

King Richard School



# **SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) OFFER**



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# Types of SEND

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## Communication and Interaction

**Children may have a delay or disorder in one or more of the areas around Attention / Interaction skills.**

This may mean that pupils will find it hard to:

Ignore distractions.

Focus on tasks / instructions.

Stay on task without prompts.

Use appropriate interaction.

Maintain peer relationships.

Initiate or maintain a conversation.

**Children may have difficulties understanding / receptive language and will need:**

Visual support to understand or process spoken language.

Augmented communication systems.

Repetition of language and some basic language needs to aid their understanding.

**Children may have difficulties with speech / expressive Language and will need:**

Simplified language and limited vocabulary.

Frequent clarification of ideas.

Some development in the speech sound system.

Additional grammar / phonological development.



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# Types of SEND

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## **Cognition and Learning**

**Children may have difficulties with the skills needed for effective learning such as use of:**

Language, memory and reasoning skills

Sequencing and organisational skills

An understanding of number

Problem-solving and concept development skills

Fine and gross motor skills

Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia.

## **Social, Mental and Emotional health**

**Children may have difficulties with social and emotional development which may lead to or stem from:**

Social isolation

Behaviour difficulties

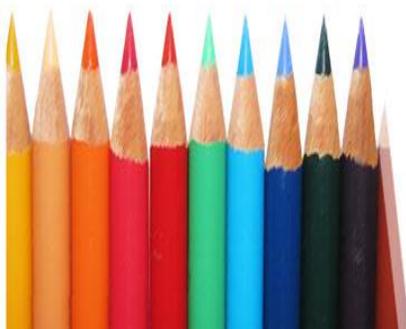
Attention difficulties (ADHD)

Anxiety and depression

Attachment disorders

Low self esteem

Issues with self-image



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# Types of SEND

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## **Sensory and/or Physical**

**Children may have medical or genetic conditions that lead to difficulties with:**

Specific medical conditions

Gross / fine motor skills

Visual / hearing impairment

Accessing the curriculum without adaptation

Physically accessing the building(s) or equipment

Over sensitivity to noise / smells / light / touch / taste

Toileting / self care



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# Learning and Access Support



## Learning

High quality personalised teaching will meet the needs of the majority of pupils. Regular assessment and monitoring of progress will ensure teachers can identify when a pupil may need adaptations or extra support .

We will use a ‘graduated approach’ dependent on the level of need.

Pupils with identified SEND will be placed on the ‘SEN Support Register’ and we will work with the pupil, parents, teachers and support staff to develop an SEN Support Plan. The plan will have agreed objectives, outlining the intervention that will be put in place to match the identified needs and set out responsibilities for the school, parents and the pupil.

Examination Access Arrangements will be put in place for students who meet the exam board criteria.

## The Guided Learning Hub

Will facilitate and provide students who are vulnerable with an opportunity to remain in school. Attendance at the Guided Learning Hub will help young people to prepare for adult life through a range of educational experiences which are planned to motivate, inspire and support learning.

Students will benefit from smaller class sizes, a range of extended learning projects, a balanced core curriculum English, Mathematics, Science and IT.

Each student will have a personalised timetable designed to meet individual needs



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# Social, Mental and Emotional Support



## Student Services

We have a dedicated team of non-teaching staff who not only deal with the day to day aspects of supporting students in and around the school but also work intensively with vulnerable students and families.

The team will make use of extensive amounts of data to identify areas of concern with regards to attainment, attendance and behaviour. Once identified, concerns can be addressed with individual plans using internal and often external agencies.

Internal support includes 1 to 1 counselling, a dedicated Family Support Worker and our own Educational Welfare Officer.

Our aim is to ensure every student is able to not only meet but exceed expectations and provide a support structure which allows them to do so.



# Social, Mental and Emotional Support



## Attendance and Family Support

All staff are committed to working with parents and pupils as the best way to ensure as high a level of attendance as possible and that every child's welfare and life opportunities are promoted.

Any absence affects the pattern of a child's schooling and regular absence will seriously affect their learning. Ensuring your child's regular attendance at school is your legal responsibility and permitting absence from school without a good reason creates an offence in law and may result in prosecution.

We can meet with parents and students individually to discuss any attendance issues or issues with lateness. We support parents to ensure their child is in school and on time by making daily contact to discuss the reasons for any absences. The education welfare officer can also collect students from home in extreme cases and where the need arises.

## Medical/Physical

Our Medical Welfare Supervisor works closely with parents, children and staff to ensure that medical/physical needs are met and monitors when a Medical Protocol is in place, in accordance with 'Medical Conditions in Schools' policy. (The policy can be viewed on request or on the KRS website.)

The Medical Welfare Supervisor is the first point of call for first aid or illness. She will assess the needs of pupils to promote well being, undertake first aid requirements according to individual need and liaise with relevant staff/outside agencies/parents.

# Types of Intervention



## Wave 1

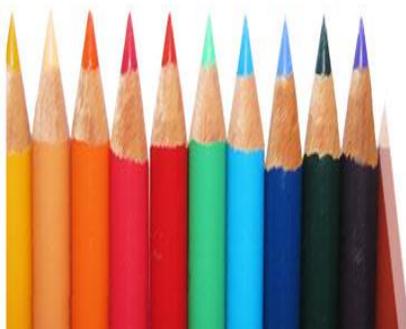
- Teachers will use a range of teaching styles to match the learning styles of individual students.
- Flexible teaching arrangements
- Adapted tasks and resources.
- Tutor reviews will set targets with individual students.

## Wave 2

- Additional support which may be provided after school.
- Examination access arrangements, for example; extra time, a reader, word processing.
- Additional adult or peer support
- Homework support
- Mentoring
- Family Support Worker, Education Welfare Officer, Counsellor

## Wave 3

- Targeted in class support from SEN Department
- 1:1 or small group evidence based intervention programmes for Literacy, Numeracy, Dyslexia, Language Skills, Social Skills, Behaviour.
- Outside Agencies



# Parent Support Groups



## **Family Support Worker**

Paulsgrove Parent Support Group  
For School Aged Children  
4-16 years  
Supported by the Family Support Workers of the  
Paulsgrove Schools

Come along for advice, support and a friendly face to chat to. Guest speakers will be invited to support our community.

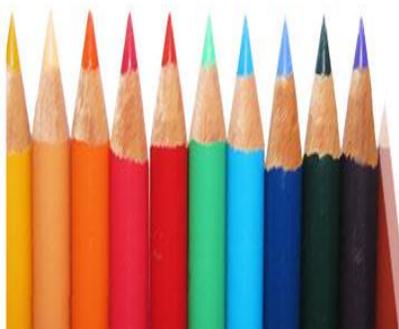
Last Tuesday of every month  
1.30-3pm  
Hillside and Wymering Centre  
Cheltenham Road, Paulsgrove

## **Family Learning Zone**

We work with the National Literacy Trust and offer a range of family learning sessions which allow parents and children to work together. We also offer adult training courses. If you are interested in finding out more about how to improve your child's or your own literacy please contact:  
Tracey James: Ext 271  
Email: [tjames@kingrichardschool.net](mailto:tjames@kingrichardschool.net)

## **SEND Support Group**

We hold a coffee morning 9.15 – 10.15 on the 2nd Tuesday of each month at the school to give parents/carers the opportunity chat to each other about SEND concerns, meet with some of the SEN and support staff and listen to guest speakers.  
For more information contact:  
Chris Bailey: Ext 244  
Email: [chbailey@kingrichardschool.net](mailto:chbailey@kingrichardschool.net)



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# FAQs



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**What should I do if I think my child may have special educational needs?**

Talk to us – we are a welcoming school and are committed to maintaining good communication links with parents. If you have concerns, speak to your child’s Tutor in the first instance and/or arrange an appointment to speak to our Special Educational Needs Coordinator (SENCO)

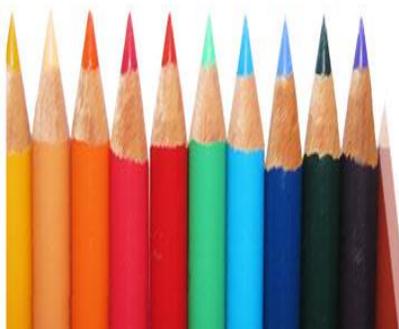
**How will King Richard School staff support my child?**

The SENCO will carefully monitor all provision and the progress of any student requiring additional support across the school.

The class teacher will adapt work or resources to meet individual needs.

Tutors will review your child’s progress with them following each Progress Point and support them in setting and reviewing goals.

Our Student Services Team will work with you, your child and staff to ensure your child’s social, mental and emotional health needs are supported.



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# FAQs

## **How will the curriculum be matched to my child's needs?**

All teachers are teachers of children with SEND. All teachers plan to include everyone in their lessons and work is provided at the appropriate levels for children to access their learning and make good progress.

The quality of teaching and learning is monitored closely by Heads of Department, and the Senior Management Team.

## **How accessible is King Richard School?**

We make every reasonable adjustment possible. The main entrance, hall, top corridor and a disabled toilet are the only areas of the school accessible to wheelchair users.

We liaise with EMAS (Ethnic Minority Achievement Service) who assist us in supporting children with English as an additional language.





# FAQs

## **What support is there for improving behaviour, attendance and avoiding exclusion?**

As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and students.

We use a graduated approach to negative behaviours which gives the student opportunities to make better choices.

We have a team of staff who use a range of internal and external resources to help improve behaviour, attendance and avoid exclusion.

## **What specialist services and expertise are available at or accessed by King Richard School**

We work with:

- Child and Adolescent Mental Health
- Social Care
- Educational Psychology
- Occupational Therapy
- Speech and Language Therapy
- Outreach (for learning)
- Multi-agency Behaviour Support (MABS)
- School Nursing Service.





# FAQs

## What training has staff supporting children with SEND had?

Our SENCO is a qualified teacher and has an Advanced Diploma in Education for SEN and a Diploma in Specific Learning Difficulties (SpLD). Our Specialist Dyslexia Teacher holds the same qualifications. The SEN Support Assistant is trained in delivering reading and spelling programmes, precision teaching and Social Skills and language programmes.

A number of staff have trained in EFA and the delivery of Behaviour Management and Social Skills programmes.

The Functional Skills Director has a team of HLTAs who are trained to deliver literacy programmes.

## Who can I contact for further information?

**SEND** - SENCO – Chris Bailey - Ext 244  
[chbailey@kingrichardschool.net](mailto:chbailey@kingrichardschool.net)

**Functional Skills** – Tracey James – Ext 271  
[tjames@kingrichardschool.net](mailto:tjames@kingrichardschool.net)

**Student Support** – June Nancarrow – Ext 280  
Shelley Richardson, Pauline Sisk - Ext 261  
[jnancarrow@kingrichardschool.net](mailto:jnancarrow@kingrichardschool.net)  
[srichardson@kingrichardschool.net](mailto:srichardson@kingrichardschool.net)  
[psisk@kingrichardschool.net](mailto:psisk@kingrichardschool.net)

**Attendance** – EWO - Lisa House - Ext 284  
[lhouse@kingrichardschool.net](mailto:lhouse@kingrichardschool.net)

**The Guided Learning Hub** – Steve Smith Ext 228  
[ssmith@kingrichardschool.net](mailto:ssmith@kingrichardschool.net)



# GLOSSARY

## **Achievement For All (AFA)**

An evidence based, two-year programme to improve outcomes for vulnerable and disadvantaged pupils, including those from low income families, those identified with special educational needs, and looked-after children.

## **Assessment for Learning (AFL)**

Assessment that carries on all the time through marking and questioning – in other words, not tests!

## **Educational Psychologist (EP)**

An Educational Psychologist is specially trained to assess a child's ability. In the case of children with the most complex needs who are failing to make progress, they might be called upon to investigate a child's strengths and weaknesses and advise teachers how best to support a child.

## **Emotional First Aid (EFA)**

An EFA is a member of staff who has undergone specialist training in ways of supporting children develop their emotional well being.





# GLOSSARY

## **Emotional Literacy**

Emotional literacy concerns how well you deal with your emotions and the emotions of people around you

## **HLTA**

Higher level teaching assistant

## **IBP**

An Individual Behaviour Plan (IBP) details how a school will support a child with behaviour needs

## **LSA**

Learning support Assistant





# GLOSSARY

## **PSP**

A Pastoral Support Plan (PSP) is a document created to address a child's behaviour issues. The children involved in this process are at risk of exclusion. The aim of the document is to analyse why a child is displaying challenging behaviour and to put in place measures to help reduce these issues.

## **Precision Teaching**

This is a nationally recognised teaching method used to develop a child's basic skills. It is delivered by a teaching assistant who has undergone extra training.

## **SEN Support Plan**

This is a document created when a student is assessed as having a significant learning difficulty . It will set out who needs to be involved, the SEN support that is required, how the support will be provided and how the outcomes will be evaluated.





- This information is intended for parents of pupils attending King Richard School from September 2014 and is, as far as we are aware, correct at the time of publishing.
- The content will be regularly reviewed and updated.
- For further information, please contact the school.