



Queen Eleanor's Church of England Junior School

[SEND Information Report 2024-2025](#)

What types of SEND do we provide for?

Queen Eleanor's C of E Junior School is a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). Staff have been trained to teach learners who may have difficulties with:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

We make reasonable adjustments to our practices in order to comply with the Equality Act (2010) and the Children and Families Act 2014 (PART 3 Children and young people in England with Special Educational Needs or Disabilities)

As an Academy in The Good Shepherd Trust, the Trust is the Admission Authority for the school and has agreed a Published Admission Number (PAN) of 90 children at the age of 7+ with the Local Authority (LA). Any child with an Education, Health and Care Plan naming the school will be admitted.

How do we identify and assess pupils with SEND?

Queen Eleanor's C of E Junior School has a SEND policy which can be found on the schools website - [by clicking this link](#)

The school works within the framework of identification (see picture below):

- Assess
- Plan
- Do
- Review

We have high expectations for all our children regardless of ability or need. We look at expected progress from entry points and what good or better progress would look like. We aim for every child to make good or better progress from their starting points. We ensure progress is made, by all children, through continuous assessment and tracking the progress of all our learners. We regularly discuss any concerns as a staff as well as celebrating achievement. Data is collected half termly for each child's achievements in Maths, English and the foundation subjects - this is used to make sure that each child is progressing in line with their individual start of year predictions. Our planning and assessment allows the teaching staff to celebrate children's achievements as they happen, as well as discover gaps in learning or understanding, so that support can be given as soon as possible. Good tracking and data collection helps us to identify at an early stage those children who are not meeting expectations so that support can be given to help.



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Who is the
SENCO?

The Inclusion Lead/SENCO at Queen Eleanor's C of E Junior School is:

Ms Siobhan Patterson

Telephone Number: 01483 561323

Email: inclusion@queen-eleanors.surrey.sch.uk



Ms Siobhan
Patterson



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What is our approach to teaching pupils with SEND and how we provide additional support for children's learning?

The school works within the framework of identification (see image on following page):

- Assess
- Plan
- Do
- Review

We adopt a graduated approach to meeting needs, first through quality class teaching where by our staff make reasonable adjustments to help include all children not just those with SEND. All teachers are trained to teach and support children with SEND.

After identification we carefully match support to the specific needs of each child, be it emotional, physical or learning support. All children's needs are planned for using differentiated activities together with specific interventions, the impact of which is regularly monitored and reviewed. We use tracking and data to monitor the effectiveness of the support given and modify it if necessary and when required, so that the children are always making progress. The Inclusion Lead leads this support, advising teachers in the creation of provision maps and directing the Special Needs Assistant and other Teaching Assistants in carrying out the support. The Senior Leadership team shares this information with the governors.

Parents are invited to discuss their child's individual plans (EHCP plans or SEND learning plans) with their class teacher and the Inclusion Lead if required, and are also invited to review meetings to discuss their child's progress.

Targets for SEND pupils are set half termly or termly dependent on needs and adapted or extended as required. This is done in conjunction with the class teacher, SENCO, Parents and any external agency involved.

Progress is monitored termly for SEND pupils by the SENCO via individual targets, progress against starting points and assessment.



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How do we adapt the curriculum and learning environment?

How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND and the steps we have taken to prevent pupils with SEND from being treated less favorably than other pupils?

We follow personalised curriculums in all subjects, in line with the National Curriculum. This allows for tailored adaptations and effective differentiation to be made for each child at the planning stage of each set of lessons. The School incorporates engaging activities, trips out and visitors in school so that everyone is well catered for and makes good progress.

We make every reasonable effort to adjust the school building for children with disabilities. There are wheel chair ramps, appropriate width entrance doors to facilitate disabled access and a disabled toilet facility. The staff have had training on how to use Hearing Impairment Equipment used by particular children.

In medical cases where the child has been hospitalised and unable to attend school while convalescing the Access to Educational Service (A2E) may be involved to provide home/school teaching.

The Inclusion Lead does regular learning walks of classrooms and school to ensure the environment is meeting all children's needs.

The school has an **Accessibility Plan** which can be accessed via **the school website** – [by clicking this link](#)

School leaders and teaching staff ensure there is a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities or high needs, the knowledge and life skills they need to succeed in life. We ensure children with SEND are included in all activities and learning in school. Please see our '**Queen Eleanor's C of E Junior School - Curriculum Intent for Children with Special Educational Needs**' document on the school website which outlines the intent for the curriculum for children with SEND. – [which can be accessed by clicking this link](#)

All activities and learning will be differentiated by the class teacher to meet all learners needs. We may also provide specialised furniture and equipment for children who may need it. Interventions for children with SEND needs are planned for and delivered by trained staff. These interventions are regularly monitored by the Inclusion Lead to ensure progress and quality. Some children will access a highly differentiated curriculum to meet high levels needs. This will be planned in conjunction with the class teacher and Inclusion Lead. If specialist expertise is required to differentiate learning or any activity for a child this is sought promptly by the Inclusion Lead.

In the case of needing to adapt an activity out of school such as a school trip, sporting event or residential trip the following measures are undertaken:

- Pre-teaching/preparation for the trip/visit to ensure the children are comfortable with what will happen
- Differentiation of activities on trip if needed
- Pre-visit by staff to ensure needs can be met on trips or any additional planning needs to be made
- Risk assessment for whole class trips or individual risk assessments if needed
- Needs identified on the after school club Registers or any out of hours activities led on school grounds
- Class teacher and club/activity leader to collaborate if SEND pupils need adaptations to activities

Where there are concerns of safety and access, further consideration ensures all needs are met; where applicable parents/carers are consulted and involved in planning. They may be invited to participate in the activity.



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

We consult parents and families of SEND pupils in the following ways:

- Parent Consultation evenings
- 'Book Look' evenings
- Home-school communication books
- Informal and formal discussions with Class Teacher and other staff
- Person Centred Review meetings where targets are set and reviewed
- Annual Review meetings
- External agency meetings (follow up discussion after assessment/target reviews)
- Supporting/attending class/school performances, assemblies
- Volunteer to support in class, including our 'Reading Champions' Scheme

We operate an 'open door' policy and welcome discussions with parents who are encouraged to visit their child's class teacher as soon as they have any concerns. Parents are invited to contribute in the Person Centred Reviews. When we have external agency visits, parents are invited to feedback discussions with experts/specialists. Our Local Committee includes Parent members. The school has a Home School Link Worker (HSLW) who can support parents and make recommendations on how they can positively engage with their child's learning and all round development. Parents/Carers are invited to all Annual Reviews, they are invited to write a report for the meeting if they wish, commenting on their child's progress, attainment and support received.

How do we consult pupils with SEND and involve them in their education?

The SENCO liaises with key staff in the school where there are concerns about progress or engagement. Following the sharing of information decisions are made as to the most appropriate type of support to put in place for the learner. Learners are then spoken to regarding progress/concerns with a one-page profile being completed; parents are also consulted when the profile is put together.

One page profiles are completed by the learners so that teaching staff have a clear overview of the whole child – these are reviewed in order to ensure we have the most up to date information. We feel that it is important to have the views of the learner so that they feel involved in their own learning and how they can succeed.

SEND child voice questionnaires are completed each year to capture how well children feel they are being supported in school and any actions from these are followed up by the SENCO.



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

The school works within the framework of identification:

- Assess
- Plan
- Do
- Review

We regularly share progress feedback with all our learners and their families. We also have a number of opportunities where parents/carers can meet with staff to discuss learner progress such as, parents evenings, individual appointments, after school catch ups, telephone conversations, e-mail etc.

As a part of the SEND Support process we meet with parents to discuss the children's targets and how these will be achieved. Review meetings are held to assess targets with class teachers, the Inclusion Lead and parents.

We also have a Home School Link Worker who can support parents and make recommendations on how they can positively engage with their child's learning and all round development.

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

The SENCO attends termly network meeting to stay abreast of developments in SEND. She also attends regular training based on the children needs with the school.

Our staff receive training (at least once a term) on providing quality support for children with SEND.

All staff including teaching assistants receive training from the SENCO to ensure they are well equipped to meet children's needs.

External Agencies are contacted by the Inclusion Lead when there is a concern that staff need further training or support to meet a child's needs (discussed with parents and teachers).

The SENCO Lead keeps a record of training by staff each academic year and the impact this has on the pupil's progress across the school.



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How do we support pupils moving between different phases of education?

Queen Eleanor's C of E Junior School understand the challenges that transition can present for children with SEND needs. We help to support children and families in the following ways:

- Children coming to Queen Eleanor's in Year 3 are invited to transition days so they can spend time with their new teacher and familiarise themselves with the school.
- The SENCO visits the feeder infant schools in order to liaise with their SENCOs and to observe the children and get to know them before they join our school.
- Joint meetings with parents, carers and SENCOs can be arranged to ensure smooth transition.
- Parents/carers are invited to transition meetings at Queen Eleanor's where the Inclusion Lead is available to answer any questions.
- Some children with SEND or children who may need more reassurance have the opportunity for extra visits either in a small group or one to one with a TA or HSLW from their infant school in order to ease transition.
- Parents are advised to visit secondary schools in Year 5 and to ask to speak to the Inclusion Lead about their child's needs so they can get an idea of what support is on offer. Parents are advised to visit several schools to get an idea of which is best for their child.
- We run a Year 6 Transition Programme for all children, with extra sessions for those who need more support. This includes extra visits to the secondary schools in a small group or one to one to familiarise themselves with the new setting and routines.
- The SENCO meets with the SENCO at the secondary schools and provides relevant information about the children with SEN so that their support can continue into the next phase of their education. All SEN files and information are sent to the secondary schools.
- We are eager to make all learners and their families feel welcome. We work collaboratively with partner schools to share information enabling transitions to be as smooth as possible. The Inclusion Lead and HSLW meets with the feeder school staff to hand over relevant information in regards to SEND. Extra days/specific programmes are provided for pupils with disabilities when moving to a new setting/school.

How do we support pupils preparing for adulthood?

Preparing Children for adulthood is an important value at Queen Eleanor's C of E Junior School. We support children in the following ways:

- Swimming, Cooking, Sewing and other life skills taught across the school
- Effective transition to Secondary School or new Schools/settings
- Computing skills taught to all pupils including typing skills
- PHSE scheme (Puberty) and healthy relationships
- Regular e-safety lesson and assemblies
- Social skills
- ELSA (Emotional Literacy Support Assistant) trained member of staff to support children with emotional difficulties or needs
- School trips to give children life experiences
- Residential trip to give children life experiences
- British Values - used through curriculum and whole school life (including regular collective worships)
- Values school - used through curriculum and whole school life (including regular collective worships)



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

As a School we take the emotional and social development of children seriously and support our pupils in the following ways:

- Home School Link Worker
- PSHE – collective worship and lessons
- Wellbeing Wednesday's with a specific theme each week
- 2 well being ambassadors in each class
- Worry box in each class which is shared with wellbeing ambassadors and HSLW each week
- Values based Schools
- Inclusive environment
- House Captains and Sports Captains
- *Pets as Therapy – Read 2 Dog* scheme led weekly in school
- Parent/family Consultation evenings
- TA support for children who require it
- Extra-curricular activities
- Before and after school club
- Policies in place to ensure the well-being of every child
- Use of 'Positive Touch methods' if required. Staff are trained in Team Teach methods if this is required
- Children are allocated Houses which means they work in teams across the school to achieve points
- Class tokens can be earned to work towards a class reward
- Support from CAMHS outreach workers to support any children who are having social, emotional or mental health difficulties
- TAMHS mental health Link Nurse
- Inclusion Lead has undertaken training in Trauma and Attachment in Primary Children – which was decimated to all teaching staff and teaching assistants

All pupils are supported with their social and emotional development through the curriculum and at playtimes.

Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is regularly reviewed by staff in order to ensure consistent approaches to behaviour. The Behaviour Policy is accessible via our website:

www.queen-eleanors.surrey.sch.uk

Any child requiring medication or had a medical condition will have an Individual Health Care Plan. Trained staff work with children with specific needs.



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**How do we support
SEND children with
Medical needs?**

Queen Eleanor's C of E Junior School have a 'Supporting Pupils with Special Medical Needs' which can be accessed via the schools websites: www.queen-eleanors.surrey.sch.uk

We also support pupils by:

- Creating Individual Health Plans
- Manual handling training if required
- First Aid Training – completed by all staff in February 2019
- Epi-pen Training

The SENCO coordinates any additional requirements or needs for children with ongoing medical conditions. In medical cases where the child has been hospitalised and unable to attend school while convalescing the Access to Educational Service (A2E) may be involved to provide home/school teaching.



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How will we secure specialist expertise?

Specialist advice is sought by the Inclusion Lead when it is felt this is appropriate for the child. This will be done in conjunction with the class teacher and parent/carers opinion and advice.

External agencies involved in both schools:

- SALT (Speech and Language)
- Surrey Specialist Teaching Team (STIPs)
- Educational Psychologist (EP)
- CAMHS (Child and Adolescent Mental health Service)
- Occupational Therapy (OT)
- Physiotherapy
- School Nurse and Local Medical Practitioners (GP, Hospital etc.)
- Visual Impairment Specialist teacher
- Hearing Impairment Specialist Teacher
- Multi-Sensory Impairment Specialist Teacher
- Dysphasia Service
- Surrey Communication and Assistive Technology
- Moving and Handling Service
- PSSS (Physical and Sensory Support)
- REMA (Race Equality and Minority Achievement)

The SENCO work closely with these agencies to ensure that specialist expertise is utilised and implemented effectively.

The agencies will also attend Annual Reviews when required, to monitor progress and meet with parents and the Inclusion Lead when they visit individual children.

How will we secure equipment and facilities to support pupils with SEND?

The SENCO has a SEND budget each year which are used to purchased specialised equipment and resources to meet the children's needs. The Inclusion Lead keep a record of all purchases made and judge their effectiveness based on pupils' progress. The School Business Manager monitors all budgets and expenditure for the school.

The following access arrangements/resources have been made:

- Handrails on stairs
- Disabled toilet facilities
- One level building
- Disabled ramps to allow access to into all buildings in the school.

Any additional equipment or facilities would be acquired dependent on a child's needs.



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What support services are available to parents?

The school has a Home School Link Worker (HSLW) and SENCO that can act as a liaison between agencies and families if required.

The following agencies can support families in the local area:

- Social Services and Social Workers - Based at Quadrant Court -0345 600 9009
- Surrey SEND – Based at Quadrant Court -0345 600 9009
- Surrey County Council - Based at Quadrant Court -0345 600 9009
- Surrey Young Careers - 01483 568269
- MASH (Multi-Agency Safeguarding Hub) - During office hours 8.30am to 5pm, phone 0300 555 1384. At all other times you should contact the Out of Hours service. Phone: 0300 555 1373.
- Early Help - 0345 600 9009
- CAMHS (Child and Adolescent Mental Health Support) – 01483 443777
- Mental Health Trust Crisis Line -: 0300 456 83 42
- School Nurse
- Local GPs
- Family Support Programme (Email: guildfordFSP@guildford.gov.uk. **Tel:** 01483 444089)



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

The school holds meetings where professionals from outside the school are invited to attend.

During these meetings we may discuss individual cases where it is felt support above and beyond what the school is able to offer is necessary. In these cases parents/carers and the learner will be consulted and consent sought so that agencies are able to work in supporting the overall development of the learner.

Outside Agencies regular visit children in school to provide advice, support and resources for SEND pupils. They will also meet parents when they visit school to share progress and future work.

We have a particular duty in ensuring that Looked After Children are given the appropriate support and care to help support their progress and engagement within the learning environment. Our designated teacher meets with social services and the virtual school to ensure the child's wider needs are being met. A personal education plan (PEP) is produced termly to help support the child develop holistically. Mrs. Rocio Barnes (HSLW) is the Designated Teacher for looked after and post looked after children.

The school has a Home School Link Worker who can act as a liaison between agencies and families if needed. Outside Agency translators are used for parents who speak other languages that cannot be catered for by the school staff.

The school receives and seeks support from:

- Surrey Young Carers
- Social Services and social workers
- Early Help
- CAMHS (Child and Adolescent Mental Health Support)
- School Nurse
- Health Visitors
- Family Support Programme
- Early help Team
- Surrey Virtual School
- SALT (Speech and Language)
- Educational Psychologist (EP)
- Surrey Specialist Teaching Team (STIPs)
- CAMHS (Child and Adolescent Mental health Service)
- Occupational Therapy (OT)
- Physiotherapy
- School Nurse
- Local Medical Practitioners (GP, Hospital etc.)
- Visual Impairment Specialist teacher
- Hearing Impairment Specialist Teacher
- Multi-Sensory Impairment Specialist Teacher
- Dysphasia Service
- Surrey Communication and Assistive Technology
- Moving and Handling Service
- PSSS (Physical and Sensory Support)
- REMA (Race Equality and Minority Achievement)



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How do we evaluate the effectiveness of our SEND provision?

We regularly share progress feedback with all our learners and their families. We also have a number of opportunities where parents/carers can meet with staff to discuss learner progress such as, parents evenings, individual appointments, early morning catch ups, telephone conversations or email.

As a part of the SEND Support process we meet with parents to discuss the children targets and how these will be achieved. Review meetings are held to assess targets with class teachers, the Inclusion Lead and parents.

We also have a Home School Link Worker who can support parents and make recommendations on how they can positively engage with their child's learning and all round development.

The SENCO monitors progress for all SEND pupils. Interventions are observed and progress is analysed termly. Attendance is also monitored to ensure all SEND pupils have full access to education.

How do we handle complaints from parents of children with SEND about provision made at the school?

In the first instance if a parent has a concern they are encouraged to speak to the class teacher. If the matter cannot be resolved at this stage then the SENCO may become involved and a meeting convened so as to discuss the nature of the complaint and look for a resolution to the issue.

A copy of the school's complaints procedure can be found on the school website:
www.queen-eleanors.surrey.sch.uk

The complaints procedure will outline the formal steps the school will take in handling each complaint. Where a resolution between the parent and school cannot be reached then parents will be advised to seek or if any parent is still not content that the complaint has been dealt with properly, then they are entitled to appeal to the Secretary of State for Education.



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

In the first instance if a parent has a concern they are encouraged to speak to the class teacher. If the matter cannot be discussed with the class teacher then arrangements will be made to see the SENCO /Deputy Head Teacher or Head Teacher.

Any parent or child with a Safeguarding concern are to report this to a member of the safe guarding team (Jo Davies – Head Teacher, Rocio Barnes – HSLW, Gary Papworth – Deputy Head, Lauren Walton – Assistant Head). These concerns will be dealt with in line with our Safeguarding policy which can be found on our website: www.queen-eleanors.surrey.sch.uk

- Children's Single Point of Access (C-SPA) can also be contacted in regards to safe guarding concerns. During office hours 9.00am to 5pm, **Phone:** 0300 470 9100.
Email: cspa@surreycc.gov.uk. At all other times you should contact the Out of Hours service. Phone 01483 517898.

Any child or parent can contact the NSPCC if they need someone to talk to on 0808 800 5000.
If any child requires confidential advice and support whatever their worry they can call the ChildLine helpline on: **0800 1111**. ChildLine posters are displayed in all areas around the school

Surrey Local Offer

The Surrey Local Offer can be found via their website on - www.surreysendlo.co.uk

Or via a link on the schools websites on: www.queen-eleanors.surrey.sch.uk