

Regis Manor Primary School SEN Report

Regis Manor Primary School is a maintained school with an inclusive ethos. We embrace the fact that every child is different and, therefore, the educational needs of every child are different.

We currently have 19% of our children on the SEN&D register, covering all four broad areas of need. The four broad areas of special educational needs are:

- Cognition and Learning (C&L)
- Communication and Interaction (C&I)
- Social, Emotional and Mental Health (SMEH)
- Sensory and/or Physical needs

We meet the needs of pupils with an Education, Health and Care plan (EHCP). Decisions on the admission of pupils with a statement of special educational need/ Education, Health and Care Plan are made by the Local Authority.

What is SEN&D?

Definition of SEN

A child or young person has SEN (special educational needs) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child has a learning difficulty if he or she:

- has significantly greater difficulty in learning than the majority of others of the same age; or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in a mainstream school.

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities.’ This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ SEN Code of Practice (2014, p5).

How do we identify children with special educational needs or disabilities?

At Regis Manor Primary School we monitor the progress of all pupils six times a year to review their academic progress. Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support to enable pupils to catch up.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their individual areas of weakness. For these pupils, and in consultation with parents, we will seek further advice and support from a range of professionals and access assessment tools within school to identify their learning needs.

The purpose of this more detailed support and assessment is to understand what additional provision, resources and teaching approaches are required to enable the pupils to make progress. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional to and different to what is normally available.

There are a number of other ways we can also identify children as having a special educational need, including:

- child performing significantly below age expected levels
- concerns raised by parents
- concerns raised by class teacher
- pupil progress meetings
- liaison with external agencies
- health diagnosis through a paediatrician

How do we support children with special educational needs or disabilities?

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. At Regis Manor Primary School the quality of teaching was reported in our last Ofsted report as 'Good'.

Our Inclusion Leader oversees all support and progress of any child requiring additional provision across the school. The class teacher will oversee, plan and work with each child with special educational needs or disabilities in their class to ensure that progress is made in every area. They will use a provision map or a personalised plan to set out the support your child is receiving and evaluate the success of any interventions.

What interventions could my child be receiving?

The table below outlines some possible interventions that your child may receive. This is not an exhaustive list.

Cognition and Learning: •EP involvement •Curriculum access support •Literacy support •Maths support •Home/School Contact Book •Read Write Inc. Phonics programme •Reading support •Dyslexia support •Higher Level Challenge	Behavioural, Emotional and Social: •Social Skills •Target Support Card •Mentor support •Pastoral Support Plan •Therapeutic services •Behaviour Support Service •Young Healthy Minds •CAMHS •Alternative lunchtime club
Sensory and Physical: •Handwriting programme •Occupational Therapy involvement •Gross motor skills •Fine motor skills •Sensory resources •Visual Impairment support •Hearing Impairment support •Physiotherapy services	Communication and Interaction: •Speech and Language Therapy referral •Speech and Language Therapy programme •Individual visual timetable •Specific vocabulary support •Visual Timetables/Cue Cards

What should I do if I am concerned about my child's learning, progress or behaviour?

Should you be concerned about your child's learning, progress or behaviour speak to their class teacher in the first instance.

Should you still be concerned, contact a member of the Inclusion Team on 01795 472971 or arrange an appointment to meet with one of us at the main reception. Our Inclusion Team is made up of three members of staff:

- Miss Beevis – Inclusion Lead
- Mrs Millington – Inclusion Assistant
- Mrs Best – FLO (Family Liaison Officer)

We pride ourselves on building positive relationships with parents.

Roles and Responsibilities

Class Teacher	<ul style="list-style-type: none"> •Adapting and refining the curriculum to respond to strengths and needs of all pupils •Checking on the progress of your child and identifying, planning and delivering any additional support required to support progress •Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning. <p>If you have concerns about your child you should speak to your child’s class teacher first. Depending on the outcomes of these discussions you may have a follow up meeting with the Phase Leader or a member of the Inclusion Team.</p>
Inclusion Lead – Miss Beevis	<ul style="list-style-type: none"> •Coordinating provision for children with SEN&D and developing the school’s SEN&D policy •Ensuring that parents are: <ul style="list-style-type: none"> - Involved in supporting their child’s learning and access - Kept informed about the range and level of support offered to their child - Included in reviewing how their child is doing - Consulted about planning successful movement (transition) to a new class or school •Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties •Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of SEN&D.
Head of School – Mr Perry	<ul style="list-style-type: none"> •The day to day management of all aspects of the school, including the provision made for pupils with SEN&D
Inclusion Governor	<ul style="list-style-type: none"> •Supporting school to evaluate and develop quality and impact of provision for pupils with SEN&D across the school.

Who will explain my child’s needs and progress to me?

We believe that your child’s education should be a partnership between the pupil, parents and teachers therefore we aim to communicate with you regularly.

Parent consultation evenings are held three times a year to discuss your child’s needs, support and progress. Pupil reports are also sent to parents three times a year outlining efforts, achievements and next steps.

Class teachers are always happy to discuss a child’s learning, progress and behaviour so should you wish to discuss them at any point, please make an appointment with your child’s class teacher.

If you would like to discuss your child’s needs and progress with our Inclusion Lead, please contact Miss Beevis on 01795 472971 or arrange an appointment at the main reception. Appointments to meet with the Inclusion Lead will also be available at parent consultation evenings.

How are the governors involved and what are their responsibilities?

The Inclusion Lead reports to the Governors every term to inform them about the progress of children with special educational needs or disabilities; this report does not refer to individual children and confidentiality is maintained at all times.

How are the school’s resources allocated and matched to children’s special educational needs?

We ensure that all children with special educational needs are provided for to the best of the school’s ability with the funds available.

We have a team of teaching assistants and part of their role is to deliver programmes designed to meet individual or groups of children’s needs. The budget is allocated according to the level of need.

How is the decision made about what type and how much support my child will receive?

The class teacher, Inclusion Lead and senior leadership team will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to help them make progress and achieve their full potential.

Some pupils may be eligible for Higher Needs Funding where their provision exceeds £6000 per annum. This is applied for on a yearly basis. Pupils requiring High Needs Funding (HNF) will be experiencing a combination of substantial or severe difficulties in the areas of communication, cognitive development, social emotional & mental health, physical difficulty and/or sensory impairment. It is likely that the vast majority of pupils requiring HNF will have an Education, Health and Care Plan (EHCP). However, HNF may be required for those without an EHCP who require a high level of individualised intervention in school.

How does the school judge whether the support has had an impact?

The support provided to children who have or may have SEN&D is recorded using personalised plans or a provision map. These are reviewed regularly and progress recorded.

Interventions are evaluated as part of the pupil progress meetings each term where the impact of the support is measured in line with progress data. Where an intervention has been judged not to have had an impact, an alternative form of support will be identified for implementation.

Children may be taken off of the special educational needs register if their learning needs can be met without additional intervention.

How will you help me to support my child's learning?

The class teacher, Inclusion Lead or Inclusion Assistant can offer advice and practical ways that you can help your child at home. Recommendations from external agencies e.g. a speech and language therapist, will be shared with you so that strategies can be implemented at home.

What is the pastoral, medical and social support available in the school to ensure my child's overall well-being?

We have a caring ethos and are an inclusive school; we welcome and celebrate diversity. The school entrances and are staffed with adults who greet and welcome pupils and their families each morning and afternoon. This ensures a smooth transition between home and school each day.

At Regis Manor Primary School we have an experienced Inclusion Team who are available to support both children and families. They work closely with class teachers who have overall responsibility for the pastoral, medical and social care of every child in their class.

The Inclusion Team can be contacted on 01795 472971.

The members of the Inclusion Team are:

Mrs Warner – Inclusion Lead

Mrs Millington – Inclusion Assistant

Mrs Best – FLO (Family Liaison Officer)

How does the school manage the administration of medicines and personal care?

We have a policy regarding the administration and management of medicines on the school site. If a child requires specific prescribed medication for a long term condition, this is managed through an individual care plan written by Mrs Millington, our Inclusion Assistant, in conjunction with parents.

Staff have regular training regarding conditions and medication affecting individual children so that all staff can manage medical situations if the need arises.

If a child requires personal hygiene care this will be managed through an individual care plan.

What support is there for behaviour, avoiding exclusion and increasing attendance?

We have a clear behaviour policy that is followed by staff and pupils. We are an inclusive school and we make every effort to include all pupils in learning with their class. The attendance of every child is monitored on a daily basis by our Attendance Officer. Lateness and absence are recorded and reported to the Headteacher and Governing Body.

If a child is at risk of exclusion a Pastoral Support Plan (PSP) is written with the child and parents to identify the specific issues and to agree relevant support and targets.

For further information, please see the school's behaviour policy.

How will my child be able to share their thoughts and ideas?

We value and celebrate each child's view on all aspects of school life. This is usually carried out through school council and pupil conferencing. If your child has a Statement of Special Educational Needs or an Education, Health Care Plan, their views will be sought at the review stage.

What training have the staff supporting children with special educational needs had or are having?

Teachers and teaching assistants have had the following awareness training;

- Child Protection Training
- Training and information on high frequency SEN needs
- ASD/ ADHD training
- Using provision mapping effectively
- Epi-pen training

Appropriate members of staff have also had the following awareness training:

- Paediatric first aid
- Moving and Handling
- Clever Fingers
- Drawing and Talking Level 1 and 2
- Lego Therapy
- Sensory Circuits
- The Incredible 5 Point Scale

Where a training need is identified beyond this we will find a provider who is able to deliver it.

What specialist services and expertise are available at or accessed by the school?

In addition to the range of awareness training staff have accessed for use in supporting your child we also have a speech and language teaching assistant who work closely with external speech and language therapists to ensure the needs of our children are met.

As part of supporting the well-being of all children, we access the services of a play therapist one day a week.

In addition to this, we have access to all of the support and external expertise outlined in the Local Offer. For further information, contact the Inclusion Team on 01795 472971 or visit www.kelsi.org.uk

How will my child be included in activities outside of the classroom, including day and residential trips?

All clubs, trips and activities offered to pupils at Regis Manor Primary School are available to pupils with SEN&D either with or without statement of Special Educational Need/ Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of all pupils.

How accessible is the school environment?

The ground floor of the school building is wheelchair accessible. We have disabled toilet facilities which are large enough to accommodate changing and personal hygiene care. For further information, please see our accessibility plan.

How will the school prepare my child when joining the school or transferring to a new school?

At Regis Manor Primary School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. When pupils transfer between year groups internally teachers use a designated staff meeting to discuss the needs of the pupils and moderate assessment levels.

Where a pupil is transferring to our school and the parents or the previous school have informed us of their child's SEN we will ensure that we have requested full details of any reports or records and pass these onto the class teacher. Where there is a high level of need a meeting between the parents, Inclusion Lead and previous school may be arranged and any relevant professionals invited.

Where a pupil is transferring to secondary school our Inclusion Lead will arrange to pass on all files and records and where possible will meet with the SENCos of the local secondary school to pass on important details in person. Where there is a high level of need a meeting between the parents, Inclusion Lead / SENCo and new school may be arranged and any relevant professionals invited.

Any pupils with a Statement of Special Educational Needs or an Education, Health and Care Plan will have any transition needs discussed at each annual review. Where the pupil is due to transfer to another school, the new school will be invited to attend the normal review process, or a separate transition meeting will be arranged.

What support services are available to parents?

Information, Advice and Support Kent (IASK) provides free, impartial, confidential advice and support around educational issues for parents who have children with special educational needs or disabilities. They empower parents to play an active and informed role in their child's education. They can be contacted on:

HELPLINE: 03000 41 3000

Office: 03000 412 412

Email: iask@kent.gov.uk

<http://www.kent.gov.uk/education-and-children/special-educational-needs/who-to-contact/Information-Advice-and-Support-Kent/contact-Information-Advice-and-Support-Kent>

Who can I contact for further information or to discuss a concern?

If you have any queries or concerns, please contact a member of our Inclusion Team on 01795 472971.

Where can I find information on Kent's Local Offer?

The local authority's offer is published on:

<http://www.kent.gov.uk/education-and-children/special-educational-needs/about-the-local-offer>

If you do not have access to the internet, make an appointment with the Inclusion Lead for support in gaining the information you require.

Who should I contact if I am considering whether my child should join the school?

Should you be considering Regis Manor Primary School for your child please contact our admissions team on 01795 472971. Visits to the school are always welcomed, but please call and book in advance.

All applications for September Year R entry should be made through Kent County Council Primary Common Application system.

For in year transfers you will be required to complete an In Year Casual Admissions Form, which can be sent to you by our admissions team, or alternatively it can be downloaded at:

http://www.kent.gov.uk/__data/assets/pdf_file/0012/3522/in-year-admission-form.pdf

Our admissions team will then notify you of whether there are currently any vacancies in your child's year group.

The admissions arrangements for pupils without a statement of special educational needs/ Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

Should Regis Manor Primary School be named on your child's Statement of Special Educational Needs or EHC Plan please contact our admissions team for further information. Decisions on the admission of pupils with a statement of special educational need/ Education, Health and Care Plan are made by the Local Authority.

This offer to children with special educational needs and disabilities was prepared in September 2017.