



Regents Park Community College

SEND Information for Inclusion

Policy updated: January 2024

Policy signed by: Chair of Governors

Policy to be reviewed: January 2025

Statutory

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

Regents Park Community College is a secondary school of 881 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: Mrs S Barnes, Miss M Webster, Mrs N Reed, Mr R Ramshaw, Mrs C McCarthy, Mr J Whatley & Miss C Amos

SENCo: Ms K Bundy

SENCo Assistant: Mrs T Corrigan

Governor with responsibility for SEND: Ms D McKenzie

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. • Special Exam Arrangements are put in place as and when required. (SEA) 	<ul style="list-style-type: none"> • Learning tasks are adapted to meet individual children's needs. • Support for pupil's and children's targets are reviewed regularly. • Additional support is provided for pupils who are not making expected levels of progress. • Students with additional needs individual learning plans are shared across the whole school with highlighted strategies to increase engagement
<p>Learning/ Curriculum approaches</p>	<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. 	<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 a qualified access arrangements assessor who can test and implement special exam arrangements.

	<ul style="list-style-type: none"> Regular parents meetings and target setting opportunities 		<ul style="list-style-type: none"> Targets, interventions and differentiation are planned and monitored by the teacher with the support of the SENCo.
Support	Whole School Response Quality First Teaching <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. 	Targeted Support for individuals or small groups <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 has developed a creative curriculum of intervention programmes to meet the needs of each cohort. The school employs a variety of staff who have English as an additional language to liaise with parents and support pupils for whom language may be barrier to them accessing education. 	Specialised SEND support <ul style="list-style-type: none"> Pupils with SEND may be supported under the guidance of external agencies. The SENCo, has a BPS approved psychology degree and masters level SEN qualifications that enable her to assess needs and implement support strategies for students with additional needs. Support staff have a variety of training including autism and Managing Behaviour that Challenges, which enable us to tailor support to a variety of needs. CPD is constantly reviewed and staff training implemented to respond to the change needs of the school community

Environment and Physical Resources	Whole School Response Quality First Teaching	Targeted Support for individuals or small groups	Specialised SEND support
Behaviour and Emotional	<ul style="list-style-type: none"> The school is an inclusive setting that welcomes children and their families. The school offers a stimulating, creative environment where children experience outdoor learning opportunities. 	<ul style="list-style-type: none"> The school has experienced staff from a variety of specialist settings and key stage's who provide programmes of work to support 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.
	<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. All pupils are taught a PSHE programme. 	<ul style="list-style-type: none"> A creative programme of Interventions is used to address individual barriers to learning arising from social, emotional and behaviour difficulties. The school also provides support for individual students via the school welfare officer, the nursing team and a counsellor. Social/ life skills groups address friendship, social communication and independence issues. Break club, Lunch club and after school club provide a quiet place for vulnerable students to go at lunch or after school. Structured intervention programmes are run with target groups to address specific SEMH objectives. 	<ul style="list-style-type: none"> The SENCo liaises with the school nurse who works closely with vulnerable children and families. Staff 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. Resource Hub provision is provided to selected

			<p>students, with structured intervention programmes to enable them to reintegrate into mainstream classes fulltime.</p> <ul style="list-style-type: none"> • Twilight after school sessions are offered to help students reintegrate back into the mains school, or to support with homework
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Frequently asked questions from the parent / carers point of view

Question	Answer
<p>How does Regents Park Community College know if children need extra help?</p>	<p>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>Regents Park is committed to the early identification and intervention of special educational needs. The Head of Years and SENCo work closely with feeder schools who share information about the needs of students transitioning to Regents Park Community College.</p>
<p>What should I do if I think that my child may have special educational needs?</p>	<p>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>How will Regents Park staff support my child?</p>	<p>Through "Quality First Teaching" (including a high teacher: pupil ratio) the teachers and Leadership Team are confident</p>

	<p>that a range of learning approaches are adopted in school to ensure that children make the best possible progress.</p> <p>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>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 updated school provision map will show 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>The SENCo is working closely with the Senior Leadership Team and curriculum leaders to ensure that Regents Park Community College’s curriculum planning reflects its commitment to equality and diversity.</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 and parents' evenings provide parents and carers with feedback and activity suggestions on their child's academic levels, behaviour and social/ emotional development.</p> <p>Parents are able to make an appointment to meet with teachers or the SENCo if they wish to discuss any concerns. 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 (EHCP) 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 and small group support can be provided by our inclusion team with LSA's who are specialists in certain areas of need. We have close links with our school welfare officer and the nursing team.</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 has post graduate qualifications in SEN and in assessing access arrangements. As well as a BPS (British Psychology Society) registered psychology degree which enables her to administer and report on a variety of clinical assessments which may indicate a learning need.</p> <p>Staff have varied and regular training events and are updated with information weekly via The Week Ahead. The SENCo regularly update staff on how to support individual pupils.</p>
<p>How will my child be included in activities outside the classroom including school trips?</p>	<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>
<p>How accessible is Regents Park Community College?</p>	<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 either the Business Manager or the School Welfare Officer. 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</p>

	learning may be put in place for those lessons when relocation is not possible.
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<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 we conduct transition planning with the feeder schools and the SENCo's from each school meet regularly to discuss transition arrangements for Year 6. The school staff visit the majority of feeder schools fortnightly from February-May. In June those identified as vulnerable students visit RPCC on a regular basis prior to the main transition day in July. The transition arrangements are personalised according to a child's needs. Where appropriate, we ensure that we make contact with previous schools prior to the pupil leaving or joining. Children and families are invited to visit the school before joining where they can ask any questions that they may have.</p> <p>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 – if these are available in the local area. 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>
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