

Queen Mary Avenue Infant and Nursery School



SEND Information Report

Autumn 2025

ABOUT THIS REPORT

This report is designed to answer some of the most frequently asked questions about our school's policies and provision for children with Special Educational Needs and Disabilities.

We will review and update this information regularly to reflect changes and feedback. The date for the next annual review of this report is Autumn 2026.

If you need any more information, please see our SEND Policy or contact our SENDCo on 01472 230230.

1. What kinds of Special Educational Needs and/or Disabilities does the school cater for?

Queen Mary Avenue Infant and Nursery School is a mainstream infant school with a nursery. The school is larger than average size with a highly effective inclusion team dedicated to providing outstanding provision for all pupils with a SEND.

Our SEND Profile

For the academic year 25/26 our profile shows that 25% of pupils were identified as having SEND in the Autumn term, 33% of these had an Education and Health Care Plan (EHCP) which equates to 8.5% of the school population. 66% of pupils on the SEND register were boys, 34% were girls, and of 67 pupils on the school SEND register 43 were also in receipt of pupil premium funding or early years pupil premium.

Areas of needs of children on the SEND register.

2.7% of pupils on the SEND register had needs associated with physical disabilities and sensory needs

10.8% had needs associated with Social, Emotional and Mental Health (SEMH)

24.3% had needs associated with Cognition and Learning

71.6% had needs associated with Communication and Interaction.

25.7% had needs associated with Autistic Spectrum Disorder

Under the 2015 Code of Practice SEND are categorised under the following four headings:

- Communication and Interaction e.g. Speech, Language and Communication needs (SLCN) Autism Spectrum Disorder (ASD), Asperger's Syndrome
- Cognition and Learning e.g. Specific learning difficulties (SpLD), moderate learning difficulties (MLD), severe learning difficulties (SLD) global developmental delay, dyslexia, dyscalculia and dyspraxia, profound and multiple learning difficulties (PMLD)
- Social, Emotional and Mental Health difficulties (SEMH) e.g. attention deficit hyperactive disorder (ADHD), depression, eating disorders, attachment disorders.

- Sensory and/or Physical needs e.g. visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) or Cerebral Palsy (CP), epilepsy.

Where pupils have medical needs and special educational needs, we will plan and deliver education provision in a co-ordinated way with their healthcare plan if they have one. We will also follow the statutory guidance on supporting pupils at school with medical conditions, see key documents section below.

2. What are the school's policies for the identification and assessment of pupils with a SEND?

We aim to identify any special educational needs and disability as early as possible. The decision to place a child on the SEND register is always made in discussion with the class teacher, teaching assistants and SENDCo together with parents/carers and/or professionals. The best interests and wellbeing of the child are paramount. When considering if a child needs SEND support the school takes into account:

- The pupil's previous progress and attainment
- The teacher's assessment and experience of the pupil
- The pupil's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Specialist assessment and advice from external support services, where appropriate
- The pupil's attendance rates at school over time
- Information from a pupil's previous school if appropriate

Early identification of a pupil is a priority. Our SEND Policy will give you information you need about how we make provision for all pupils with SEND. It is available to view on the school website under the Special Educational Needs Information heading. If you would like to discuss our SEND provision or find out more, please contact our SENDCo who will be happy to discuss it further. The SEND Coordinator is Miss Snell. Contact number – 01472 230230. Contact email – snelle@qma.nelcmail.co.uk Address – Queen Mary Avenue Cleethorpes North East Lincolnshire DN35 7SY.

3. What are the school's policies for making provision for pupils with SEND?

Most of our pupils with SEND have their needs met as part of high quality teaching. This may include teachers adjusting and/or adapting learning to enable all children to have access to the curriculum. In some cases, personalised learning plans (PLPs) and/or interventions will be provided by the school. If a pupil is identified (through the assessment process) as having special educational needs their teacher and SENDCo will consider everything we know about the pupil to determine the support that they need and remove their barriers to learning. Where additional provision for SEND is needed, we work with pupils and their families to plan what to do. Below is the graduated response protocol (Assess, Plan, Do, Review) that staff at Queen Mary Avenue Infant & Nursery School follow:

Cycle 1 – Classroom based
Child first discussed with SENDCo Class teacher to speak to parents Cause for concern form completed Review date set Assessments carried out – Visual stress, ASQ (Early Years), Wellcomm (C&L), observation Place on monitoring register Review progress/carry out assessments again Remove from monitoring/remain for one more term/move to Cycle 2
Cycle 2 – SENDCo involved – placed on SEND register
Ask parents to get hearing and vision checked Carry out next round of assessments more specific to area of need. Class teacher meet with parents to gather their views and concerns. Write PLP and Pupil Passport on Edukey Pupil placed on SEND register Review date set Review of PLP - re-do assessments carried out at start of cycle 2. Take off register/keep on at cycle 2/move to cycle 3 and refer to external agency
Cycle 3 – involvement of External Agencies
Class teacher to meet with SENDCo to discuss which external agency to refer to. Teacher to meet with parents to complete the necessary paperwork Referral sent Date set for observations etc. Report and advice received New PLP written to reflect targets in report. Review date set for PLP and review with external agency. Move to Cycle 2/Keep at Cycle 3/Move to Cycle 4
Cycle 4 – involvement of Educational Psychologist/application for EHCP
SENDCo to complete consultation request and consent form with parents Referral sent Date set for observations etc. Meeting with SENCo and parents, observation carried out. Report and advice received New PLP written to reflect targets in report. Review date set for PLP and review with EP. Move to Cycle 3/Keep at Cycle 4/Apply for EHCAR Submit EHCAR (Education Health Care Assessment Request)

*For pupils in Nursery, additional support could be provided through the Early Years Inclusion Fund Pathway.

Referral for an Education, Health and Care Plan (EHCP)

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process (Education Health Care Assessment Request - EHCAR) which is usually requested by the school but can be requested by a parent. This will occur when the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an EHCP will be taken at a progress review. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Educational Psychologist
- Specialist Advisory Teacher
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of professionals from education, health and social care about whether or not the child is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP. Further information about EHCPs can found via the SEND Local Offer using the following link <https://sendlocaloffer.nelincs.gov.uk/>

3a. How does the school evaluate the effectiveness of its provision for SEND?

The quality of teaching is the most important factor in ensuring all pupils make progress. We regularly review the quality of teaching in the school and ensure that teachers are able to identify how individual children learn best and what support they need.

We test the effectiveness of our SEND provision by checking pupil progress against their own targets, to see if the agreed goals and outcomes for a pupils are being met. The teachers work with the SENDCo, the parents and the child to make sure any SEND support is adapted or replaced by another approach if it is not being effective.

The SENDCo and the Head teacher report regularly to Governors on the quality of SEND provision and the progress towards outcomes being made by pupils with SEND. Governors also consider the attainment data for pupils with SEND and compare it with the progress of other pupils and the progress of pupils with SEND nationally. This helps to ensure that the approaches used are based on the best possible evidence and are having the required impact on the progress and life chances for our pupils.

3b: What are the school's arrangements for assessing and reviewing the progress of pupils with SEND?

Every pupil in the school has their progress reviewed regularly and this information will be shared with both parents and pupils. We provide an annual report to parents on their child's progress, normally halfway through the academic year. Where a pupil is receiving SEND support, we provide review meetings/discussions when requested and the SENDCo is available termly at the whole school parent meeting afternoon. Some pupils with SEND may have more frequent reviews if they are required. Reviews involve the pupil, the family and other professionals where this is appropriate.

They are used to:

- Discuss what is working well and not working well
- Find out if the provision has been delivered as planned
- Review the pupil's progress towards meeting their goals and longer term outcomes
- Discuss and agree clear outcomes for the future and update the personalised learning plan (PLP) as necessary
- Discuss and agree the support needed
- Share advice and information on the things that parents can do at home to reinforce or contribute to their child's progress
- Identify the actions needed to meet the agreed outcomes, the responsibilities of the parent, the pupil, the school, the local authority and other partners.

3c. What is the school's approach to teaching pupils with SEND?

Queen Mary Avenue Infant & Nursery School is committed to inclusion. We aim to maintain and extend the school's ethos, policies and practices of inclusion for all learners. We aim to foster a sense of community and belonging, and to offer new opportunities to learners, taking into account their needs and experiences.

For all children, quality first teaching including pre and post teaching is the initial and most powerful provision. When necessary (see graduated response) specialist SEND provision and personalised learning plans will be used to provide additional and different support. School staff such as Teaching Assistants and other more specialist staff, may be directed to work with pupils, in pairs or small groups and sometimes individually. When planning, we take into account pupils' wishes, the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. We believe technology is an effective tool that we can use to remove barriers to learning and it is utilised in a variety of ways for our SEND provision.

The SENDCo ensures that staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND. Regular training is provided to school staff on the subject of SEND. In class, provision and support staff are deployed effectively to ensure the curriculum is adapted appropriately. When necessary, training is provided for staff to ensure they have sufficient skills and knowledge to deliver specific interventions that pupils need.

3d. How does the school adapt the curriculum and learning environment for pupils with SEND?

We are committed to meeting the needs of all pupils including those with a SEND. We have a duty not to directly or indirectly discriminate against, harass or victimise pupils with SEND. We make all reasonable adaptations to the curriculum and the learning environment to make sure that pupils with SEND are not at a substantial disadvantage compared with their peers. We work closely with families and partners to determine what pupils with SEND might need before they start with us and what adjustments we might need to make. We discuss with families what we can do to adapt the curriculum and/or the school environment and to obtain additional resources and support.

A requirement of our specific duty under the Equality Act 2010 is to publish a Disability Equality Scheme. We have therefore created an Equality Scheme and extended this action plan to address how the school will:

- eliminate harassment related to a disability
- eliminate discrimination
- promote equality of opportunity between disabled people and other people
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than other people

We intend to implement the general duty by actively reviewing all our policies, procedures and planned access improvements to remove barriers. In doing so, we aim to achieve greater recruitment and retention of disabled staff and greater participation of disabled pupils, disabled parents and community members.

3e. What additional learning support is available to pupils with SEND?

Additional support is organised into three categories:

Wave 1 (Universal): describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing adapted work and creating an inclusive learning environment.

Wave 2 (Targeted): describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs.

Wave 3 (Specialist): describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include specialist interventions.

The wide range of interventions and resources that Queen Mary Avenue currently use can be seen in the table below:

General
Resource Overlays – Visual stress Coloured rulers – Visual stress Coloured paper – Visual stress
Cognition & Learning (C&L) – Dyslexia
Intervention RELEASS – Visual Perception

Cognition & Learning (C&L) - Reading
Intervention All by Myself – Sight reading RWI 1:1 Intervention Phonics games with visual and Kinaesthetic dimensions from Letters and Sounds.
Cognition & Learning (C&L) – Writing
Intervention Pindora's Box – Handwriting Busy Fingers – Handwriting Pre-Writing Matters – Handwriting/Fine motor skills A Letter a Day – Letter formation Teodorescu – Handwriting/Fine motor skills Precision Teaching – Spelling RELEASES - Handwriting Resource Widgit Online Pencil grips – handwriting Writing Slope Triangular Pencils for right and left handed pupils. Strengthening activities – paper punches, peg games, puzzles with handles, threading. Twist n Write Pencil
Cognition & Learning (C&L) – Maths
Intervention Writing numbers – number formation Resource Numicon
Cognition & Learning (C&L) – Working Memory
Intervention Working Memory Support Programme Attention Autism Curiosity Programme
Communication & Interaction (C&I) – Speech & Language
Intervention Sentence Builder – Understanding & Expressive language External SALT therapist appointments - TA Follow up work/RESOURCES from SALT Communication games (C. Gordon) – Selective Mutism Selective mutism strategies (C. Gordon) Anxious children booklet (C. Gordon) PECS Intensive Interaction Resource Makaton Visual cues/timetables
Communication & Interaction (C&I) – ASD
Intervention Language through Listening Intensive interactions Resources Now & Next Visual Timetable

Timer

Fiddle toy

Visual prompts for behaviour

Wobble cushion

Chew toys

FoxDenton Chair

Sensory & Physical (S&P) – Motor Skills

Intervention

Developing scissor skills
Write Dance
Dough Disco
RELEASS – Early Gross Motor Skills
RELEASS – Hand Skills Fine Motor Development

Sensory & Physical (S&P) – Other

Resources

Toileting visuals
Magnifying ruler
Radio mic/Assistive technology

Social Emotional & Mental Health (SEMH)

Intervention

Social Stories
Heavy work activities (C. Gordon)
Mindful Meditation
Collage/design board of all the things they like.
Lego Therapy
Colour Away your Worries
Forest School
Board Games/Social Skills
1:1 Time to talk
Blobs Tree
Impulse control building activities (C. Gordon)
Sensory Circuits
Emotional Skills Programme (C. Gordon)
Anxious children booklet (C. Gordon)
Friendship and Social Skills Programme (C. Gordon)
Fortis Play Therapy

Resources

Incredible 5-point Scale
Now and Next
Busy Box
Visual Timetable
Timer
Fiddle toy
Visual prompts for behaviour
Memory & Listening games
4:1 Rule
Emotions Scrapbook
Promoting Resilience resources (C. Gordon)
Social Stories
Carpet square
Anger busting board game
Mindfulness & Relaxation Activities
Sensory activity list

3f. What support is available for improving the emotional and social development of pupils with SEND?

At Queen Mary Avenue Infant & Nursery School, we recognise that pupils learn at different rates and that there are many factors affecting achievement, including a pupil's emotional, social and/or mental health. The ethos within the school aims to encourage the emotional and social development for all pupils, including those with SEND. We work hard to create a culture within the school that values all pupils, allows them to feel a sense of community, self-belief and makes it possible to talk about problems in a non-stigmatising way. We are a 'Trauma-Informed' school and our staff are highly trained in delivering nurture interventions to children that have or may have Adverse Childhood Experiences (ACE).

We have policies on behaviour and bullying that set out the responsibilities of everyone in the school. We have clear systems and processes so that staff can identify and respond to mental health difficulties.

For children with more complex problems, additional in-school interventions may include:

- Advice and support to the pupil's teacher – to help them manage the pupil's behaviour within the classroom, taking into account the needs of the whole class.
- Personalised behaviour plans – to support pupils during lessons, transition times and break times.
- Targeted support from our Pastoral Team within the classroom, groups and 1:1 sessions to focus on a key area for development.
- More of a nurture based timetable delivered in the Nurture room or smaller intervention rooms around the school with a high level of staff to pupil ratio.
- Support for the parents and family from the Safeguarding Officer, this may include a referral to the Family Hub
- Therapeutic work with the pupil, delivered by Fortis Play Therapists. A referral to CAMHs may be required.

For further information please see our behaviour management policy.

5. What expertise and training do the school staff have in relation to SEND?

Mrs Keys is our school 'SENDCo' (Special Educational Needs and Disabilities Co-ordinator). The role of the SENDCo includes;

- Developing and reviewing the school's special educational needs policy
- Coordinating the support for children with special educational needs
- Liaising with parents of children with special educational needs.
- Advising on the graduated approach to providing SEND support.
- Liaising with all the other agencies who may be coming into school to support your child's learning
- Updating the school's SEND register and making sure that records of children's progress and needs are maintained
- Advising on the deployment of the school's delegated budget and other resources to meet pupil's needs effectively.
- The SENDCo attends regular training and networking.

- Teaching staff and teaching assistants are experienced in supporting children with a variety of special educational needs.
- The specialisms of staff are used to support others.
- Training for staff by the SENDCo or external sources eg specialist teachers, healthcare professionals, social care as necessary.
- Ensuring regular first aid training and updates take place.
- Medical training in the use of epipens, diabetes equipment/understanding, Epilepsy training and hearing aids is offered as required.
- Training for specific learning difficulties is offered as required e.g. autism, dyspraxia etc.

6. What are the arrangements for consulting and involving parents of pupils with SEND in their child's education?

Queen Mary Avenue Infant & Nursery school believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- Continuing social and academic progress of children with SEND
- Personal and academic targets are set and met effectively.

In cases where more frequent contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCo may also signpost parents of pupils with SEND to the local authority Parent Partnership service (SENDIASS – Tel: on 01472 326363) when impartial advice, guidance and support may be required. <http://www.nelsendiass.org.uk/>

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

7. What are the arrangements for consulting and involving pupils with SEND in their education?

Pupils are consulted and their views are sought whilst at Queen Mary Avenue Infant and Nursery School by:

- Involvement of some children with SEND on the school council.
- Children are asked about their own strengths and areas for development.
- Discussion and feedback of progress as a regular component of the children's 'daily diet.'
- Participation of children in discussions with regard to strategies to meet their needs e.g. the composition of reward systems.

8. What are the arrangements for making a complaint about the SEND provision at the school?

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENDCo, who will be able to advise on formal procedures for complaint. A copy of the school complaints procedure can be found on the school's website.

9. How are pupils with SEN enabled to engage in activities available with those in the school who do not have SEN?

Queen Mary Avenue Infant and Nursery School is a fully inclusive school and all activities are available to those children with and without SEND.

- Risk assessments are carried out prior to all educational visits and procedures put in place to enable all children to participate.
- Where necessary parents/carers are consulted over prospective trips.
- A range of extra – curricular activities are available for all children.
- Any staff member working with a child with SEND is informed about the needs of the child and will have access to their Personalised Learning Plan and any other relevant information.

10. What are the school's arrangements for supporting pupils with a SEND when they join or leave the school?

Every transition at the school is planned carefully. Nursery and Foundation staff undertake home visits before a child begins at the school. The parents of new Nursery children are offered the opportunity to attend a parent meeting the term before the children start. On their first day at school they attend a stay and play session with a parent or known adult. Following the stay and play they attend morning sessions for that week and then commence their chosen hours the following week. The EYFS Leader organises and plans for the transition between each phase of the EYFS to ensure the child makes a smooth transition. The EYFS Lead also plans the transition of Reception pupils to Year 1 in order to ensure every child is prepared to access the National Curriculum. Across the school transition meetings take place to share information for every child each year.

The transition from Year two to Junior School is carefully planned and meetings are held between Queen Mary Avenue and William Barcroft Junior School and the children's chosen Junior School to ensure information is shared so that children get the very best start to the next stage of their education. For children who need additional support during transition, additional visits, meetings with parents and observations in the child's current setting are organised.

Mid-year admissions from Nursery to Year 2 begin with parents and children being invited into school to meet staff and familiarise themselves with the setting, at this point a welcome pack is given. School staff will then contact the previous setting to obtain all pupil records. For children with SEND, the SENDCo will contact previous setting by telephone and may visit to receive additional information about how best to meet the needs of the child. On the child's first day they are given a buddy from within the class.

10. How does the governing body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils?

School has access to a range of services which it calls upon as required. The SENDCo will call upon the services depending on individual needs:

- Specialist Advisory Service including Specialist Teachers and Educational Psychologists for assistance when a child has learning difficulties and difficulties with communication and interaction.

- Educational Team for Hearing and Vision (ETHV).
- Child Development Centre.
- Young Minds Matter (YMM).
- Speech and Language therapy service involvement.
- School Nurse.
- Epilepsy Nurse / Continence Nurse and any other professionals as necessary.
- Occupational therapy.
- Children's Psychologists.
- Physiotherapy.
- Liaison with paediatricians eg writing reports to give information regarding particular children's difficulties.
- Referrals to social care and the multi-agency safeguarding hub as required.
- Involvement in Early Help process.
- Referrals to the Access Pathway.
- Referrals to the Behaviour and Attendance Collaborative (BAC).
- Sure Start Children's Centres.
- Attendance at Personal Education Plan (PEP) meetings and discussions with Children and Young People in Care (CYPIC) professionals
- Access to Parent Partnership, Barnardo's services.
- Invitations to all the above to attend annual reviews as required.

11. Where can I find more information about SEND services in North East Lincolnshire?

Further information about North East Lincolnshire's Local Offer can be found using the link below:

<https://sendlocaloffer.nelincs.gov.uk/>

There are also links to other SEN websites below:

www.barnardos.org.uk – information for parents around Special Educational Needs advice.

www.ipsea.org.uk – information for parents around Special Educational Needs advice.

www.specialneedsjungle.com – general resources for parents around Special Educational Needs advice.

www.talkingpoint.org.uk – site to support parents and children with speech and language difficulties.

www.cerebralpalsy.org.uk – site to support parents and children with cerebral palsy.

www.ehlers-danlos.org – site to support parents and children with Ehlers Danlos.

www.autism.org.uk – site to support parents and children with autism.

www.ADHDfoundation.org.uk – site to support parents and children with ADHD.

www.dyspraxiafoundation.org.uk – site to support parents and children with dyspraxia.

www.bdadyslexia.org.uk – site to support parents and children with dyslexia.

www.downs-syndrome.org.uk – site to support parents and children with downs syndrome.

www.rnib.org.uk – site to support parents and children with sight difficulties.

www.ndcs.org.uk – site to support parents and children with hearing difficulties.

www.youngminds.org.uk – site to support children with social, emotional and mental health difficulties.

If you would like any independent support or advice as a parent of a children with a SEND please contact SENDIASS on 01472 326363.

Date written: September 2023

Review date: September 2024

Signed by Chair of Governors: _____ **Date:** _____

This document will be kept up to date and altered when changes occur.