastoral and Welfare manager have excellent links and liaise with agencies and families.

Who can young people and parents contact if they have concerns?

All parents have the opportunity to contact the tutor through the school phone. They also have the opportunity to contact school via phone or email. Visits to school are welcomed and encouraged.

Parents are requested to contact the school office and the appropriate person will get back to them.

What support services are available to parents?

The Pastoral Team are available for support to parents. Telford & Wrekin and our neighbouring authorities have comprehensive local offers detailing support for parents.

The school has information and have links with IASS and PODS.

Where can the LA's local offer be found?

<http://www.telfordsend.org.uk/>

<https://www.shropshire.gov.uk/local-offer/>