

SEND Information Report (Local Offer) for Inclusion at Regents Park Community College

Regents Park Community College is a secondary school of 703 pupils aged 11-16. We are an inclusive school and we strive to support all children to enable them to make the best possible progress and achieve well.

To accomplish these aims, we offer a broad and balanced curriculum with high quality teaching (Quality First Teaching – QFT). We make sure that additional needs are identified early and we offer a range of provision according to identified needs. We work with other professionals (e.g. Health, Educational Psychology, Speech and Language Therapy) to ensure that all children receive the support that they need to do well at school.

Roles and Responsibilities at Regents Park Community College:

Senior Leadership Team: Mr Archibald, Mrs Barnes, Mr Henderson, Miss Webster

SENCo: Mrs Rogers

Assistant SENCo: Mrs Silk

Governor with responsibility for SEND:

The Special Educational Needs Co-ordinator (SENCo) works within the Leadership Team to monitor and promote Quality First Teaching and the wellbeing of children across the school. The SENCo liaises with staff to monitor pupil's progress and to plan further interventions where progress is slower than expected. The SENCo has regular contact with a wide range of external agencies that offer specialist advice. The SENCo is responsible for the operation of the school's Special Educational Needs and Disability (SEND) policy.

The table below shows the support approach for pupils at Regents Park Community College

Teaching Approaches	Whole School Response Quality First Teaching	Targeted Support for individuals or small groups	Specialised SEND support
	<ul style="list-style-type: none"> • Consistent routines and systems across the whole school. • Regular assessment of pupils' progress • Groups changed to reflect pupils' learning needs for each lesson. • Structured classroom environment to support learning. 	<ul style="list-style-type: none"> • Teacher and LSA targeted group or individual support in lessons where appropriate/ necessary. • School assessment arrangements are used to inform planning and to ensure that all children's needs are met. • Examination Special Arrangements put in place as and when required 	<ul style="list-style-type: none"> • Learning tasks are adapted to meet individual children's needs. • Support for pupils and children's targets are reviewed regularly. • Additional support is provided for pupils who are not making expected levels of progress.

Learning/ Curriculum approaches	Whole School Response Quality First Teaching	Targeted Support for individuals or small groups	Specialised SEND support
	<ul style="list-style-type: none"> • Pupils learn from the National Curriculum, a syllabus of Religious Education and Personal, Social, Health Education (PSHE) programmes. • The school provides an engaging, creative curriculum that is adapted to take account of the needs of each cohort/ group or individual. • Regular parents meetings and target setting opportunities 	<ul style="list-style-type: none"> • Pupils who require additional support are identified through the use of the school assessment and teacher observations. The SENCo and teachers liaise to ensure that the most appropriate support is provided. • Intervention programmes for small groups or individuals are planned by the teacher and/ or SENCo. 	<ul style="list-style-type: none"> • The SENCo responds to any concerns raised by teachers or parents. • Additional assessments or planning is carried out in conjunction with the school and any relevant outside agencies. • The SENCo is also a qualified Specialist Teacher Assessor with a practicing certificate which enables pupils to be tested for and when necessary provided with a diagnostic report for dyslexia • Targets, interventions and differentiation are planned and monitored by the teacher with the support of the SENCo.

Support	Whole School Response Quality First Teaching	Targeted Support for individuals or small groups	Specialised SEND support
	<ul style="list-style-type: none"> • The school employs Learning Support Assistants to support children's learning and development. • Each class in school has a high teacher: pupil ratio in order to facilitate Quality First Teaching and to ensure that the needs of all pupils are met. • A multi-sensory approach to learning and a creative curriculum ensure that pupils develop investigation, memory and problem solving skills 	<ul style="list-style-type: none"> • The school employs the services of a SALSA with a specific role of developing pupils' speech, language and communication skills in small groups or individually. • The school has a number of LSA's who operate specific intervention programmes overseen by the SENCo. • The school employs 3 qualified ELSAs who provide programmes to support emotional well-being • The school employs 2 behaviour support workers – who target support on individual students and small groups with significant behavioural needs 	<ul style="list-style-type: none"> • Pupils with SEND may be supported under the guidance of external agencies. • The SENCo, who has SpLD APC, AMBDA oversees programmes. • The school employs the services of a Lynx Support Worker providing targeted support for students in the form of a behaviour change intervention programme • An Emotional Health & Well-being worker attends school for one morning a week to work with targeted pupils • The School Nurse attends one morning a week to test hearing and provide other medical advice as and when required.

Environment and Physical Resources	Whole School Response Quality First Teaching	Targeted Support for individuals or small groups	Specialised SEND support
	<ul style="list-style-type: none"> • The school is an inclusive setting that welcomes children and their families. • The school offers a stimulating, creative school where children experience outdoor learning opportunities. • The school has an Eco council who make decisions about the school environment and work with a specialised LSA to ensure that the school is Eco friendly 	<ul style="list-style-type: none"> • The school has three qualified ELSAs who provide programmes of work to develop social, emotional and behavioural issues. Children are provided with opportunities to work co-operatively with their peers and manage their feelings. 	<ul style="list-style-type: none"> • The SENCo co-ordinates the liaison and multi-agency working to support pupils with SEN or disabilities and to provide specialist equipment or adaptations that may be needed. The SENCo works closely with parents in such instances.

Behaviour and Emotional	Whole School Response Quality First Teaching	Targeted Support for individuals or small groups	Specialised SEND support
	<ul style="list-style-type: none"> • The school works closely with families to meet the needs of all pupils with social, emotional and behaviour development. • The school has a positive behaviour policy with clear rewards and sanctions. • The Vivo reward system means that students and parents are able to track electronically the rewards given and the reasons for the reward. Parents are able to pledge their own rewards for when a student achieves a given amount of Vivo points • All pupils are taught a PSHE programme 	<ul style="list-style-type: none"> • Interventions to address individual barriers to learning arising from social, emotional and behaviour difficulties are run by our school ELSAs • The school also provides support for individual students via the school nurse, counsellors and the Lynx project. • Social/ life skills groups address friendship, social communication and independence issues. • Lunch club and Early Bird club provide a quiet place for vulnerable students to go at lunch or before school 	<ul style="list-style-type: none"> • The SENCo liaises with the school nurse who works closely with vulnerable children and families. • Staff at Regents Park receive training and guidance from Educational Psychologists on aspects of emotional literacy. • The SENCo regularly provides training for teaching staff and learning support assistants on how to support the needs of those students with a variety of specific learning difficulties • For students with significant social needs support can be provided at break time • Farm school is an animal therapy provision for a small number of students with emotional or learning needs

Frequently asked questions from the parent / carers point of view

Question	Answer
<p data-bbox="203 225 1003 296">How does Regents Park Community College know if children need extra help?</p> <p data-bbox="203 520 1072 592">What should I do if I think that my child may have special educational needs?</p>	<p data-bbox="1128 225 2029 408">At Regents Park the progress of all pupils is tracked according to the school assessment arrangements and is closely monitored by teachers, SENCo and the Leadership Team. This process enables quick identification of the need for additional support.</p> <p data-bbox="1128 448 1933 520">Regents Park is committed to the early identification and intervention of special educational needs.</p> <p data-bbox="1128 560 2033 663">If you have any concerns about your child's learning you should arrange to speak to your child's tutor who will liaise with the school SENCo.</p>
<p data-bbox="203 743 909 775">How will Regents Park staff support my child?</p>	<p data-bbox="1128 743 1989 887">Through "Quality First Teaching" (including a high teacher: pupil ratio) the teachers and Leadership Team are confident that a range of learning approaches are adopted in school to ensure that children make the best possible progress.</p> <p data-bbox="1128 927 2029 1142">Sometimes the need arises for additional intervention to enable a child to make expected progress. Depending on the intervention required (Speech, Language and Communication, Reading, Writing, Maths and Social skills) children may work in a small group or on a "one to one" basis to support them to be successful.</p> <p data-bbox="1128 1182 2022 1398">If the pupil meets the criteria for special educational needs or disabilities (SEND) then further assessments or advice may be sought from a specialist e.g. an Educational Psychologist (with parental agreement). Parents/ Carers are given copies of any reports and are invited to discuss them and any planned support with the SENCo.</p>

	<p>The progress of all children in receipt of additional support is closely monitored to ensure that it is having the expected impact. Our school provision map shows the range of interventions at our school and details the additional support that every child is receiving.</p>
<p>How will the curriculum be matched to my child's needs?</p>	<p>The SENCo liaises with all teachers who are provided with information on the needs of individual children. All teachers plan to include all children in their lessons and work is presented in the best format, at the appropriate level for pupils to access their learning and make good progress. The quality of teaching is monitored by the senior leadership team. The quality of teaching and support for SEND students is monitored by the SENCo</p>
<p>How will I know how my child is doing and how will you help me to support my child's learning?</p>	<p>Progress reports, parent's evenings & information and guidance days provide parents and carers with feedback and activity suggestions on their child's academic levels, behaviour and social/ emotional development. Teachers regularly update class pages on the website with a resume of recent learning with links to activities for home.</p> <p>Parents are able to make an appointment to meet with teachers or the SENCo if they wish to discuss any concerns.</p> <p>If a child requires more specialist support from an outside agency or meets the criteria for SEND then meetings with the family are offered to plan, evaluate and discuss programmes for learning including suggestions for home. If your child has an Education, Health and Care (EHC) plan, an annual review is held in according to the guidance in the SEN Code of Practice.</p>

<p>What support will there be for my child's overall well-being?</p>	<p>Our commitment to the well-being of pupils at Regents Park is reflected through our school ethos. Children's social emotional development is supported through all aspects of school life, including Personal, Social and Health Education (PSHE) throughout the curriculum, collective worship and extra-curricular activities. Our behaviour policy; which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff.</p> <p>In addition, one to one support can be provided by our Emotional Literacy Support Assistants (ELSAs, school counsellors, or Lynx worker) where necessary. We have close links with our school nurse.</p> <p>We regularly monitor attendance, support pupils who are returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence.</p>
<p>What specialist services and expertise are available at or accessed by Regents Park Community College?</p>	<p>We link with other professionals such as Educational Psychology, Speech and Language Therapy, Occupational and Physiotherapy, Education Welfare Officer and Children's Services.</p>
<p>What training have staff supporting children with SEND had?</p>	<p>Our SENCo is a qualified Specialist Teacher and Assessor with SpLD APC and AMBDA status. She is also an experienced SENCo with more than 10 years' experience in the role. As required by her APC she completes additional training in special needs for to comply with the regulations for renewal of the practicing certificate.</p> <p>Staff have attended a range of different training events and are updated with information weekly via the staff bulletin. The SENCo regularly updates staff on how to support individual pupils via email.</p>

How will my child be included in activities outside the classroom including school trips?	<p>At Regents Park we promote the involvement of all of our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns for safety, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to meet any additional needs.</p>
How accessible is Regents Park Community College ?	<p>Regents Park is compliant with the Disability Discrimination Act.</p> <p>We endeavour to provide translation services for our families at meetings and events where possible.</p> <p>For parents with mobility difficulties parental meetings can be scheduled for the ground floor and disabled toilet facilities are available.</p> <p>For students who have a long term mobility issue, a robust risk assessment is carried out by outreach services along with the SENCo to ensure that the school is able to meet the needs of the individual.</p> <p>For temporary (short term) incapacities a risk assessment is carried out by a member of the schools leadership team. A plan may be created for the individual student to include changing of rooms whenever possible to allow the student to be included. Temporary arrangements for learning may be put in place for those lessons when relocation is not possible.</p>

<p>How will Regents Park prepare and support my child to join the school and then transfer to a further Education setting?</p>	<p>At Regents Park the transition arrangements are personalised according to a child's needs. Where appropriate, we ensure that we make contact with previous school prior to the pupil leaving or joining. Children and families are invited to visit the school before joining when they can ask any questions that they may have. In Year 10 & 11 careers advice is provided to students in the form of individual meetings with the schools Careers Advisor. For some vulnerable students this facility is offered in Year 9 to support choices for GCSE subjects. Some students who find academic subjects difficult may be offered vocational college placements in Year 10 & 11. On transfer to Further Education support is provided for those students who are likely to experience difficulty obtaining a college placement or apprenticeship without assistance and guidance.</p>
<p>How is the decision made about what type and how much support my child will receive?</p>	<p>These decisions are made in consultation with the teacher and the Leadership Team. Decisions are based upon the tracking of pupil progress, on information received from the feeder school and as a result of internal assessments and those conducted by outside agencies. During a student's school career, if further concerns are identified due to pupil's lack of progress or well-being then other interventions will be arranged.</p>
<p>Who can I contact for further information?</p>	<p>A parent's first point of contact, to discuss their child, is with the tutor. The Head of Year can be contacted if the tutor is unable to resolve the issues.</p> <p>A parent can contact the SENCo if they have any questions regarding any issues related to the student's SEND needs or concerns that parents may have regarding an undiagnosed need.</p>