

Queen Eleanor Academy



**QUEEN ELEANOR
PRIMARY
ACADEMY**
*Creative
Education
Trust*

SEND Information Report 2025-2026

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1. Introduction

Welcome to our SEND Information Report 2025-26 , which forms part of the West Northamptonshire Local Offer for learners with Special Educational Needs or Disability (SEND) in accordance with the Special Educational Needs and Disability Code of Practice, January 2015 (Chapter 6, section 6.79). This report is also fully compliant with Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014. The information published will be updated annually.

The Information Report also applies to all pupils who are looked after by the local authority and have SEND.

This document has been designed to advise families with children who present with Special Educational Needs, Disabilities and or are vulnerable, on the provision available at Queen Eleanor Academy. It should guide families when deciding if Queen Eleanor Academy is the right educational setting for their child.

When we talk about “provision”, we mean what we provide in order to meet the needs of a pupil and help them to make progress at school which is appropriate to their age.

2. What is SEND ?

At different times in their school career, a child or young person may have a special educational need. The May 2015 Code of Practice defines Special Educational Need and Disability (SEND) as:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child or young person of compulsory school age has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of children of the same age; or

(b) have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

If a child or young person is identified as having SEND, Queen Eleanor Academy will make provision which is “additional to” or “different from” that provided for non-SEND students (the ordinarily available provision adapted through the curriculum through Quality First Teaching), which is intended to overcome any barriers to their learning.

It is important to note that not every pupil making slower progress has SEND. Some pupils may make slower progress for a reason unrelated to SEND, such as a gap in their learning. Additionally, children and young people must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. However, some students for whom English is an additional language may also be identified as SEN if their needs meet the criteria above.

3. What is Disability ?

The Equality Act, 2010, gives the following definition of disability:

“A person has a disability for the purposes of this Act if they have a physical or mental impairment which has a substantial and adverse long-term effect on their ability to carry out normal day-to-day activities.”

This definition of disability includes children and young people with long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disability and SEN. A child or young person may therefore be covered by both SEN and disability legislation.

Our facilities for helping disabled students to access the school are described fully in the school's Accessibility Plan

<https://www.queeneleanoracademy.org.uk/attachments/download.asp?file=76&type=pdf>

If parent carers feel there is a need to highlight an on going health or medical need Queen Eleanor Academy will always consider appropriate arrangements to support and include these needs and where necessary a medical health care plan will be devised and co-ordinated by Sarah McMahon (SEND CO) or Karen Musk (SEND HLTA)

4. Accessibility

Our school is a safe and accessible building, and we do our best to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help SEND students throughout our school including (a lift to access all areas, disabled toilets, a disabled shower/changing facility and appropriate corridors.)

5. What Types of SEND are provided for at Queen Eleanor Academy ?

There are four broad areas of need, although the Trust and Queen Eleanor Academy recognise that a student's needs may fall into one or more categories. Queen Eleanor Academy provides provision for all areas of need in line with the appropriate provision pupils require.

Communication and Interaction (C&I): Children and Young people with speech, language and communication needs (SLCN) have difficulty communicating with others. This may be because they have difficulty saying what they want to (expressive), understanding what is being said to them (receptive/cognition). They may not understand or use social rules of communication. Pupils with Autistic Spectrum Conditions (ASC) including Autism or Aspergers can have more prevalent difficulties with social interaction due to deficits in their understanding and

connections between language, communication and imagination, which then impacts on how they relate to others.

Cognition and Learning (C&L): A broad ranging group of learning difficulties including Dyslexia and Dyspraxia as Specific Learning Difficulties (SPLD), Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) where children and young people will need support in the curriculum and may have associated mobility and communication difficulties, to those with Profound and Multiple Learning Difficulties (PMLD) where children and young people have severe and complex learning difficulties with physical disability and/or sensory impairment.

Social, Emotional and Mental Health (SEMH): Children and Young people diagnosed with Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD) or Attachment Disorder may need additional support in the curriculum. Those with Mental Health Difficulties such as anxiety, depression, self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained may also need additional or different support to access education.

Sensory and or Physical Needs (SI/PD): Children and Young people with Hearing (HI) or Visual (VI) Impairment, or Multi-Sensory Impairment (MSI) may need additional specialist support or equipment to access the curriculum, or rehabilitation support. Some with physical disability (PD) may need additional and ongoing support to enable them to access opportunities available to their peers. SEND provision may be required as they have a disability that prevents or hinders them from making full use of educational facilities generally provided.

6. iCREATE - Creative Education Trust approach to SEND

Creative Education Trust have a robust SEND framework iCREATE, which provides a comprehensive outline of how Queen Eleanor Academy identifies, assesses and provides for the full range of SEND needs. The framework also outlines the Ordinarily Available Provision for all pupils, as we understand that support for SEND starts with effective Quality First Teaching for all. Additionally, the framework provides an outline of how QUEEN ELEANOR Academy supports a graduated response for all pupils in line with Special Educational Needs and Disability Code of Practice: 0 to 25 years.

This detailed framework can be found here :
(<https://www.queeneleanoracademy.org.uk/parents/send>).

iCREATE uses a focus on the following 7 areas :

At **Queen Eleanor** Academy you will see each element of iCREATE through the following strategies:

inclusion

At Queen Eleanor, we pride ourselves on our person-centred approach to teaching and learning: ensuring that we have adaptive teaching, that we regularly review provision plans and support for our pupils. This ensure that the support and provision for our pupils is effective, appropriate and timely, to ensuring that learning is equal access to all. We believe that although some support is necessarily to some, it can be beneficial to all, so ensure that use of visuals and dual-coding is integrated into all aspects of our curriculum.

Creativity

Our broad and balanced curriculum provides the children with a range of enrichment opportunities where they can express themselves confidently and freely.

Respect

Our schools' visions and values are adopted by all members of the school. These is used to inform our PSHE curriculum as well as our themes for assemblies. We give out positive praise and Dojo points around these values. We are a diverse school where we respect and accept differences, celebrations the cultures and languages within our community. We value the voice of our stakeholders ensuring that pupil's, parents, & staff voices are listened to and valued.

Excellence

AT Queen Eleanor, our quality first teaching underpins the collaboration for success for all students. We hold regular inclusion meetings, and we ensure that there is early intervention

i	<i>Inclusion</i>
C	<i>Creativity</i>
R	<i>Respect</i>
E	<i>Excellence</i>
A	<i>Ambition</i>
T	<i>Therapeutic Awareness</i>
E	<i>Emotionally Literate</i>

and support for pupils who need it making sure that those most vulnerable, have the earliest possible provision and support to meet needs and make progress.

Ambition

Pride and an endeavour are two of our school values which help ensure that children strive towards goals and take pride in their achievements and to celebrate these successes. We have weekly celebration assemblies and ensure that we give positive and specific praise to our children, reinforcing the expected behaviours. Our wider curriculum allows children to start thinking about careers and aspirations for themselves. We ensure that we have SMART and ambitious targets for our pupils as well as high expectations.

Therapeutic Awareness

All staff adopt a holistic therapeutic approach which underpins our behaviour and relationships policy. Our therapeutically trained staff alongside other staff members provide a range of sensory approaches to support our children both academically and socially. We provide interventions and provision for those who may require additional SEMH support, and nurture groups for some of our most vulnerable pupils.

Emotionally Literate

Knowing that behaviour is a form of communication, staff are trained in using restorative conversations to develop our children's emotional literacy, as well as a bespoke emotional literacy curriculum which runs along our PSHE. This is to ensure that our children feel safe and happy and have the confidence to view their voice. There are additional interventions and provision to support pupils with specific needs to help build their understanding of emotions and to be able to adapt strategies to help regulate or co-regulate their emotions.

7. What are the arrangements for assessing and reviewing student progress towards outcomes?

All pupils, including those with SEND, are assessed on a regular basis, in accordance with the academy's assessment policy. Teachers formally assess and review progress and attainment, which is communicated to parent carers by a report that is sent home once a year. Additionally, parent carer evenings are held twice a year when there is an opportunity to discuss progress, attainment and next steps.

Pupils at Wave 2 of the graduated response (See iCREATE) may have a pupil passport that is co-produced with the pupil and shared with parent carers for comments and support. Passports outline strategies and agreed targets to support progress and are assessed as often as required but at least every term.

Pupils with SEND who are identified at Wave 3 or 4 of the graduated approach (See iCREATE) will have termly Assess Plan Do Review APDR's cycle, these are reviewed each term with new targets co-constructed with parent carers and pupils, where appropriate.

All students with an Education, Health & Care Plan have an Annual Review (EYFS will be bi-annually), where a discussion is held around progress towards meeting the outcomes stated in the plan. This is conducted with all stakeholders including parent carers and pupils. Amendments to the plan can be made, which when agreed by the Local Authority, should lead to a reviewed and updated plan.

At times, when needs appear to change more quickly, an emergency annual review may be considered in order to ensure the EHC plan remains fully appropriate.

Pupils who have been assessed as needing support with SEND are placed on the Special needs register. Parent carers and pupils will all be informed if this is required. Pupils can be placed on the register at any time and sometime will only need to be on the register for a short time. If the academy is able to address the initial need and support the pupil through our ordinarily available provision the pupil may be taken off the register, when this happens it is always discussed with parent carers and pupils.

The register on 1st Sept 2026 was made up of the following SEND :

<i>Area of need</i>	<i>No. of pupils at SEN support</i>	<i>No. of pupils with an EHC plan</i>
<i>Cognition & Learning</i>	6	
<i>Communication & Interaction</i>	10	1
<i>Social Emotional Mental Health</i>	11	4
<i>Physical</i>	2	2
<i>SEN – All</i>	29	7

8. Who should I contact if I want to find out more information or think my child has SEND?

If you have any concerns about your child's progress, your first point of contact should always be the class teacher. Following this communication, the class teacher will contact the SENDCo to discuss these concerns, if appropriate.

This is the first step in the graduated response of a pupil's needs.

The contact details for members of staff who are able to support students and families with additional needs are:

Sarah McMahon	Karen Musk
Assistant Headteacher for Behaviour and SEND	HLTA responsible for SEMH

Contact – sarah.mcmahon@queeneleanoracademy.org.uk

9. How do we know if the support we offer and provide is effective?

Progress at Queen Eleanor Priamry Academy is underpinned by our Teaching and Learning framework. We continuously ensure the provision we provide has a positive impact on the outcomes for all of our pupils. Pupils' academic progress is monitored termly through, Good Learning Development (GLD) in Nursery and Reception, Phonics screening check assessments in Year 1, PIXl Assessments for Years 2-5 and end of Key Stage 2 Assessments in year 6.

The progress of pupils with SEND is monitored by both the class teacher and the SENDCo using summative assessments and day to day informal assessments that can be made during lessons and interventions. The information regarding progress is then used to evaluate the effectiveness of the support given. We also gather information from pupils, parent carers as well as professionals from other agencies. The impact of interventions can be measured through SMART target setting at the start and by reviewing progress at the end. This can be in the form of data, for example reading age or standardised scores or, in the case of social interventions, progress can be evaluated by whether or not the pupil has met the targets set out at the start of the programme e.g in their pupil passports. Other methods of our evaluation include:

- Provision Mapping
- SENDCo/SLT/Academy Counsellor monitoring
- Performance Management Targets
- SEND Quality Assurance visits
- Teaching and Learning Audits
- Intervention Impact Reports
- Pupil passports

It is of the utmost importance to us that the provision we provide is effective and therefore we regularly review its impact. The SENDCo reports the impact, evaluation and effectiveness of provision to the Senior Leadership Team, academy council and various improvement panels on a regular basis.

10. What are the arrangements for consulting parent carers of pupils with SEND and involving them in their child's education?

We take our responsibility to work with parent carers very seriously. We strive at all times to provide the information needed for parent carers to make informed decisions about their child's education.

- We will work to ensure that everyone is clear on what the agreed outcomes are for the child and what the next steps are to achieve these.
- We will work to develop a strong understanding of the pupil's areas of strength and where additional support is needed.
- We will take into account parental concerns and work towards solutions as quickly as possible.
- We notify parent carers when it is decided that a pupil will receive SEND support (Wave 3).

We will draw attention to available support outside school (e.g. Special Educational Needs and Disability Advisory Support Service - S.E.N.D.I.A.S.S. (formerly Parent Partnership Service <https://iassnorthants.co.uk> and the Local Offer <https://www.westnorthants.gov.uk/local-offer>

Parent carers can support the school by encouraging the pupil to fully engage with their learning and any interventions offered by:

- Helping them to be organised for their day (bringing the right equipment)
- Full attendance and good punctuality
- Completion of homework
- Attending parent carer meetings
- Attending any meetings specifically arranged for your child
- Ensuring any additional information parent carers feel is important is communicated in a timely way

The annual information report is shared with parent carers prior to publication so that all views and suggestions can be fully integrated.

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

All pupils are encouraged to take part in pupil voice activities; regularly evaluate their work in lessons; attend review meetings; contribute to the assess, plan do and review process and reflect on their learning and achievements. Mentoring takes place where pupils have detailed discussions with their class teacher about their attainment, progress and next steps for improvement.

Pupils with SEND will be given additional opportunities to share their voice with allocated time with members from the SEND team.

12. How does the school involve other bodies, including health and social care, local authority support services and voluntary sector organisations in meeting a student's SEND and supporting their families?

Queen Eleanor Primary Academy has developed effective working relationships with a wide range of external partners, professionals and agencies. These services are contacted when necessary and appropriate, according to a pupils' needs. The school works closely with Northants Local Authority and we use the Early Help Assessment process when appropriate to do so.

A variety of support services are available for the parent carers of pupils with SEND, which can include access to advice and support from Education Psychology, Speech and language Therapy, school nursing services and Occupational Therapy, if they are available and needed. More information about this support can be accessed through the following forms of communication:

Early Help Assessment – <https://nctrust.co.uk/early-help-professionals/>

0-19 service offer support through the school nursing team and other health care facilities - <https://www.nhft.nhs.uk/0-19>

Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) – <https://iassnorthants.co.uk>

West Northants Local Offer – <https://www.westnorthants.gov.uk/local-offer>

Queen Eleanor Primary Academy also work closely with the Mental Health Schools team, if you are concerned or worried about your child's mental health, you can initially speak to the Senior Mental Health Lead – Ms Sarah McMahon. Their website is also a good place to seek information and about the services they can provide - <https://www.nhft.nhs.uk/mhst>

13. What are the arrangements for supporting students in moving between phases of education and in preparing for adulthood?

Transitions can be a complex and daunting time for some pupils. These transitions can include:

Arriving at our Academy as your first school or Nursery

Moving from Nursery into our Academy

Moving to our Academy from primary school or another primary school

Moving from our Academy to another primary / secondary school

Moving classes or groups within school

Having a new teacher

Queen Eleanor Primary Academy is committed to working with pupils, their parent carers and families, and other settings/providers to ensure that we use foresight and our collective expertise to ensure that positive transitions occur.

Planning and support for transition is a particular and important element of our provision for all SEND students.

Pupils who come into Reception from Nursery provision, will have access to 5 transition days to help facilitate the change of environment.

Planning for transition from Year 6 to secondary school begins within Upper Key Stage 2. For those students with EHCPs, the SENDCo will liaise with the family and secondary school prior to starting in Year 7 to ensure that provision is in place and there is as smooth a transition as possible.

For pupils with an EHCP, additional information is gathered and shared with future education providers, ensuring the most appropriate provision and support is available.

14. What adaptations are made to the curriculum and learning environment for students with SEND?

Most of our pupils follow a broad and balanced curriculum, however, a small number of students have a more personalised approach to the curriculum to match their individual needs, interests and abilities and allow them to make use of adaptations to support their access to an inclusive approach. This may include option choices, additional literacy or other intervention groups.

15. What expertise and training do staff complete to support students with SEND?

Annual training covering various aspects of SEND is offered to all staff as part of the Trust and Academy's Continuous Professional Development (CPD) programme. Staff have received and continue to receive training across all areas of need identified in the SEND Code of Practice.

The following members of staff have completed, completing the National Award for Special Educational Needs Co-ordinator.

Sarah McMahan – SENDCo and Senior Mental Health Lead

Additionally, the following members of staff have qualifications related to SEND :

National SEND Co-ordinator Qualification: Sarah McMahan

16. How do students with SEND engage in the activities available with those in the school who do not have SEND?

A large range of academic and enrichment activities are available at Queen Elanor Primary Academy. These are open to all students, including students with SEND; please refer to club information sent out on Class Dojo.

Pupils are encouraged to take part in the following additional initiatives :

Football, archery, gymnastics, dance, musical theatre, debate, sign language, cooking, crochet and many more!

Day and residential trips are open to all children and your child's specific needs can be discussed if they wish to join such a trip.

Day and residential trips are open to all children and your child's specific needs can be discussed if they wish to join such a trip.

17. What support is available for improving students' social and emotional development?

At Queen Eleanor Primary Academy we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of pupil support and guidance. One way we support our pupils is we provide sensory circuits in the morning and a sensory break in the afternoon. We have safe/quiet zones in every classroom, we have a mental health and well-being displays and books readily available, a sensory room and nurture room. We run a nurture group in the afternoons for pupils who need extra emotional and well-being support. We also provide interventions and support for targeted children.

There are additional members of staff who are able to provide pastoral support, these include: Mr Thomas - Safeguarding and Attendance Lead, Mrs Taullbutt-Beale – Deputy DSL and attendance Miss Musk – SEMH, and our fabulous Teaching Assistants. The school also works very closely with the Mental Health Schools Team who support with a wide range to workshops and strategies to support both children and families.

Creative Education Trust has entered into a partnership with Therapeutic Thinking Ltd to provide training, guidance and advice in regard to how to support increased awareness and self-regulation for pupils at Queen Eleanor Primary Academy. We have also developed our own personalised Emotional Literacy Curriculum to help support children's emotional vocabulary and ways to identify and recognise these emotions.

18. Why is Attendance Important for pupils with SEND –

How leaders and staff support attendance in school.

Attendance at Queen Eleanor Primary Academy is a primary focus for all pupils and students, but is particularly important for pupils who have SEND.

The impact of days lost for pupils with SEND can be greater than for pupil who do not have SEND. We would like all our pupils to attend every day and achieve 100 % attendance, but appreciate that some pupils with SEND may find this challenging due to medical appointments for example. The table below outlines how the percentage is impacted by the days missed at school.

Maximum Sessions	No. Attended Sessions	No. Absent Sessions	No. Days absence	Attendance %
380	369	11	5.7	97%
380	361	19	9.5	95%
380	350	30	15.2	92%
380	342	38	19	90%
380	323	57	28.5	85%
380	304	76	38	80%
380	285	95	47.5	75%

At Queen Eleanor we will contact parent carers informally if there are growing concerns in relation to attendance. This may take the form a of a phone call or email or another agreed form of communication. This reach out to parent carers is intended to help create a supportive approach to enable attendance to be as close to 100% as possible, but particularly to stay above the target rate of **95%** which means less than **10 days** off school per year.

If attendance for any pupil with SEND falls below 95%, The SENDCo will work in partnership with attendance leads at the school and if needed wider multi agency support, eg educational psychology or medical professional services and this approach may support attendance with an agreed plan, which parent carers will be invited to co-produce with the school. These plans will record all the individual and unique context and challenges that our pupils with SEND have to navigate such as medical appointments and issues relating to mental health and other identified needs.

19.What are the arrangements for handling complaints from parents/carers of students with SEND about the provision made at the school ?

We hope that by maintaining a regular dialogue between parent carers and school the need to raise a complaint will be minimised. However, if you do need to raise a complaint about any issue relating to SEND, the process is outlined below:

1. Contact the SENDCo (unless the complaint is directly regarding the SENDCo, then contact the Headteacher or refer to the academy complaint policy). The opportunity to initially attend a meeting will be arranged to discuss and work towards a resolution of your complaint.

Sarah McMahan, SENDCo

Queen Eleanor Primary Academy
Queen Eleanor Road
Far Cotton
Northampton
NN4 8NN

01604 761200

Sarah.mcmahon@queeneleanoracademy.org.uk

2. Should the complaint not be resolved satisfactorily at the meeting please refer to QUEEN ELEANOR Academy complaints policy on the school's website.

References / Examples

Special Educational Needs and Disability Code of Practice: 0 to 25 years (published by the Department for Education, January 2015 and available for download at

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Example Pupil Passport:



The image shows a 'Pupil Passport' form for a child named Shackleton Y3. The form is divided into two main sections. The left section, titled 'Things I want you to know about me', contains three boxes: 1. 'I like' with a stick figure and heart icon, listing 'Animals, space and countries'. 2. 'My strengths are' with a stick figure and brain icon, listing 'I know lots of amazing facts' and 'I have a good memory'. 3. 'I need help with' with a stick figure and question mark icon, listing 'Regulating my emotions'. The right section, titled 'This is my pupil passport', contains a silhouette of a person, the name 'Shackleton Y3', and a box for 'Primary Need: SEMH', 'Any formal diagnosis: ASD', and 'Any medication: No'. At the bottom, it says '10.09.2024 V3'. The Queen Eleanor Primary Academy logo is centered at the bottom of the form.

What I will do to help myself



Use sensory/quiet area



Chose independent tasks



Hit the punch pad



Speak in sentences

My targets are

1. Begin to chose a strategy to help me when I'm sad or anxious.
2. Say what I want or need using sentences.
3. Do a learning that the adult choses for up to 10 minutes.

My teacher will help me by...

Helping me to regulate my emotions.

Give me regular breaks, chunk my work & provide opportunities for sensory stimulation to help regulate my emotions.

Encourage me to speak in full sentences to express my wants/needs.

Reasonable adjustments/ what will help me: Visuals for support. Sensory and movement breaks, Work chunked with breaks in-between. Stimulating/interesting activities for choice/independence. Opportunities for interacting, sharing and taking turns.

Access arrangements: sensory station access, small tasks and independent activities, own work space, punch pad, weighted blanket, access to sensory room, movement in the class.

My key person is: Mrs McMahon