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Robert Le Kyng Primary School Special Resource Provision (SRP) Physical Impairment Unit

Robert le Kyng Primary School's SRP is part of our 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 Special Resources Provision (Physical Impairment) Unit. The mainstream school has its own Information Report.

What should I do if I would like my child to access a Special Resources Provision Unit (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 a statement of special educational needs, 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 specialist teaching assistant and teacher 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.

Our SRP coordinator oversees all support and progress of any child in the SRP Unit across the school and provides interventions where needed.

- There will be a Special Teaching Assistant (STA) working with your child either individually or as part of a group.

Who will explain this to me?

- The class teacher and SRP Coordinator 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 Coordinator 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 SRP Coordinator. 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 the curriculum be matched to my child's needs?

What are the school's approaches to differentiation and how will that help my child?

- All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

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 for me 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 or SRP Coordinator 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 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 and teachers can be shared and responded to when needed.
- The child's Individual Education Plan (IEP) will have individual / group targets. This is assessed 3 times a year and parents are given a copy of the IEP. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed and are written in a child friendly format.
- Your child will have a Statement of SEN or an Education and Health Plan (EHP), which means that a formal 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 P levels where appropriate.
- Children who are not making expected progress are picked up through Review meetings with the Class teacher, SRP Coordinator 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 IEP is reviewed comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target 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 SRP Coordinator 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 PI unit 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 SRP Coordinator 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 are also trained in medical procedures, including gastro feeds.

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

- Our SRP Coordinator, Sarah Leighfield 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 are currently having?

- We have members of staff trained in supporting children with a variety of physical needs including assisting with personal hygiene and toileting on a 2 to 1 basis, who can access support from the advisory teacher for P.I.
- Staff members have training in delivering Speech & Language programmes, signalong, fine motor skills and communication.
- Staff work closely with physiotherapists and occupational therapists 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 & 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 the school prepare and support my child when joining the school transferring to a new school?

- We encourage all new children to visit the school prior to starting when 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. Either to our feeder' secondary school, The Commonweal School, who run a programme specifically tailored to aid transition for the more vulnerable pupils, Crowdys Hill or Uplands.
- If your child has complex needs then a Statement review 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 SEN 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 STAs who are funded from the SEN budget and deliver programmes designed to meet your child's needs.
- The budget is allocated on a needs basis. The children who have the most complex needs are given the most support with an STA.

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

- The class teacher alongside the SRP coordinator 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 levels and to support their independence within the classroom.
- This will be through on-going discussions with parents and all the appropriate professionals.

How do we know if it has had an impact?

- By reviewing children's targets on IEPs and ensuring they are being met.
- 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 teacher, parent and pupil.

Who can I contact for further information?

- First point of contact would be your child's class teacher or STA to share your concerns.
- You could also arrange to meet Mrs Sarah Leighfield the SRP PI coordinator.

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.

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

- Contact the school admin office to arrange to meet the Headteacher, Mrs Smith and Emma Waters the advisory teacher for physical disabilities who will willingly discuss how the school could meet your child's needs.

How will I raise concerns if I need to?

- Talk to us – firstly contact the SRP coordinator 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.