



Regent Farm First School

SEN Information Report

2022-23

This document is intended to give you information about how SEN pupils in our school are supported to achieve their full potential. We are a fully inclusive school and recognise that every child is unique and will need resources and provision to reflect their individual needs. Our strategies, resources and support are therefore continually developed and adapted to meet the changing needs of our pupils.

We have a dedicated SEN team in school which includes the SENCo (Special Educational Needs Coordinator), Headteacher and SEN governor. Please do not hesitate to contact us if you have any questions or would like further information.

Headteacher: Mrs Helen Moore

SENCo: Mrs Katherine Doonan

SEN Governor: Amy Peasland

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Identifying Needs

Children are identified as having SEND through a variety of ways including:

- Liaison with the previous school or pre-school setting.
- Concerns raised by teaching and support staff.
- Concerns raised by parents.
- Analysis of data and formal or informal assessments including the Year 1 phonics test and the Year 2 SATs.
- Liaison with external agencies e.g. OT, Speech and Language.
- Observations inside the classroom or outside the classroom (such as playtime)
- Health diagnosis.

Supporting Pupils with SEND and their Families

We provide support for children with SEND across the four areas of need as laid out in the SEND code of Practice 2014. These are:

- Cognition and Learning
- Communication and Interaction
- Sensory and Physical
- Social, Emotional and Mental Health

Area of Need	Support Available in School
Cognition and Learning e.g. <ul style="list-style-type: none">• Moderate Learning Difficulties (MLD)• Specific Learning Difficulties (dyslexia, dyscalculia)	<ul style="list-style-type: none">• Small group, targeted intervention programmes.• Differentiated curriculum and resources.• Use of ICT to reduce barriers e.g. Lexia, Nessy, Bug Club, Clicker.• We seek advice and support from specialist teachers through the SEN ASAP panel to ensure children's needs are being fully met.• 1:1 interventions and support as necessary.• Physical resources or aids e.g. coloured overlays, numicon.• Curriculum support to pupils with English as an Additional Language (EAL).
Communication and Interaction e.g. <ul style="list-style-type: none">• Autistic Spectrum Disorder• Speech, language and communication Needs.• Social communication difficulties.	<ul style="list-style-type: none">• Visual timetables.• Access to low stimulus areas of the classroom.• Differentiated curriculum and resources.• Support/supervision during unstructured times of the day e.g. lunch time and play time.• Strategies and programmes to support speech and language development.• Use of ICT to reduce barriers e.g. Cogmed, Lexia, Nessy.• Social stories.• Social skills groups.• Lego therapy.• Friends for Life programme.• Speech and Language support from Elkan qualified staff.

	<ul style="list-style-type: none"> • Use of Box Time to improve language and communication skills. • 1:1 speech and language programme as needed.
<p>Sensory and Physical e.g.</p> <ul style="list-style-type: none"> • Hearing impairment • Visual impairment • Physical and medical needs 	<ul style="list-style-type: none"> • Regent Farm has an Additionally Resourced Provision (ARP) for children with a visual impairment. • The resource base is able to transcribe text into Braille. • VI pupils have access to monitors to enlarge the text and images shared with the whole class. • Access to small group interventions for motor skills. • Access to a sensory room. • Use of ICT to provide alternative ways of recording ideas. • Staff work with outside agencies such as the Hearing Impairment Team the Visually Impaired Team, OT and Physiotherapy to ensure needs of individual pupils are met. • Physical aids are used when needed or recommended such as wobble cushion or pencil grips. • The building is fully accessible to all including ramps fitted to entrances and disabled toilet facilities. • Staff understand and apply the Medicines Policy. • First aiders are trained in supporting children with diabetes, asthma, allergies and have received Epipen training.
<p>Social, Emotional and Mental Health e.g.</p> <ul style="list-style-type: none"> • Behavioural needs • Mental health needs • Emotional health and wellbeing 	<ul style="list-style-type: none"> • Pastoral staff support all aspects of social, emotional and mental health needs and we provide excellent pastoral care. • We seek advice and support from outside agencies such as the Children and Young People's Service (CYPS). • Children access positive behaviour strategies and rewards. • Specific interventions and small group based programmes are used such as Drawing and Talking. • We have access to a school based Psychotherapist. • Use of risk assessments ensures the safety and inclusion of all pupils in school activities. • The school's behaviour policy identifies where reasonable adjustments or changes can be made to ensure the need for exclusions is kept to a minimum.

The school recognises that children with special educational needs fall into one of the four categories which is noted as their primary area of need. However, we acknowledge that often children will have a number of difficulties from more than one area. We always strive to meet the needs of the whole child.

For all children with SEND we:

- Involve pupils, parents and staff to write, review and implement pupil-friendly profiles and needs-based plans.
- Differentiate the curriculum and resources to promote pupil progress.
- Seek support and advice from outside agencies to ensure any barriers to success are fully identified and responded to.
- Plan for, assess and review pupil progress.

- Monitor, through the school's self-evaluation process, quality teaching and learning for pupils with SEND.
- Ensure teaching resources are routinely evaluated to ensure they are accessible to all pupils.
- Make sure that all school activities have positive impact on the learning success and inclusion of all pupils including those with SEND.
- Place support staff according to their expertise and the needs of the pupils.
- Have a fully qualified SENCo who can provide advice and guidance to staff.
- Provide ongoing SEN training and information for teachers and teaching assistants.
- Offer support to families and ensure they are signposted to services and organisations, which may offer appropriate support or advice via the Local Offer.
- Offer first to middle school transition support for pupils and parents so the move to middle school is as smooth as possible.

Monitoring and Evaluating SEND Outcomes

Pupil outcomes are monitored and assessed by:

- Reviewing curriculum data on a termly basis.
- Provision audits.
- Work scrutiny.
- Lesson Observations.
- Learning Walks.
- Parent meetings.

Staff Training

The staff of RFFS has undertaken training led by a range of professionals involved with children with Special Educational Needs and Disabilities in the following areas:

- Speech, Language and Communication needs: Elkland Speech and Language awareness course level three accredited.
- Visual Impairment: Specialist qualified teachers of the visually impaired, who have RNIB accredited qualifications in Braille. CPD in social and emotional development, specific V.I. conditions and assessment procedures in conjunction with external agencies i.e. ophthalmologists.
- Hearing Impairment: British Sign Language (level two accredited) and Makaton.
- Autistic Spectrum Disorder: Autism awareness training, Makaton, concept board and Lego Based Therapy training.
- Dyslexia : specific resource training such as the Toe by Toe , Lexia and Nessy as well as training in how to identify and support children with dyslexia.
- Behavioural Support: ongoing continuous professional development, "Friends for Life" programme as well as Drawing and Talking. Whole school attachment training.
- Specific Medical Needs: First aid qualified staff.
- Literacy intervention: booster sessions, one to one guided reading programmes, Read Write Inc, Clicker 7, Star Spell , Lexia and Toe by Toe training.

- Numeracy intervention and booster sessions: Numbers First specialist teacher and HLTA, Numicon and ICT specific maths intervention training. We also have an NCETP Primary Mastery Specialist Teacher who is also has a Professional Development Accreditation.
- Mental health training includes: anxiety, stress and attachment disorder, “Friends for Life”, Drawing and Talking, Therapeutic Story Writing and Lego Based Therapy, pastoral care including friendship groups and nurture groups, whole school mental health awareness and attachment training.

We pride ourselves on our pastoral care which includes one to one counselling, group counselling and family counselling, which takes place in our purpose-built Eco Classroom.

Staff training is on-going, relevant to the children in the school and responds to current national developments in Special Educational and Needs Disabilities provision.

Raising a Concern

- The first point of contact would be your child’s class teacher to share your concerns.
- You could also arrange to meet the SENDCo and / or The Head Teacher
- The SEND Governor can be contacted via the school office for support
- Look at the SEND policy on our website.
- Our complaints procedure is available through the school office and is on our website.

Further Information and Useful Links

Newcastle City Council Local Offer:

<https://www.newcastle.gov.uk/services/schools-learning-and-childcare/childcare-and-early-years/support-children-special>

SEND Code of Practise:

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

Children and Families act 2014

<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

Education Healthcare Plan

<http://www.ehcplan.co.uk>

National Autistic Society

www.autism.org.uk