

Richmond Academy Special Educational Needs Report 2020 - 2021

As part of The Stour Academy Trust we promote an inclusive approach in which all children can access an education which enables them to reach their full potential, where high expectations, encouragement, acceptance, respect and sensitivity are paramount. We encourage a collaborative and positive partnership between all those involved in the care and provision of pupils with SEN, in this we work closely with all stakeholders and external support agencies to ensure that the needs of pupils with SEN are met. We work in line with County Guidelines and the SEND 2014 Code of Practice.

Our SEN provision is led by our SENCOs Miss Mansell and Mrs de Lange with Class Teachers being responsible and accountable for the progress and development of all pupils in their class.

SEN Governor: Mrs F Trigwell (Chair of Board of Directors)

How does the school know if pupils need extra help?

The progress of all pupils is monitored and reported every term. Through this process, pupils that are not making the expected progress are quickly identified and strategies are planned for the following term that will address their area of difficulty. The extra support planned is then closely monitored throughout the term to determine the impact.

The SEN 2014 Code of Practice defines SEN as:-

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

- a) has a significantly greater difficulty in learning than the majority of others the same age, or
- b) 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 mainstream schools or mainstream post-16s institutions.

What should I do if I think my child has a SEN?

If you think that your child has an unidentified special educational need, the first step is to approach their class teacher for a discussion.

Class teachers are responsible for promoting good progress and outcomes for your child and adapting their teaching to respond to any strengths and areas of need identified. This includes, for example:-

- ❖ Writing personalised plans
- ❖ Planning and implementing additional interventions setting and reviewing personalised targets
- ❖ Working with external agencies and implementing suggested strategies
- ❖ Working closely with families

Our SENCOs, Miss Mansell and Mrs de Lange, are responsible for overseeing and ensuring that appropriate support and provision is in place for our pupils with SEN. This includes, for example:-

- Working closely with staff and families offering professional guidance
- Ensuing advice and support from external support agencies is effectively implemented
- Working with the school and Trust senior leadership teams with regards to reasonable adjustments and access arrangements
- Driving forward standards for SEN provision

Our Headteacher, Ms Evemy, is responsible for driving forward standards across the school and ensuring that all children can access an education which enables them to reach their full potential.

The SEN policy is followed at all times. This can be found under the policies section of our website. A hard copy is available from our school office upon request

How will the curriculum be designed to meet my child's needs?

We have a fully inclusive ethos which determines that all pupils will be able to access the curriculum at a level appropriate for their individual needs. Class teachers do weekly planning which includes detailed differentiation to cater for all pupils in their classes. A few children that have needs which are more complex will have a personalised provision plan. The plan will allow us to implement specific targets which will enable the children to make good progress.

The Equality statement is followed at all times. This can be found under the policies section of our website. A hard copy is available from our school office upon request.

How will I know how my child is doing?

You will receive a termly report to outline your child's progress across the term. Additionally we hold two parent consultations a year to discuss your child's progress. As soon as we are able, following the Department of Education advice, you will also be able to see your child's progress by attending the termly Fabulous Finish family session and other in school events.

If your child is on the Special Educational Needs register you may be invited to additional meetings to review provision plans, however we do try to review these in line with parent consultation evenings. If you have any concerns at any other time you are invited to contact the school and make an appointment to see your child's class teacher.

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

Throughout the year we hold a variety of parent workshops designed to give you the strategies to support your child at home. If your child receives support from external agencies there will often be reports which include strategies that can be used in school as well as at home. Home work is set regularly and this is an ideal opportunity for you to support your child with their learning. Our homework policy promotes daily reading at home for all children with an adult.

Parents of pupils who receive SENIF, High Needs Funding, or have an Educational Health & Care Plan will have personalised provision plans which can be referred to for further ideas.

You can also support your child's learning by accessing the learning websites suggested in the curriculum section of our school website.

What will be in place to support my child's overall well-being?

The well-being of all children is paramount. We strive to ensure that all children are happy and confident members of the school, and therefore ready to learn.

Richmond have a well-being team who, through termly well-being meetings with the class teachers, establish which children would benefit from additional support with their social, emotional and mental health. Any children that are identified as needing additional support would be offered the opportunity to take part in sessions such as:

- ❖ Lego Therapy
- ❖ Sensory Circuits
- ❖ Forest School

- ❖ Social Skills or Friendship groups
- ❖ Nurture groups

Miss Therisa and Mrs Metcalfe are our nurture leads who work with individual and groups of pupils across the school to improve well-being in all areas.

We are also a Nurturing School which means we embed the Nurture Principles in all of our classrooms to support the well-being of all pupils.

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

We employ a private Speech and Language therapist across our Swale Schools who undertakes full assessments to identify children's needs and strategies to support them. We also have access to the Speech and Language Therapy Service and some pupils are entitled to direct therapy from a therapist up to three terms per year. Specially trained teaching assistants also provide individual sessions with pupils as guided by the therapist.

We have access to Specialist Teaching Services for:-

- ❖ Cognition and learning needs
- ❖ Communication and interaction needs
- ❖ Social and emotional needs
- ❖ Physical and sensory needs

The Specialist Teaching Service make regularly visits to the school to support individual pupils.

Through referral we also have access to:-

- ❖ Occupational Therapists
- ❖ School Nurse
- ❖ Paediatrician
- ❖ Educational Psychologist
- ❖ Counselling
- ❖ Early Help
- ❖ EAL advisor (ISSK)

What training have staff supporting pupils with SEND had or received?

Miss Mansell has undertaken the National Award for SEN Co-ordination and is an experienced and qualified SENCO. Mrs de Lange is undertaking a Masters in Special Needs and Inclusion.

There is a full audit of training needs each year from which evolves a programme of training that ensures all staff are equipped with the skills needed to meet the needs of all learners.

Miss Mansell, Miss Therisa and Mrs Metcalfe all have the full Nurture Group Training which is used to support class teachers, individual pupils and groups of pupils.

How will my child be included in activities outside of the classroom?

Our inclusive ethos at Richmond sets high expectations for all pupils to access a full curriculum, catering for their individual needs and providing support necessary for this. We have an extensive programme of after school clubs designed to meet the interests of all pupils which we will resume as soon as DfE guidance enables us to. Any additional support identified will result in necessary adjustments being made. These are recorded on the risk assessment for that activity. Please contact your child's class teacher if your child has any specific requirements for extra-curricular activities.

How accessible is the school environment?

The school premises are fully accessible and the classroom learning environment is equipped to enable all learners to access the curriculum. Richmond is fully compliant with DDA requirements. The school building is entirely accessible with no steps.

The school has an up to date Accessibility Policy which is considered each year and whenever there is building work.

How will the school support my child in starting school and moving on?

In the year prior to your child starting school, Richmond offer a Rising 4s programme in which your child can experience the school and some fun activities in the environment. These sessions have been running virtually this year.

Prior to starting school in Reception, the class teachers have contacted all the relevant pre- school provisions to gain information about their needs. This may be followed up with contact by the school SENCOs, Miss Mansell or Mrs de Lange, if required. Additional individual parent meetings are held as an opportunity for parents to share information with their child's new class teacher.

All children will have the opportunity to meet their new class teacher as they move through the school. Some children, that struggle to cope with changes, will have a fuller transition plan which is shared with parents.

When children transfer to secondary education the SENCOs, Miss Mansell or Mrs de Lange, meet with key staff from the schools involved to share information. Once again additional transition plans are made for pupils who may require them.

How are the schools resources allocated and matched to pupil's special educational needs?

All classrooms are equipped with the resources that are needed to ensure that the specific requirements for pupils with special educational needs are met.

Children with SENIF, HNF or EHCPs will have resources outlined on their personalised provision plan which are provided.

How are decisions made about how much support my child will receive?

All class teachers produce a termly class provision map. This details the support needed for individual pupils to make progress. They are fully supported in this process by the SENCOs, Miss Mansell, Mrs de Lange and other school leaders. So that this support is fully implemented, a time table is produced for the support staff to follow. All interventions are tracked on a daily basis so that they can be adjusted as soon as the need arises.

Class Teachers have SEN Meetings with the SENCOs three times a year to discuss the pupils on the SEN Register in their classes and to discuss all provision offered in class. In addition to this Miss Mansell, Mrs de Lange and other school leaders carry out termly SEN observations to monitor provision.

How will I be involved in discussion about planning for my child's education?

You will have the opportunity to share in the planning for your child's special educational needs provision at the two parent meetings held annually. For pupils that have an EHCP, there will also be an annual review meeting.

Initial discussions around concerns about your child's special educational needs should be with the class teacher but these may be referred to one of our SENCOs if necessary for a telephone call or appointment.

Who can parents contact for further information?

For further information in relation to your child's special educational need, you should contact your school SENCOs, Miss Mansell and Mrs de Lange.

In addition, please find information about Kent County Councils local offer in line with the 2014 SEN Code of Practice at

<https://www.kent.gov.uk/education-and-children/specialeducational-needs>

The local offer enables parents and carers to find out about services, opportunities and access for children with SEN and / or disabilities.

There are many SEN terms that are abbreviated, please see the glossary below:

- ADD** Attention Deficit Disorder
- ADHD** Attention Deficit and Hyperactivity Disorder
- ASD** Autistic Spectrum Disorder
- CI** Communication & Interaction
- CL** Cognition & Learning
- DfE** Department of Education
- EAL** English as an Additional Language
- EP** Educational Psychologist
- HI** Hearing Impairment
- HNF** High Needs Funding
- LIFT** Local Inclusion Forum Team
- MLD** Moderate Learning Difficulty
- ODD** Oppositional Defiance Disorder
- OT** Occupational Therapist
- PD** Physical Disability
- PDA** Pathological Demand Avoidance
- SALT** Speech & Language Therapy
- SEND** Special Educational Needs and Disability
- SENCO** Special Educational Needs Coordinator
- SENIF** Special Educational Needs Inclusion Fund
- SEMH** Social, Emotional & Mental Health
- SLD** Severe Learning Difficulty
- SPLD** Specific Learning Difficulty
- SRP** Specialist Resource Provision
- STLS** Specialist Teaching & Learning Support
- VI** Visual Impairment