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Robert Le Kyng Primary School
Westcott Street
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SEND Information Report

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

Specialist Complex Needs Lead Teacher – Helen Green

Assistant SENCO - Emily Coward

Designated Teacher for Looked After Children – Susan Smith

SEND Governors – Katy Day and Anjola Aworinde

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
PEP – Personal Education Plan
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 Coordinator
SLT – Senior Leadership Team
SRP – Specialist Resource Provision
STA- Specialist Teaching Assistant
TA – Teaching Assistants
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 school. In addition to this, it has a specialist unit to meet the additional needs of up to 12 children with complex needs and a specialist resource provision (SRP) for children with a physical impairment. 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 or unit. The SRP, PI has its own Information Report.

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

What are special educational needs?

A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than most others of the same age.

OR

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in a mainstream school. A child under compulsory school age has special educational needs if they fall within the definition at a) or b) above or would so do if special educational provision was not made for them.

(Clause 20 Children and Families Act 2014)

There are four prime areas of Special Educational Needs:

C&I - Communication and interaction - speech and language difficulties, social communication and interaction difficulties, Autism, developmental language disorder (DLD)

C&L - Cognition and learning - including moderate Learning Difficulties (MLD), Specific Learning Difficulties (SPLD), Severe Learning Difficulties (SLD)

SEMH - Social, Emotional and Mental Health needs (SEMH) – attachment difficulties, attention deficit hyperactivity disorder (ADHD), attention deficit disorder (ADD), anxiety and social and emotional developmental delay.

PS - Sensory and/or physical needs – hearing loss, visual impairments, hearing impairments, sensory processing difficulties and physical difficulties.

Communication and Interaction

Communication and interaction has two main subcategories, as per the Code of Practice:

SLCN - *Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.*

ASD - *Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.**

*this is taken directly from the Code of Practice. Asperger's Syndrome is no longer given as a diagnosis and instead would now be diagnosed as autism.

What do we do as a school to support children with Communication and Interaction difficulties?

Outlined below are examples of the support we would put in place for children with C&I difficulties. However, we are always led by the child and their individual needs.

Quality first teaching:

- Visual supports
- Adapted use of language
- Modelling of correct language use such as gestures, visuals
- Specific teaching of general listening, attention, communication and interaction skills
- Staff modelling interactions with a peer through play
- Resources to reduce sensory distractions such as ear defenders or a work screen if needed
- Alternative methods of communicating such as gestures, visuals
- A calm, ordered learning environment that supports listening, attention and communication
- A buddy/befriender system
- High-quality phonics teaching
- Small group adult-led interventions modelling language and interactions

Examples of interventions and support for children with SLCN or social communication needs:

- Colourful Semantics
- Language for Thinking
- Speech and Language support
- Lego club
- Intensive interactions
- Referrals to SASS (Swindon Autism Support Service)



Cognition and Learning

As per the Code of Practice, Cognition and Learning can be divided into the following (taken from the Department of Education and Skills, 2003):

MLD - Pupils with MLD will have attainments well below expected levels in all or most areas of the curriculum, despite appropriate interventions. Their needs will not be met by normal differentiation and the flexibilities of the National Curriculum. Pupils with MLD have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and underdeveloped social skills.

SLD - Pupils with severe learning difficulties have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support. They may also have associated difficulties in mobility and co-ordination, communication and perception and acquisition of self-help skills. Pupils with SLD will need support in all areas of the curriculum. They may also require teaching of self-help, independence and social skills. Some pupils may use sign and symbols but most will be able to hold simple conversations and gain some literacy skills.

PMLD - Pupils with PMLD have severe and complex learning needs, in addition they have other significant difficulties, such as physical disabilities or a sensory impairment. Pupils require a high level of adult support, both for their learning needs and also for personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Some pupils communicate by gesture, eye pointing or symbols, others by very simple language.

SpLD - SpLD is an umbrella term which indicates that pupils display differences across their learning. Pupils with SpLD may have a particular difficulty in learning to read, write, spell or manipulate numbers so that they're in these areas is below their performance in other areas. Pupils may also have problems with short term memory, organisational skills and co-ordination. Pupils with SpLD cover the whole ability range and the severity of their impairment varies widely.

Diagnoses that might come under C&L: Dyslexia, Dyscalculia, Dyspraxia

Outlined below are examples of the support we would put in place for children with C&L difficulties. However, we are always led by the child and their individual needs.

Quality first teaching:

- Structured phonics/reading/spelling/maths programmes whether whole class or small group
- Resources such as pencil grips, writing slopes, aids to support spacing between words, adapted books as needed
- Resources to support independent learning such as alphabet strips, phonics mats, High frequency words mats, working walls, number lines/squares, concrete maths apparatus
- Opportunities to recap learning
- Adapted tasks
- Strategies and resources to support short-term working memory difficulties e.g. a whiteboard to bullet instructions, a visual timetable, now and next board
- Strategies and resources to support organisation for tasks such as visual timer, writing frames, mind maps
- Brain breaks and movement breaks

Examples of interventions and support for children with a C&L need:

- Precision teaching
- Pre-teaching
- Little Wandle Catch Up



Social, emotional and mental health difficulties

As per the Code of Practice, children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder or attachment disorder.

Outlined below are examples of the support we would put in place for children with SEMH difficulties. However, we are always led by the child and their individual needs.

Quality first teaching:

- Structured emotional literacy teaching/interventions including short term social support
- Calm, structured, well organised classroom environment
- A safe space to use in times of dysregulation/overload
- Clear behaviour targets that are praised/rewarded when achieved
- Staff modelling and reinforcing specific social skills and emotional literacy skills
- A buddy/befriender system
- Access to an individual work area or resources to support focus and attention such as ear defenders, a wobble cushion, work screen
- Movement breaks
- Check ins with adults (short term)
- High quality PSHE lessons to promote understanding of emotions and relationships

Examples of interventions and support for children with an SEMH need:

- ELSA
- De-escalation plans
- Drawing and talking
- Lighthouse play therapy
- BeU Swindon
- Family support worker



Physical and Sensory Needs

As per the Code of Practice, some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all opportunities available to their peers.

Outlined below are examples of the support we would put in place for children with C&L difficulties. However, we are always led by the child and their individual needs.

Quality first teaching HI, VI and Medical Needs:

- Carefully considered placement within the classroom to minimise distractions, to support listening, to ensure adequate and appropriate lighting and a direct line of sight for the child to the teacher/support staff
- A calm, quiet learning environment where due attention had been given to reducing background noise so as to support listening, attention and communication
- Visual supports for teaching and organisation, for instance a visual timetable and visual prompts for instructions
- Appropriate focused adult support as needed to check understanding of instructions and teaching
- A buddy/befriender system or similar at play and lunch times to support social inclusions and H&S
- An adult who understands can support with managing and troubleshooting hearing aids
- A well organised learning environment with minimal clutter
- A learning environment with comfortable lighting and minimal glare
- Large print resources with good quality print and good contrast
- Extra time to complete tasks and 'down time' to reduce the effects of visual fatigue
- Pencil grips or writing slopes if required
- Alternative methods of recording
- Support to cut up food and to open packets and containers if required
- Access to adapted cutlery if needed
- Access to disabled access toileting facilities if necessary in line with the Equality Act 2010
- Support to develop toilet training skills and personal care independence skills if needed
- A standard chair to avoid floor sitting in class or in assembly
- Basic support to assist pupils with changing for PE lessons
- If needed simple adaptions to the PE curriculum
- Support to help pupils to put on or remove simple therapy equipment e.g. lycra gloves
- Regular monitoring of a medical condition such as a diabetes blood test
- Intimate care plans in place as required
- Lifts or ramps should be available
- Sufficient space in classrooms to accommodate a wheelchair

-Access to a Personal Emergency Evacuation Plan (PEEP) if necessary

Examples of interventions and support for children with a HI, VI or medical need:

-SPARKS

-Fine motor intervention

-Gross motor intervention



Frequently Asked Questions

How does your school know if children need extra help and what should I do if I think my child has special education needs?

At Robert Le Kyng, children are identified as having SEND through a variety of ways including the following:-

- Liaison with the preschools/previous school
- Teachers will use The Blue Kite Academy Trust SEND Graduated Response alongside the Swindon Core Standards to support classroom provision and/or identify area of need
- Performing below age expected levels
- Concerns raised by teacher, for example behaviour or self-esteem is affecting performance
- Concerns raised by parents
- Liaison with external agencies
- Health diagnosis through paediatrician

Slower progress and low attainment will not automatically mean a pupil is recorded as having SEND. Parents will be invited to a meeting to discuss whether their child is placed on or removed from the SEND register as part of our response to SEND.

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

Ongoing 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 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 SENCO oversees all support and progress of any child on the SEND register across the school.

- There may be a TA working with your child either individually or as part of a group, if this is seen as necessary by the needs identified as part of their learning plans/EHCPs which will be shared with parents.

Who will explain this to me?

- The class teacher 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 SENCO is available to discuss the support in more detail.



How are parents of children with SEND involved?

We believe that parents play a vital role in helping children with SEND achieve their full potential. At Robert Le Kyng, we like to work in partnership with the parents.

- If the child is part of an EHR/TAC/F, parents will be invited in to talk through the child's targets and the progress they have made towards achieving them. These are an opportunity to share parental knowledge of what works best for their child and plan further support.
- If a child has an EHCP, parents are invited to attend and contribute to an annual review meeting. Outside agencies supporting the child are also invited, providing parents with an opportunity to talk about their child's needs with these professionals. Long term outcomes are reviewed and if needed, new ones set. Parents are also invited to meet with the SENCO during the year to discuss the progress their child is making – outcomes meetings.

How are children with SEND consulted and involved in their education?

- Children with SEND usually have an awareness of their own needs and what support works for them. Their views are recorded on their one page profiles and/ or support plans.
- If age or ability appropriate, children with an EHCP are invited to attend part of their annual review meeting. They also complete a pupil voice sheet in a way that is accessible to them e.g. 'This is Me' booklet, communication cards, photographs.
- Children with SEND are also chosen by the SENCO or subject leaders for pupil voice sessions. Children's opinions on different areas of their learning are gathered, fed back to all staff and have an impact in shaping their future education.

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 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.



How will I know how my child is doing and who will you help me to support my child's learning? What opportunities will there be to 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 SENCO and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.
- We believe that your child's education should be a partnership between the child, parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- We can operate home/school link books which your child will bring home regularly so that comments from parents and teacher can be shared and responded to when needed.
- If your child is on the SEND register, they may have a learning/support plan. It will have individual / group targets. This is assessed 3 times a year and parents will be given a copy of the plan. 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.
- If your child has complex SEND they may have an Education and Health Care Plan (EHCP), 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 in Reception through to Year 6, using a variety of different methods including teacher assessment, National Curriculum levels and BSquared progression steps where appropriate.
- Children who are not making expected progress are picked up through review meetings with the class teacher and Deputy/Head teacher. In this meeting, there will discussions around why individual children are experiencing difficulty and what further support can be given to aid their progression.
- When a child's learning plan/ EHCP outcomes are 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.
- Assessment is part of the 'Assess, Plan, Do, Review' cycle as part of our graduated response.



How does the school 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 main office or class teacher if medication is recommended by Health Professionals to be taken during the school day.
- On a day-to-day basis the admin staff generally oversee the administration of any medicines.
- As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.

What training have the staff supporting children with SEND had or are currently having? Where do staff get advice?

Staff training adapts with the needs of the children. Some staff have had training in the interventions below, however this is not an exhaustive list:

- Manual Handling
- Speech & Language programmes. They can also access support from the advisory teachers at Even Swindon.
- Signalong
- CLASS support (Cognition, Learning Advice and Support Service)
- Little Wandle
- Numicon
- ELSA (Emotional Literacy Support Assistants)
- Bereavement
- Lego Talk programme
- SPARKS
- Team Teach
- Outreach support from Brimble Hill
- Hearing Support Team advice
- Lighthouse Early Intervention Support (SEMH service through Blue Kite)
- Occupational Therapists
- Physiotherapists
- School Nurse
- Swindon Assistive Technology Service
- TaMHs
- BeU Swindon
- Visual Impairment Support Team
- Family Support
- SASS (Swindon Autism Support Service)
- Visual Impairment Support Team
- Family Support



What is an EHCP?

If a child's needs cannot be met by the afore mentioned provision, it may mean that they require an Educational Health Care Plan (EHCP). School or parents can apply for an EHCP. More information can be found on the [SEND Local Offer | Swindon Borough Council](#)

Special School Provision or Alternative Provision

If a child with an EHCP needs a more specialist curriculum to meet their needs, parents and carers have a right to apply for a place in a special school, where a more specialist curriculum can be delivered. This is done through the annual review process. More information can be found on Swindon's [Continuum of provision | Swindon Borough Council](#).

In a minority of cases, where pupils are unable to receive a suitable education due to exclusion, illness or other reasons, Alternative Provision may be arranged by the Local Authority or school. Further information can be found in the DfE's [Alternative provision - GOV.UK](#).

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.
- 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 which will cover the same curriculum areas will be provided in school.

How accessible is the school environment?

- The school site is wheelchair accessible with disabled toilets large enough to accommodate changing. 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 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.

