Special Educational Needs (SEND) Information Report 2026-2027

Key Information

Principal: Sarah Simmons
SENDCo: Sally Maund
SEND Administrator: Angie Tagg
SEND Governor: Adele Williams
Link to Local Offer: https://www.fid.bcpcouncil.gov.uk/send-local-offer

Inclusion at United Learning

At United Learning, we are ambitious for all students. To achieve this ambition, we are committed to developing inclusive practices that ensure every child receives the support they need. It is driven by three trust-wide frameworks: high quality inclusive teaching; inclusion-led leadership at all levels; inclusive community approaches. By embedding inclusive practice across every layer of school life, we ensure that all children regardless of need are supported to succeed, feel a sense of belonging, and thrive in every aspect of their education.

Working with Families

We understand what a huge decision it is to choose a school which will enable your child to thrive. We strive to make sure that our families feel included and supported in all decisions made about their child. We hold regular drop in sessions with the SENDCo and use the parent survey, which is completed twice a year, to elicit views of parents. We also complete a pupil survey twice a year and each SEND pupil completes an all about me page, which is updated termly, which helps share their views.

Context

What is the range of SEND supported within the school based on the current population of students with SEND?

As of September 2026, Queen's Park Academy has 480 students on roll, of which 14 have an Education, Health and Care Plan (EHCP) and 68 access SEND Support (K). The most common type of need is Social, Emotional and Mental Health.

Admissions Arrangements

How do students with SEND get a place at Queen's Park Academy.

- Place at QPA are allocated according to the Admissions Policy, which is on the website. Pupils with SEND support are allocated the same way as all pupils.
- Students with an EHCP must be allocated a place via BCP SEND Team.
- Students with special educational needs **without an EHCP** will apply via BCP admissions.
- Students with an EHCP will apply during their Annual Review process and transfer phase during year 6, with guidance from the BCP Local Authority SEND team.

No student will be refused admission to QPA based on his or her special educational needs. In line with the Equality Act 2010, we will not discriminate against disabled children in respect of admissions for a reason related to their disability.

Where BCP Local Authority proposes to name QPA in an EHCP, made in accordance with section 324 of the Education Act 1996, the school will be sent a consultation and will outline whether the student's needs can be met and whether a place will be offered or not. If it is deemed that it would be incompatible with the provision of efficient education for other children, this will be outlined in the consultation response to the Local Authority.

QPA welcomes any requests to visit our site to ensure we can meet individuals' needs (with advice as necessary from health professionals on suitability).

Identification and Assessment

How are additional needs identified at QPA?

Following completion of baseline assessments on entry to the academy, the results will be analysed by the SENDCo as the 'Assess' element of the graduated approach. From these assessments, it will be identified if they require specific support or provision. Each year group completes teacher assessment throughout the year and summative assessments termly. Teachers are able to raise a concern about a child with the SENDCo at any point and the SENDCo will then take appropriate action which could be: review all information about the child, observe, refer to outside agencies and discuss with parents. If appropriate, the child will be place on the Code of Practice and a Pupil Passport completed to show how the child will be supported.

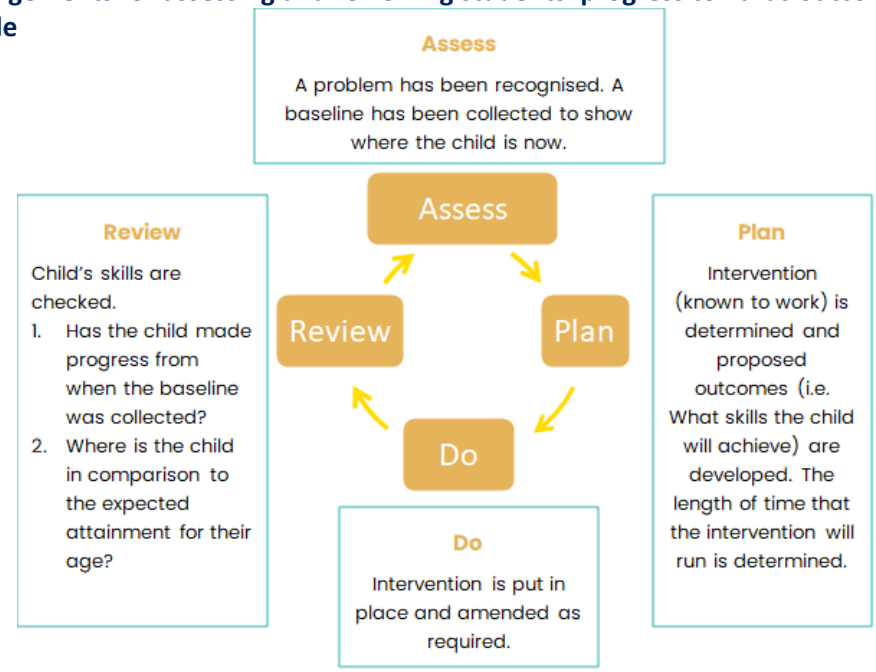
In our end of key stage 2 statutory assessments (SATs), we will evaluate if a child may need exam access arrangements such as extra time, a reader or prompter. These applications will be made following assessments in school or advice from external professionals or reports.

We have links with a wide range of professionals in the local area that can support families with further assessments or referrals.

Reviewing Progress

What are the school's arrangements for assessing and reviewing students' progress towards outcomes?

Assess Plan Do Review Cycle



United Learning
The best in everyone™
Ambition ■ Confidence ■ Creativity ■ Respect ■ Enthusiasm ■ Determination

Whole School Evaluation

The Director of School Improvement (SEND) and Head of SEND & AP lead will complete termly assurance with every academy, which is reported on in the Local Governing Board meeting on a termly basis. The Director of School Improvement (SEND) will meet regularly with the SEND trustee to report on statutory duties.

The SENDCo completes an audit using Whole Education on an Annual basis and creates an action plan. This is reviewed termly.

The SENDCo provides assurance reports to the Director of School Improvement (SEND) and Head of SEND & AP. They are kept informed about SEND developments and take an active interest in the work of the SEND departments across the Trust. The SEND trustee does not have access to information about individual learners or become involved in individual cases.

In the unlikely event that a concern cannot be resolved by the SENDCo and/or the Principal then the Authentic Education SEND team can be contacted at the request of parents.

High Quality Inclusive Teaching

Ambition for All: We are ambitious for students from all starting points, ensuring they are well-prepared for further education, employment, or higher-level apprenticeships.

Accessible Curriculum: We ensure all learners access a well-sequenced curriculum that builds knowledge and skills effectively.

Equity in Assessment: All students are given the exam access arrangements they need to access assessments and demonstrate their abilities fairly.

Evidence-Based Interventions

There are a range of interventions and additional subject support which are ordinarily available and should your child need this, it would be discussed with you directly. This will form part of the Assess-Plan-Do-Review process (diagram included at the end of this report).

Wave 1 interventions:
Adaptive teaching (within the classroom)
Scaffolded tasks
Guidance to staff on how best to support within the classroom.
Staff detail additional resources or strategies on a child's learning plan.

Wave 2 interventions:
Sensory circuits
Social skills
In school speech and language groups (vocabulary, word learning, storytelling groups)
Lego therapy
Group interventions for maths.
EAL group

Wave 3 interventions:

1:1 reading
Phonics intervention
1:1 speech and language sessions with school speech and language TA or NHS speech and language therapist (external)
ELSA

Mentally Healthy School

QPA's Senior Mental Health Lead is Adele Williams

All staff receive training to deliver high quality pastoral care. The academy adopts a whole school approach to ensuring that all learners make excellent academic progress and their individual needs are catered for.

The Academies Pastoral Support Team specialises in the area of child welfare and is the first port of call for staff, learners and their parents who require advice, support and guidance regarding wellbeing.

Attendance is rigorously monitored, and support put in place where needed. If attendance falls, you will be contacted by the academies' attendance officer and, where necessary, additional support will be implemented to boost attendance.

We also offer the following Wellbeing Interventions:

- Pastoral support
- Zones of regulation
- Social skills groups
- Lego therapy
- MHST (external)

The academy is mindful of the need to safeguard the wellbeing of all learners and management of first aid arrangements will be undertaken in such a way as to ensure there is adequate training of staff, provision of first aid equipment and recording of first aid treatment.

The academy also writes individual health care plans (IHCPs) with parents/carers and shares all relevant information with staff. These are completed by Mrs Williams.

If your child finds lunch or break times tricky, they may be given access to a quiet space to support this. If you or your child feel this support is required, please contact the class teacher in the first instance.

As a school we have a designated Mental Health Lead who supports the school, to keep looking after our mental health and wellbeing a priority.
We have access to the following specialist services and expertise:

- Speech and language therapists
- School nurse
- ELSA
- Young Carers - accessed externally
- Medical – GP, Hospital
- Outreach
- Occupational therapists
- Bereavement Counselling
- Educational Psychologist
- Mental Health – MHST / CAMHS etc
- Social Services

Where a learner has an EHCP, the academy maintains close liaison with professionals that are involved from the local authority such as specialist teachers, speech and language therapists and occupational therapists.

Behaviour Support

The SEND Code of Practice (2014) states that, *'Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to*

determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.'

Reasonable Adjustments

At Queen's Park Academy we make reasonable adjustments for managing behaviour which is related to a students' Special Educational Need (SEN) or disability, in accordance with the Equality Act 2010. These reasonable adjustments are tailored to the individual student and consider the advice of professionals as required. These adjustments may relate to the way that instructions are given, the way that behaviour is managed or the consequences and rewards that are used. Queen's Park Academy is committed to providing early intervention to support student behaviour and to ensure that students are supported in improving their behaviour *(for more information please see our Behaviour Policy on our website).*

Inclusive Community

How are students with SEND encouraged to take part in the wider school offer and learning opportunities?

All learners are encouraged to be fully involved in all areas of academy life. Where appropriate, those with an Education and Health Care plan will be supported to ensure access and participation and appropriate reasonable adjustments made.

Extra-Curricular Offer

All clubs and trips are open to learners in line with a suitable risk assessment being carried out. Individual arrangements will be discussed with parents in advance.

Educational Trips

All staff running trips are trained by the academy's Education Visit Coordinator (EVC) and must complete risk assessments including specific details of how to support learners with SEND.
Where a learner has a physical/medical need/s, any issues around trips and activities will be discussed in advance and addressed with parents. This includes overnight and residential visits.

We facilitate regular drop ins with the School Nursing Team and MHST so families can access additional support.

Transition

For learners transitioning to a new educational phase, we liaise with previous schools/settings and/or teachers and provide additional transitional support if it is needed. This is arranged on an individual basis and tailored to the needs of the learner/s. Meetings with the SENDCo are available at parents' request and encouraged for all learners attending with an EHCP.
Between years
To help pupils with SEN be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Transition day where children spend a day in the Summer term with their new teacher.
- Additional visits with new teacher where applicable

Between schools
Between phases – Year 2 to Year 3
The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.
Pupils will be prepared for the transition by:

- Joint lessons at QPA with Year 3 pupils (PE and sport based)
- Story time at QPIA with Year 3 teachers
- Transition day at QPA for all pupils
- Additional visits to QPA where needed

- Assemblies on site at QPA with and without Year 3 children
- Head Boy / Girl and School Council from Year 6 to do question and answers with Year 2 children
- Visits from Year 3 class teachers to QPIA to observe Year 2 pupils

If a learner has an EHCP, then the academy would want to be present at the annual review meeting if possible, to support target setting and be introduced to all professionals supporting the learner and establish an early relationship.

Between phases – Year 6 to Year 7
The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.
Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge
- Pre visits to new school with QPA staff where appropriate

Staff Expertise

What training do staff undertake at Queen's Park Academy to support students with SEND?

All teaching staff have qualified teacher status or are working towards this through a recognised training provider (School Direct or Teach First). Training for staff supporting learners with SEND is considered essential by Authentic Education. There is an ongoing programme of training for teaching assistants within SEND that is completed at an academy level but also from a multi-academy trust (MAT) perspective.

SEND forms part of the new staff induction programme for ECTs or teachers new to the academy. In addition, there is regular training in first aid, child protection and safeguarding, and any looked after children on roll.

Where needed, training is updated annually and responsive to learner needs.

Advice and guidance from outside agencies are shared with teaching staff. At the start of the year all staff are made aware of the learners with identified SEND and how to find information relating to them to best support them in and out of the classroom.

All staff have access to learning plans via provision map detailing specific strategies and interventions which best allow them to support everyone within the classroom.

Communication and Complaints Process

- *The Communication and Complaints Process can be found on the QPA website in the policy section: Queen's Park Academy - Policy and Document Zone*

Accessibility Plan

Schools need to carry out accessibility planning for disabled pupils (as directed in the Equality Act 2010). This plan must be reviewed at least every three years.

Schools must implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to disabled pupils.

Queen's Park Academy - Policy and Document Zone

(Please note: this is a statutory requirement directed by the DfE: https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools. An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan. OFSTED inspections may include a school's accessibility plan as part of their review. This plan must be reviewed at least every three years.)
Links to other Useful Policies - The SEND Policy and Child Protection Policy can be found here Queen's Park Academy - Policy and Document Zone