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Robert Le Kyng Primary School
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Swindon
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SN1 5HS

SEND Information Report

Robert Le Kyng

Special Resources Provision (SRP) for Physical Impairment

Senco: Mrs Michelle Fisher senco@robertlekyng.bluekitetrust.org

Assistant SENCO - Emily Coward

Designated Teacher for Looked After Children – Susan Smith

SEND Governors – Katy Day and Carl Tagoe

Useful Acronyms:

ATCL – Advisory Teachers for Cognition and Learning
ADHD – Attention Deficit Hyperactivity Disorder
EHCP – Education Health and Care Plan
EHR – Early Help Record
ELSA – Emotional Literacy Support Assistant
EP – Educational Psychologist
LAC – Looked After Child
PI – Physical Impairment
SASS – Swindon Autism Support Service
SaLT – Speech and Language Therapy
SEMH – Social, emotional and mental health needs
SEND – Special Educational Needs and/or disabilities
SENCo – Special Educational Needs and Disabilities Co-ordinator
SLT – Senior Leadership Team
SRP – Specialist Resource Provision
STA – Specialist Teaching Assistant
TA – Teaching Assistant
TAC – Team Around the Child
TAF – Team around the Family
TaMHS – Targeted Mental Health Support

Our School

Robert Le Kyng Primary School is a mainstream primary school. It is resourced to meet the additional needs of up to 10 children who have a physical disability who, without such provision, would be unable to access a mainstream curriculum. The school has a 2 class intake each year. This offer is relevant to those accessing the mainstream classes and not the Special Resources Provision. The SRP has its own Information Report.

Our school SENCO is Mrs Michelle Fisher (senco@robertlekyng.bluekitetrust.org).

What is specialist provision?

A minority of children and young people will need a more specialist curriculum to support their needs, which is delivered in a more specialist setting. Only those children and young people with more complex needs, which cannot be met in a mainstream school, will require a more specialist setting.

Parents/carers and children and young people have a right to express a choice in a mainstream setting; those with an Education, Health and Care Plan (EHCP) have the right to seek a place at a special school.

The Local Authority has a duty to name this choice in Section I of the Education, Health Care Plan (EHCP) unless:

1. It would be unsuitable for the age, ability, aptitude or SEN of the child or young person or
2. The attendance of the child or young person would be incompatible with the efficient education of others, or the efficient use of resources – efficient education means providing each child and young person with: a suitable, appropriate curriculum in terms of their age, ability and aptitude and provision of any special educational needs they may have.

What is an SRP?

- Specialist Resourced Provisions and SEND Units are attached to mainstream schools, and allow children and young people to attend a mainstream school whilst accessing some specialist provision.
- In a Specialist Resourced Provision, learners will spend the majority of their school day accessing mainstream lessons – with specialist support where needed.
- In a SEND Unit, learners will spend the majority of their day in one 'base', accessing mainstream activities when appropriate.



What should I do if I would like my child to access a Special Resources Provision (SRP)?

The admissions procedure is the same whether a special school, or specialist resourced provision in a mainstream school, and is as follows:

1) Evidence is compiled (including the family's preferred school preference) and considered regarding individual needs. A decision is then made by the SEND Panel on where to place the child or young person, this decision can be made in response to the following taking place:

- o An Education, Health & Care Needs Assessment
- o An Annual Review
- o A move into the Borough
- o Or a request from another Local Authority (LA) seeking a place

It should be noted that whilst parental preference is considered, the Local Authority has a duty to consider mainstream as a possibility for all children and young people where appropriate. The LA has a duty to consult with the parental preference but must also consider a range of other factors when determining placement.

2) The papers are then referred to the Headteacher / Governors of the setting for consideration.

3) The parents and child or young person can be asked to visit the setting.

4) The setting then has the opportunity to raise any concerns with the Local Authority about their ability to meet the child or young person's needs.

5) Once both the Local Authority and setting are happy that the child or young person's needs can be met, the placement is confirmed. The parents and the school are then informed of this decision, and a start date is agreed.

6) If concerns are raised, the Local Authority will consider in consultation with the Headteacher, and where appropriate, other agencies, what additional support may be required to ensure the pupil has appropriate access.

7) In rare cases, where it is demonstrated that the child / young person's needs cannot be met within the school / setting, the child or young person may be referred to an alternative provision.



What should I do if I would like my child to access Robert Le Kyng's SRP?

Robert le Kyng Primary School is a mainstream primary school resourced to meet the additional needs of up to 10 children who have a physical disability who, without such provision, would be unable to access a mainstream curriculum.

Entry to the provision is discussed with the LA on an individual pupil basis to ensure levels of staffing are appropriate.

Pupils have full access to the National Curriculum, which may be modified to meet individual needs. Individual programmes will be in place for each pupil, which include specific targets and therapeutic inputs e.g. physiotherapy, occupational therapy, speech and language therapy, medical needs programme. A strong emphasis is placed on good home/school liaison and the positive impact of the inclusion of children with special educational needs on the whole school community.

A detailed prospectus is available from the school. The following criteria will be used to determine if a pupil is to be referred to the school:

- Pupils will have an EHCP, which identifies a moderate to severe physical disability, or medical need such that their needs could not be met in their local school. Regular therapy or complex medical procedures and/or Alternative and Augmentative Communication Systems are necessary. In rare cases, the LA may place a pupil on a trial basis while appropriate assessment is undertaken.
- Pupils may also have associated learning and/or communication and/or emotional difficulties, but these will be less severe and profound than for those pupils identified by the LA as needing a placement within a special school, which makes provision for children with severe and profound learning difficulties. The needs of the pupils must be able to be met within an integrated school day.
- Pupils will have the potential for full inclusion into a mainstream classroom with support.
- Pupils are able to access a differentiated curriculum with specialist support.

The phase transfer review will be held in Year 5. This will be a key planning stage in ensuring smooth transition to secondary school.

How will school support my child? Who will oversee, plan, work with my child and how often?

On-going support will be offered to all children through "quality first teaching" that ensures that the needs of different children are addressed as far as possible within the inclusive classroom environment.

- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made.
- There will be a Special Teaching Assistant (STA)/ Teaching Assistant working with your child either individually or as part of a group.
- The class teacher and SENCO and/or SRP manager will meet with parents (this could be as part of Parent's evening) to discuss your child's needs, support and progress.
- For further information the SRP manager or SENCO is available to discuss support in more detail.



How are the governors involved and what are their responsibilities?

- The Head teacher reports to the Governors to inform them about the progress of all the children, including those with SEND; this report does not refer to individual children and confidentiality is maintained at all times.
- One of the Governors is responsible for SEN and meets with the SENCO. They also report to the Governors to keep all informed.
- The Governors agree priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make progress.

How will I know how my child is doing and how will you help me to support my child's learning? What opportunities will there be to discuss my child's progress?

- We offer an open-door policy where you are welcome any time to make an appointment to meet with either the class teacher, SENCO and/or SRP manager and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.

Parents meet with the class teacher, SENCO and/or SNUG Manager at least three times a year and a written report goes home once each year.

- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- We operate home/school link books which your child will bring home daily so that comments from parents, STAs/TAs and teachers can be shared and responded to when needed.
- The child's EHCP individual outcomes. This is assessed 6 times a year and parents are given a copy.
- Your child will have an Education and Health Care Plan (EHCP), which means that an annual review meeting will take place to discuss your child's progress and a report will be written.

How does the school know how well my child is doing?

- As a school we measure children's progress in learning against National expectations and age-related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at in Reception through to Year 6, using a variety of different methods including National Curriculum levels and Progression Steps on BSquared where appropriate.
- Children who are not making expected progress are picked up through Review meetings with the class teacher, SRP manger, SENCO and Headteacher. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.
- When the child's EHCP is reviewed comments are made against each outcome to show what progress the child has made. If the child has not met the outcome, the reasons for this will be discussed, then the outcome may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.



What support will there be for my child's overall well-being? What is the pastoral, medical and social support available in the school?

- We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.
- The SENCO, SRP manager and class teacher have responsibility for the pastoral, medical and social care of every child in their class, therefore they would be the parents' first point of contact. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.

How does the SRP manage the administration of medicines?

- The school has a policy regarding the administration and managing of medicines on the school site.
- Parents need to contact the SENCO and/or SRP manager if medication is recommended by Health Professionals to be taken during the school day.
- As a staff we have regular training and updates of conditions and medication affecting individual children so that staff are able to manage medical situations.
- Staff could be trained for medical procedures, including gastro feeds.

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

- Our SENCO (Michelle Fisher) and Assistant SENCO (Emily Coward) can be contacted via the school office.
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: Behaviour Intervention; Health including – GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists; occupational therapists; physiotherapists, respiratory therapist, social services including - Locality Teams, social workers and Educational Psychologists.

What training have the staff supporting children with SEND had or currently having?

- We have members of staff trained in supporting children with a variety of physical needs including assisting with personal hygiene and toileting, who can access support from the advisory teacher for PI.
- Staff members have training in delivering Speech & Language programmes, signalong, fine motor skills and communication.
- Staff work closely with physiotherapists and occupational therapist to deliver regular therapy sessions in school.



How will my child be included in activities outside the classroom including school trips?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- All SRP pupils are transported by qualified staff member in an adapted minibus.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities will cover the same curriculum areas and will be provided in school.

How accessible is the school environment?

- The school site is wheelchair accessible with three disabled toilets two of which are large enough to accommodate changing and have an overhead hoist system. The school is all on one level with ramps at specified fire exits.
- We have staff who have experience of helping children with English as an Additional Language (EAL) and provide extra teaching to support the English language acquisition.

How will I raise concerns if I need to?

- Talk to us – firstly contact your child's class teacher. You can also contact either the SENCO or Head Teacher
- We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

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

- We encourage all new children to visit the school prior to starting where they will meet their class and be shown around the school. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings.
- When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits.
- If your child has complex needs then an EHCP annual Review (usually in year 5) will be used as a transition meeting during which we will invite staff from both schools to attend.



How are the school's resources allocated and matched to children's SEND needs?

- We ensure that all children who have special educational needs are met to the best of the school's ability with the funds available.
- We have a team of TAs who are funded from the SEN budget and deliver programmes designed to meet groups of children's needs.
- The budget is allocated on a needs basis. The children who have the most complex needs are given the most support often involving a TA.

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

- The class teacher alongside the SENCO will discuss the child's needs and what support would be appropriate.
- Different children will require different levels of support in order to bridge the gap to achieve age expected attainment and to support their independence within the classroom.
- This will also be through on-going discussions with parents.

How do we know if it has had an impact?

- By reviewing children's targets from EHR/TAC/F and learning plans or EHCP outcomes and ensuring they are being met or progress has been made.
- The child is making progress academically against national/age expected levels and the gap is narrowing – they are catching up to their peers or expected age levels.
- Verbal feedback from the pupil, parent and/or teacher.
- Children may move off the SEND register when they have 'caught up' or made sufficient progress.

Who can I contact for further information?

- First point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet Mrs Fisher, our SENCO.
- Look at the SEN policy on our website
- Contact the school office to be directed to the most appropriate member of the Senior Leadership Team (SLT) if you are unsure who to contact.

For further information:

[SEND Local Offer | Swindon Borough Council](#)



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

- Contact the school office to arrange to meet the Headteacher, Mrs Smith or another member of the senior leadership team, who will willingly discuss how the school could meet your child's needs.

