

The Richmond School SEN Information Report

<p>1. What are Special Educational Needs?</p>	<p>The SEN Department provides support for pupils across the 4 areas of need as laid out in the SEND Code of Practice 2015;</p> <ul style="list-style-type: none"> ➤ Communication and interaction ➤ Cognition and learning ➤ Social, emotional and mental health difficulties ➤ Sensory and/or physical needs <p>The SEND Code of Practice (2015) defines SEN as: <i>A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision “different from or additional to that normally available to pupils of the same age”.</i></p>
<p>2. Who is responsible for looking after Special Education Needs at The Richmond School?</p>	<p>Our SENCo is Mrs Clark. She is in school two days a week. If you wish to contact Mrs Clark, please ring the school office (01754 766639) or email rachel.clark@richmond.lincs.sch.uk. She is also available to contact via Dojo.</p> <p>Our SEN Governor is Stephanie Blanchard-Hall.</p>
<p>3. What should I do if I think my child has Special Educational Needs?</p>	<p>If you have any concerns about your child’s needs or the progress they are making in school, the first person to talk to is their Class Teacher. You can do this by arranging a meeting through the school office. The class teacher will inform the Special Needs Co-ordinator (SENCo) of your concerns. The next steps <i>may</i> be one or more of the following:</p> <ul style="list-style-type: none"> ➤ Close monitoring of progress for a specified amount of time. ➤ A further meeting with the SENCo. ➤ Additional observations or assessments undertaken by the SENCo or, if necessary, relevant outside agencies. <p>Another meeting will be held to discuss the outcome and decide whether the child should be put on the SEN register.</p>
<p>4. What will the school do to support my child?</p>	<p>All SEN children undergo an assess, plan, do and review process (called The Graduated Approach).</p> <ul style="list-style-type: none"> ➤ Assess – the school will assess your child’s needs using a range of assessments and observations to identify needs. ➤ Plan – the class teacher and SENCo will plan provision to put in place for the child. This may be a targeted specific intervention.

	<ul style="list-style-type: none"> ➤ Do – the provision is undertaken for an identified amount of time. ➤ Review – the provision will be reviewed and next steps decided.
<p>5. How are adaptations made to the curriculum and the learning environment of pupils with SEN?</p>	<p>The curriculum / learning environment may be adapted by: Range of different strategies to best support children with SEN:</p> <ul style="list-style-type: none"> ➤ Groupings that target specific levels of progress; ➤ Differentiated resources, including visual aids and concrete apparatus; ➤ A variety of teaching styles; ➤ Use of ICT to support and record learning; ➤ Use of a variety of strategies and approaches to aid interaction and engagement; ➤ Use of pre-teaching techniques; ➤ Adaptions to learning topics to suit the learners needs; ➤ Additional adult support; ➤ Access arrangements for tests and or examinations.
<p>6. What if my child has more complex Special Educational Needs?</p>	<p>If your child’s needs are severe, complex or lifelong then the school may make a request to the local authority to carry out a statutory assessment of their needs to see if they require an “Education, Health and Care Plan” (EHCP). This plan will outline how many hours of support your child needs, how it should be used and will be funded by the local authority. If a plan is agreed, it is reviewed annually with parents and all agencies that are involved.</p>
<p>7. Who will support my child in school?</p>	<p>Your child’s class teacher will be the main person who will support your child in school and closely monitor their progress. However, the other teachers and Teaching Assistants will also be closely involved in supporting your child’s learning. The SENCo is responsible for coordinating the provision for children with additional needs.</p>
<p>8. What training and experience do staff have for supporting SEN?</p>	<ul style="list-style-type: none"> ➤ The SENCo has achieved the post graduate Masters Level National SENCO Award. ➤ All staff are currently participating in the Mobilise project. ➤ Teachers and Teaching Assistants are kept up-to-date with different evidence-based interventions. ➤ Individual training – our staff are trained in Safeguarding, First aid, Behaviour Management, Team Teach, Autism Tier 1 / 2 and Epi-pen usage. ➤ Through work with Educational Psychologists, we have a Trained Lego Therapist. ➤ Specialist expertise from external services – TAC, Speech and Language Therapy Service, ECLIPS, Specialist Teaching Team, Working Together Team, Occupational Therapists and Physiotherapists, Sensory Education Support Service, EP support, Healthy Minds, Early Support Care Co-ordination, Re-integration Team and BOSS. ➤ School are also able to refer to Community Paediatricians and CAHMS (Child and Adolescent Mental Health Services).

<p>9. Who else might be involved in supporting my child?</p>	<p>If it is appropriate, we may involve a range of external agencies that we work closely with:</p> <ul style="list-style-type: none"> ➤ Educational Psychologists ➤ Specialist Teachers ➤ Speech and Language Therapists ➤ Sensory Education Support Team ➤ The Working Together Team (Specialist Social, Communication Outreach Team) ➤ Community Paediatricians ➤ School Nursing Team ➤ CASY Counselling <p>If necessary, we can also make referrals to CAHMS (Child and Adolescent Mental Health Service).</p>
<p>10. How will I know about the progress my child is making?</p>	<p>All SEN children will have a Learning Plan. This is specific targets and provision put together by the class teacher and SENCo to support your child's needs. These will be reviewed three times a year and you will be invited to a Review Meeting.</p>
<p>11. How accessible is the school environment?</p>	<ul style="list-style-type: none"> ➤ Ramp access through the main office ➤ A hygiene suite with disabled toilet, shower and changing facilities ➤ An additional disabled toilet ➤ The school is on one level with the majority of pathways being suitable for wheelchairs. ➤ Access from disabled parking bay to the school entrance.
<p>12. How will the school prepare and support my child to transfer to a new setting/school?</p>	<p>We will talk directly to the SENCo of the new school to ensure that all necessary information about your child's special educational needs is passed on to them. The transition to the new school/setting will be carefully planned to ensure it is smooth.</p>
<p>13. How can I access support for myself and my family?</p>	<p>There are a number of useful organisations which may be able to offer support themselves or advise you where to find support. These include:</p> <ul style="list-style-type: none"> ➤ The Local Authority's website which lists all of the services available to support families and children with special educational needs: www.lincolnshire.gov.uk/SENDlocaloffer ➤ Lincolnshire Parent Carer Forum is the official independent carer forum in Lincolnshire, seeking to represent parents and carers of children with disabilities and special educational needs. Their network is open to all parents, irrespective of the age of the child: www.lincspcf.org.uk

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