





Queen's Park Infant Academy
SEN Information Report 2025-26



 <p>Our school</p>	<p>Queens Park Infant Academy is a 'A happy school; learning, caring, succeeding together' and the school's values are 'Be safe' 'Be respectful' 'Be kind' and 'Be successful'</p> <p>We want all children to be successful and aspire to fulfil their dreams. To ensure success it is vital to recognise our children's talents, supporting, working alongside and encouraging them to recognise their own strengths.</p> <p>We serve a large diverse catchment area in Bournemouth. The school is a mainstream school that provides education for pupils aged four to seven years old.</p> <p>There are 330 children on roll in mainstream, 3 classes in Reception, and 4 classes each in Y1 and Y2. The average class size is 30.</p> <p>We also have two bespoke provision bases with up to 15 children in the rooms.</p>
<p>Admissions to QPIA</p>	<p>At Queen's Park Infant Academy, we welcome and support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos, which encourages and celebrates diversity and difference.</p> <p>Please see the Coastal Learning Partnership website for the school Admissions Policy.</p> <p><i>If you are thinking of applying to join QPIA in Reception or mid-year into Y1 or Y2 please call the office to make an appointment with Miss Donald initially.</i></p>
 <p>The Special Educational</p>	<p>Miss Aysha Donald is the named SENDCo and as such has responsibility for coordinating the support and provision for children identified as having special educational needs. She has the National Award for SENDCo accreditation. Miss Donald is also the schools Inclusion lead with a wider remit including Pupil premium, Children in Care (CiC), EAL and medical needs. She is also the school's Deputy Head teacher. She can be contacted by arranging a face-to-face meeting via the office, by email or by telephoning the school.</p> <p>Email: qpia.senco@coastalpartnership.co.uk</p> <p>Telephone: 01202 258805</p>



Needs Co-ordinator



The Local Offer





Every local authority must have a Local Offer that is available on the internet and must make sure that people without access to the internet can also see it. Local Authorities are required to publish information on services and provision across education, health and social care for children and young people aged 0-25 with Special Educational Needs and Disabilities (SEND). The Local Authority must tell children, young people and their families how they can find out more about the Local Offer.


BCP's Local Offer can be found via this link:
<http://www.poolefamilyinformationdirectory.com/kb5/poole/fis/localoffer.page?localofferchannel=0>

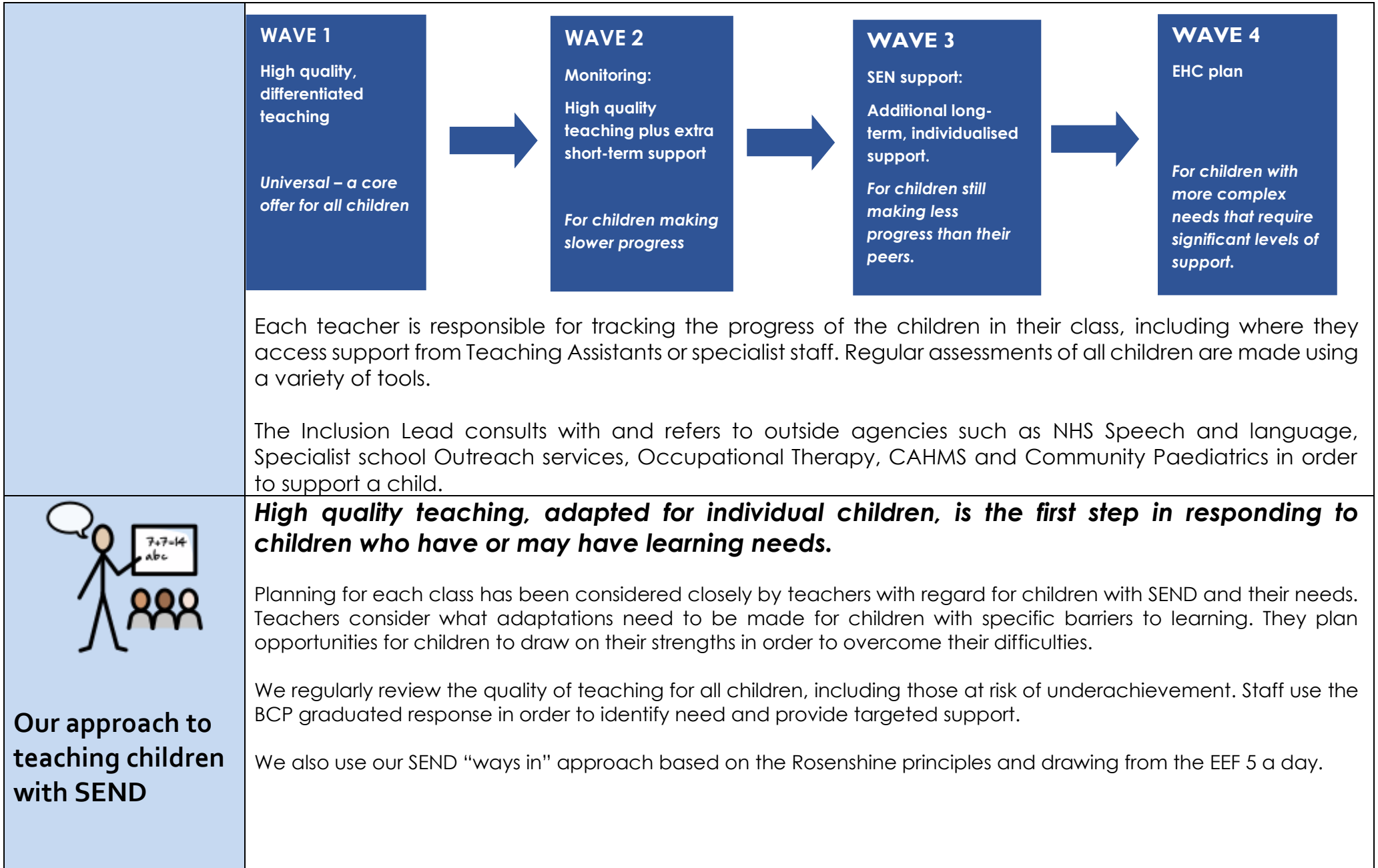




Special Educational Needs and Disabilities

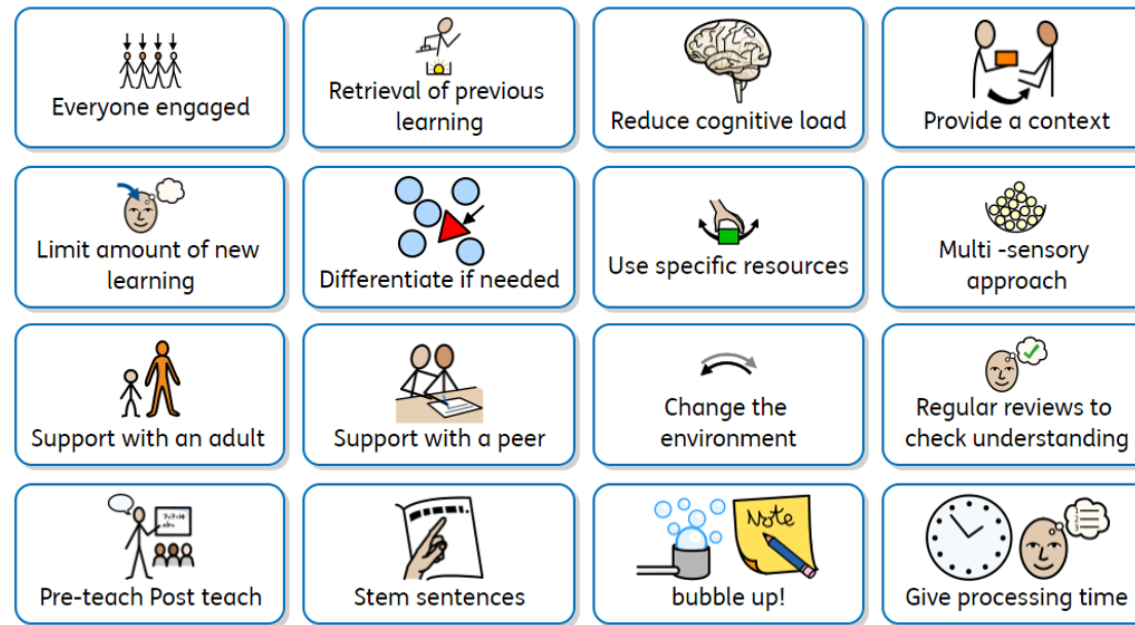
SEND is categorised into the following areas in the SEN code of practice 2014:

	<p>Cognition and Learning Moderate learning difficulties. Specific learning difficulties such as dyspraxia, dyslexia, dyscalculia</p>
	<p>Communication and Interaction Autistic spectrum condition, selective mutism, speech and language difficulties</p>
	<p>Social, Emotional and Mental Health ADHD, emotional needs, social interaction difficulties, anxiety issues, attachment difficulties</p>
	<p>Sensory and Physical Hearing impairment, sensory processing difficulties epilepsy, physical impairment.</p>

	<p>The school's policy for SEND is available on the school website. Link to the SEN Code of Practice: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25</p>
 <p>Identifying and Assessing Need</p>	<p>At QPIA we work closely as a team and if staff have a concern about a child, they fill in an “expression of concern” form and discuss the concerns with parents.</p> <p>A child will then be placed on the monitoring register, and we begin to follow the Graduated Response approach of ‘Assess, Plan, Do and Review’. After a period of 6 – 8 weeks, we will decide if a child needs to be placed on the SEND register and invite you in for a meeting, where we will share the targets your child is working on and the support they are receiving. This is logged on an Individual Education Plan (IEP) and known as SEN support (wave 3).</p> <p><u>What is SEND support?</u></p> <p>SEN support describes the additional help that assists children to access the curriculum. This might include:</p> <ul style="list-style-type: none"> • Some extra help in the classroom for certain lessons • Small group or one-to-one learning • Individual targets that are reviewed 3x a year written on an Individual Education plan (IEP) • Support for emotional regulation and behaviours. We write Individual Relational plans to support this. • It may involve support from specialists such as speech and language therapists, Occupational therapy, hearing support, CAMHS. <p>We will work alongside parents and carers when agreeing what support to provide and what it will achieve.</p> <p><u>What are EHCP's?</u></p> <p>If your child has complex needs, he or she might already have an EHC plan written before they start school. An EHCP is a legally binding plan setting out a child's difficulties as per the Code of practice. The Local Authority are legally responsible for ensuring the plan is carried out effectively. EHCP's are reviewed yearly and can last until age 25.</p> <p><i>We use the ‘wave’ system to determine the type of support best suited to each child:</i></p>



SEND ways in - general principles



Teachers are responsible for:

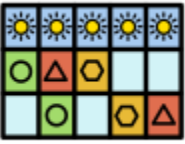
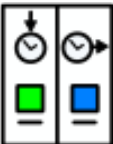


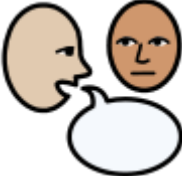




- Ensuring all children have access to high quality teaching and that the curriculum is adapted to meet your child's individual needs.
- Checking the progress your child is making and identifying, planning and managing the delivery of any additional help your child may need (this may take the form of targeted work, additional support, adapting resources etc.) and sharing this with the Inclusion Lead, as necessary.
- Liaising with the Inclusion Lead, when specialist support from outside agencies is required and working with them to plan and manage the delivery of suggested strategies.
- Planning, sharing and reviewing Individual Education Plans (IEPs), with parents at least once every term.
- Ensuring all staff working with your child in school are aware of your child's individual needs and / or conditions and what specific adjustments need to be made to enable them to be included and to make progress.

- Ensuring the school's SEN policy is followed in their classroom and for all the pupils they teach with any SEND.

At times additional adults and outside agencies may be involved setting up specially planned work and resources.

Miss Donald is responsible for co-ordinating different agencies working with your child and ensuring the class teachers are fully aware of advice and strategies to use in class.

Resources we use:

		
Visual timetables	Now and Next boards	Peer support and group work
		
Assistive technology	Talk partners	Peer marking
		
Self-assessment	Word banks	Positive affirmations and our Relational approaches



Curriculum adaptations



Ear defenders



Timers



Explicit instruction (this could be 1:1)

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment. We also seek advice and equipment from outside agencies as and when the need arises.

Dyslexia

To support the phonological difficulties associated with dyslexia, we use a very structured reading and phonics scheme- **Supersonic phonic friends**, which supports children with dyslexic traits through a 100% success model of reading, ensuring they experience being a successful reader. We use visual support structures in all classes such as colour coded instructions, dates on the board and colour coded mathematical symbols to help children keep their place when copying and looking at information. If you are concerned that your child may be dyslexic please come and discuss this with Miss Donald.

Puffins and Penguins bespoke provision

We are hugely proud of our Puffins and Penguins provision for children with EHCP's and complex Speech and Language and communication needs. The bases can support children who need a specialist approach to their curriculum, but with the benefit of still being very much part of our mainstream school. Both bases are led by a qualified teacher, a higher-level teaching assistant (HLTA) and a team of TA's.



Penguins



Puffins

Puffins base can cater for up to 7 EYFS and Year 1 children
Penguins Base caters for 8 children in Year 1 and 2.

Please contact school for more information as these bases have a different admissions process.



Involving and including Parents and carers.

Queen's Park Infant Academy aims to work in close partnership with parents and any agencies that may be working with or supporting your child.

The class teacher will always contact you if there are any concerns regarding your child, whether they are academic, social or emotional. Sometimes, the Inclusion Lead in conjunction with the class teacher will meet with you to discuss any issues.

If you have a concern about your child's development or learning needs, please discuss this initially with the class teacher as they have direct responsibility for your child's learning. The best time of day to speak to a class teacher is at the end of the day on a Tuesday, or you can arrange an appointment if more than a couple of minutes are required. You can also contact the school office directly or use the class e-mail and leave a message for the class teacher to contact you.

The Inclusion Lead will be made aware of your concerns.

There is always a chance to discuss any issues during parent consultation evenings, where additional help or support for your child can be discussed and the chance to celebrate the successes!

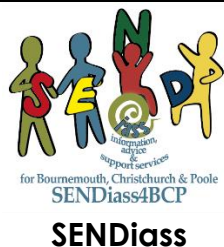
For children who have an Education, Health and Care Plan, an IEP or require specialist support (over and above what is ordinarily available) we will invite you in for 3 further meetings a year in the Autumn, Spring and Summer term. These meetings are used to celebrate your child's learning, looking at the progress they have made against the targets set, create new targets and discuss next steps. A copy of this will always be sent home after the meetings.



Support services for parents and carers.

At Queen’s Park Infant Academy, the class teacher, Head Teacher, Inclusion Leader are happy to discuss any queries you may have and offer what support they can.

- We also have a **Family Support Worker**, Mrs Tracey Parker, who is able to listen and support you in finding information.



If your child is being assessed for an EHC plan, **SENDIASS** are there to support you. They will be able to explain the process and help you write the information you wish to get across to the SEN department in relation to your child's needs. A free, confidential and impartial service for children and young people with SEND who live across Bournemouth, Christchurch and Poole and their parents or carers.

<https://www.sendiass4bcp.org/Home.aspx>

**Children’s Services
SEN Team**

They should also support you and ensure that you fully understand the process.

School Nurse

support and give advice on diet, sleep, bed-wetting etc.

**Early Help Team at
BCP.**

BCP Council Early Help teams aim to support children and young people in their learning and development at all stages of their lives through a locality-based approach that includes assessment and family support, early years services, school inclusion services, information advice and guidance to families and a broad range of learning, development and parenting programmes.





Children in Care

The schools’ designated teacher responsible for Children who are “CiC” is Miss Donald

Children who are CiC, IC or Previously Looked After (PLAC) are supported in the same way as any other child. Should a child who is CiC also have SEND needs, they will have their needs met in accordance with the school SEND policy.

- A child is deemed to be a “child in care” by the Local Authority if the child’s parents or the people who have parental responsibilities and rights to look after the child are unable to care for him/her.
- Children who are in Care have a detailed Personal Education Plan (PEP) which includes all aspects of their care and education. PEP meetings run termly with representation from the Virtual School.
- Funding is supplied to school to help implement the necessary support package and alongside funding from the school budget, each child will have their needs addressed. This funding is called ‘Pupil Premium

 <p>Physical adaptations and accessibility</p>	<p>Plus' funding</p> <p>The school has an Accessibility Plan that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and schools – (May 2014)'. We complied with the requirement to support children with Disability as defined by the Act.</p> <p>The school is committed to making any reasonable adjustment necessary within the physical and funding resources it has available to ensure full access to all learning and social opportunities.</p> <p>Specialist SEND facilities in place:</p> <ul style="list-style-type: none"> • A small amount of acoustic tiling • Sensory equipment – gym balls, bosu balls, peanut balls, sacks, toys and switches. • Wheelchair access • Hand rails • Accessible toilets and adaptations such as steps and rails that can be moved to different toilet areas as needed. • Teaching Assistants available when necessary to assist with physio and occupational therapy • Wide corridors • Physical classroom consideration given to allow best accessibility for a child with disabilities • Adapted writing / recording resources (pens, computers, pencil, font size etc) used where appropriate • Enhance visual discrimination where refurbishment has occurred
 <p>Involving Children with</p>	<p>At QPIA we value children's views and ideas. They have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school. Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.</p> <p>Children with SEN have an IEP which is written by the teacher in consultation with the child and parents. The IEP begins by giving a profile of the child, their interests and what they find challenging. This is written alongside the child, depending on their age and stage of development this will look different for each child. The IEP outlines strategies that we know they engage with in order to ensure that they are taught in a way that they learn best.</p>

SEND in their education

Children are given opportunities to:

		
<p>Self-assess how they are doing</p>	<p>Attend meetings and help decide the support needed.</p>	<p>Feedback and Review progress/interventions.</p>



Supporting SEND children with emotional and social development.

At Queen's Park Infants Academy, we are committed to creating a consistent safe and secure environment that fosters connection, inclusion and respect. Where children feel secure and happy and "to be the best they can be", through establishing a whole school approach to relationship building; encouraging positive attitudes to achievement, increasing self-esteem, self-discipline and a sense of responsibility for themselves and others.

A 'relational approach' is a way of interacting and communicating with others that embodies values such as respect, inclusiveness, honesty, compassion, and cooperation. It is much more than an approach to behaviour management. Having an understanding of our relationships with each other, as a community, as a school, and as individuals, can enhance both academic and social learning.

We recognise the importance of working with ALL of our children in a positive relational manner. (See our Relationships policy)

For children with Social, Emotional, and Mental Health Difficulties, we follow our own "Graduated response" which details the levels of support offered to our children.

This could include:

- ELSA (Emotional Literacy Support Assistant). We have 2 trained ELSAs in school who are responsible for the planning and delivery of ELSA programs called "bubble time". These are delivered in small groups or 1:1. These ELSAs attend ELSA supervision with Educational Psychologists. ELSA supports pupils with low self-esteem and confidence and provides emotional and mental health support.
- Ru the therapy dog visits once a week and loves to have a cuddle and read stories with the children!
- Mental Health in schools Teams. (MHST) They come into school once a week to work with families.

- Some children may need an “Individual relational plan” to support their SEMH development. These plans are developed to help the children holistically, noting their interests and talents as well as things they find difficult. IRP’s are reviewed at least half termly.
- We have an “enabling ethos” in our school and all children are encouraged to accept challenges at their own level and to embrace mistakes as part of the learning process. We believe that this approach enables all of our children to reach their full potential.
- We **celebrate healthy relationships through our curriculum**. Our curriculum is planned and carefully sequenced learning for children to understand feelings and relationships, problem solving and reasoning together through:
 - Jigsaw PSHE programme.
 - SCARF resources
 - Life bus education centre
 - As well as regular circle times to address any incidents arising in class.

The school operates a zero tolerance to bullying policy. Anti-bullying teaching and learning has a high priority in our PSHE curriculum. For more information see our anti-bullying policy.




Staff expertise and training



At Queen's Park Infant Academy, we believe in professional development and aim to ensure all our staff have the understanding they need in order to support your child. When a new member of staff joins the school we ensure they understand the systems within school and they are given information about the children they are working with. Advice and support comes from within year teams, other staff and the Inclusion Lead within school and specialist advice is sought from the specialist services available to the school. Should further training be necessary this will be organised as soon as is possible to ensure they have the skills necessary.


The senior leadership team within school are constantly moderating needs within the school and where an area of concern is highlighted whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that would be needed. Parents are asked for advice, when appropriate, as you are the experts on your child and can offer personal understanding of how they react in different situations and strategies that will work best to support them.

The Inclusion leader attends networks and conferences led by both BCP and Coastal Partnership. Key messages are disseminated to senior leaders and staff. The Inclusion leader also provides annual training for staff in relation to actions identified in the SEND action plan and School Development Plan.

	<p>Whole staff training in 2024: Attachment and trauma informed practice PACE Emotional coaching Zones of regulation AET level 1 (Autism training)</p> <p>Specific staff training in 2024: Attention Autism Curiosity approach PIEC-D TEAACH Colourful semantics Fun with food Intimate care</p> <p>Specific staff training in 2025: EAL training from the Bell Foundation</p>							
 <p>Outside Agencies we work with</p>	<p>Provision for a child with SEND could include referral to outside agencies for their assessment and advice and could include:</p> <table border="1" data-bbox="472 951 2130 1385"> <tr> <td data-bbox="472 951 1081 1098"> <p>NHS Dorset Speech and Language Therapy</p> </td> <td data-bbox="1081 951 2130 1098"> <p>This service assesses your child's speech, their pronunciation of words, their understanding of language, how well they understand the information being given them in the classroom/home and their ability to use vocabulary to express themselves.</p> </td> </tr> <tr> <td data-bbox="472 1098 1081 1241"> <p>Hearing and vision Support Services</p> </td> <td data-bbox="1081 1098 2130 1241"> <p>This service supports children with specific hearing or visual difficulties within school and will come into school to assess their classroom and resources available to them. They will suggest ways the school can improve the offer to the child in order for your child to be able to learn.</p> </td> </tr> <tr> <td data-bbox="472 1241 1081 1385"> <p>Physiotherapy and Occupational Therapy (Children's Therapy Team at NHS Poole Hospital)</p> </td> <td data-bbox="1081 1241 2130 1385"> <p>This service can be referred to by school but is also done through paediatrics.</p> </td> </tr> </table>		<p>NHS Dorset Speech and Language Therapy</p>	<p>This service assesses your child's speech, their pronunciation of words, their understanding of language, how well they understand the information being given them in the classroom/home and their ability to use vocabulary to express themselves.</p>	<p>Hearing and vision Support Services</p>	<p>This service supports children with specific hearing or visual difficulties within school and will come into school to assess their classroom and resources available to them. They will suggest ways the school can improve the offer to the child in order for your child to be able to learn.</p>	<p>Physiotherapy and Occupational Therapy (Children's Therapy Team at NHS Poole Hospital)</p>	<p>This service can be referred to by school but is also done through paediatrics.</p>
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	Children and Young People's Social Care	Some of our families have social care involvement because their child has a severe or complex disability. This enables families to access services such as home adaptations.
	School Nurse	The school nurse will provide hearing tests for your child. They can also work with parents in relation to sleeping patterns, toilet training and diet. The school nurse provide support to schools when creating 'Health care plans' for your child and providing necessary training in how to manage particular medical diagnoses e.g. diabetes.
	GPs and Health Visitors	Children between the ages of 4-5 are still under the care of a health visitor. GP's can consult with school if needed.
	Paediatricians (community and hospital based)	The community paediatrician provides access to a variety of services within the medical profession. They will assess a child's needs and could make a referral for a diagnosis of a specific disorder from a consultant, such as – <ul style="list-style-type: none"> • Autistic spectrum disorder (ASD) • Developmental co-ordination disorder (DCD) • Attention Deficit Hyperactivity Disorder (ADHD) They can also provide access to Occupational therapy and physiotherapy, who in turn will provide advice to schools of how best to support your child's needs.
	Child and Adolescent Mental Health Service (CAMHS)	This service provides support for children who have mental health difficulties. This can include specific mental health illnesses and also support during life changing situations that have a mental health impact on a child.
	Mental health in schools team	This service is school based and they work with families who are not at CAMHS thresholds but are able to offer advice and support for anxiety and other emotional difficulties.
	Early Help	BCP Council Early Help teams aim to support children and young people in their learning and development at all stages of their lives through a locality-based approach that includes assessment and family support, early years services, school inclusion services, information advice and guidance to families and a broad range of learning, development and parenting programmes.
	Specialist school outreach Support Services	The SEN specialist schools in the area – Linwood and Longspee – provide outreach support to schools within their specific areas of expertise. This

		can be in relation to specific strategies schools might be able to implement for specific needs.
	Educational Psychology	This service will assess your child's cognitive ability – their ability to learn. They will look at their overall skills and the way they are likely to learn best e.g. through listening, verbalising or doing.
 <p>Evaluating our SEND Provision</p>	<p>The Inclusion lead is responsible for coordinating these referrals and ensuring that any subsequent advice is implemented within the classroom. The school works closely all the above services with the aim of early identification and support to families experiencing difficulties. This includes families of children with SEND. We value a multi-agency approach to supporting children with SEND as we believe that this promotes the best outcomes for these children.</p> <p>The Inclusion lead ensures that SEND has a high profile in the School improvement plan and in all practice. SEND practice is monitored by the head teacher and governing body.</p> <p>The governor responsible for SEND in the school is Mrs Susannah O'Brien and she is responsible for:</p> <ul style="list-style-type: none"> • Making sure that the school has an up to date SEND policy, which is being followed. • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in school. • Making sure that the necessary support is made for any child who attends the school who has a SEN and / or a disability. • Mrs O'Brien meets with the Inclusion lead termly to monitor the provision and progress of SEND children in school. She reports her findings to the Governing body following her visits. <p>Mrs Tracey Edwards is the school Head Teacher and she is responsible for:</p> <ul style="list-style-type: none"> • Overseeing the work of the Inclusion leader • Monitoring provision for SEND alongside the Inclusion leader <p>Other monitoring includes learning walks and book scrutinies. Regular formative assessments are made of children with SEND to track their progress.</p>	
	<p>It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feels that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the Inclusion leader in the first instance or head teacher.</p> <p>The Coastal Learning Partnership Complaints Policy can be accessed via the CLP website.</p>	

<p>Complaint Procedure</p>	
<p></p> <p>Transition Support</p>	<p>At Queen's Park Infant Academy, we understand the importance of preparing children for all types of transition including from school year to school year and especially when changing school.</p> <p>Nursery/pre-school to Reception We hold a parent and carer session in the summer term for our new reception starters, providing parents with the opportunity to meet with the class teacher and SENCO.</p> <p>We hold a "teddy bears picnic" session in the second half of the summer term in preparation for their September start.</p> <p>September – we have a home visit where parents can share any concerns</p> <p>Transition to Reception, and then into each successive year-group, is supported by meetings, information leaflets and taster sessions in each new class.</p> <p>End of Year transition When children move up a year, we provide a social story which include photos of the teacher, TA and classroom environment.</p> <p>We hold transition sessions during the summer term allowing the children to go up to their new classroom and meet their teacher.</p> <p>Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive.</p> <p>Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share Individual Education Plans.</p> <p>Junior school Transition</p>

	<p>We liaise very closely with our partner school QPA to ensure that the transition from infant school to the junior school is as smooth as possible. The Inclusion lead and Year 2 teachers meet with the head of year and Inclusion team of the receiving school to discuss children with SEND in the Summer term before children transfer to junior school. The Inclusion lead ensures that all relevant paperwork and records are transferred to the child's next school.</p> <p>For children with an EHC Plan, the Inclusion lead of the receiving school are invited to attend the Annual Person Centred Review, which are arranged to take place in the Autumn Term prior to transfer. This ensures that provision for these children is planned in good time for the transition to be as successful as possible.</p> <p>Mid-Year new starters</p> <p>When we are aware that children joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place.</p>
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Glossary of terms

CAMHS	Child and Adolescent Mental Health Services
EHA	Early Help Assessment
EHCP	Education, health and care plan
ELSA	Emotional Literacy Support Staff
EP	Educational psychologist
HI	Hearing impairment
IEP	Individual Education plan
MLD	Moderate learning difficulties
MSI	Multi-sensory impairment
OT	Occupational Therapist
SALT	Speech and language therapist
SEN	Special Educational Needs
SEN code of practice	The legal document that sets out the requirements of SEN
SENCo	Special Educational Needs Coordinator
SEND	Special Educational needs and/or disabilities
SpLD	Specific learning difficulties
SLD	Severe learning difficulties
Sunflower Room	This is a nurture room within school
PMLD	Profound and multiple learning difficulties

TA	Teaching Assistant
VI	Visual impairment
PD	Physical disability