

Bel Royal

School

SEN Information

Report

2024 – 2025

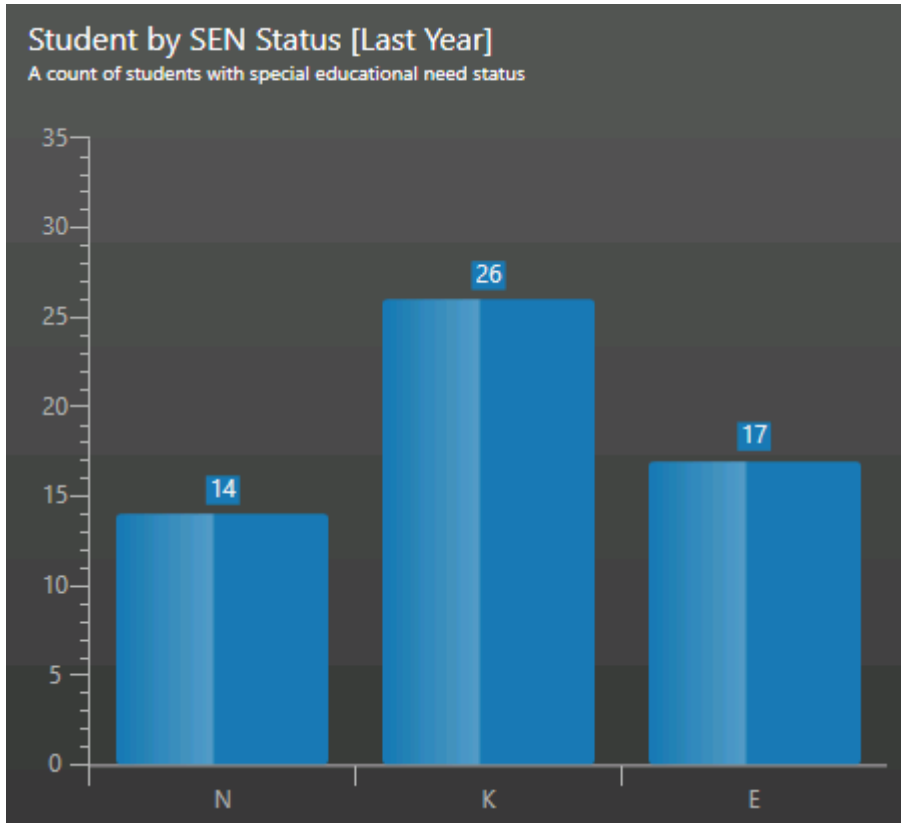


SEN Profile



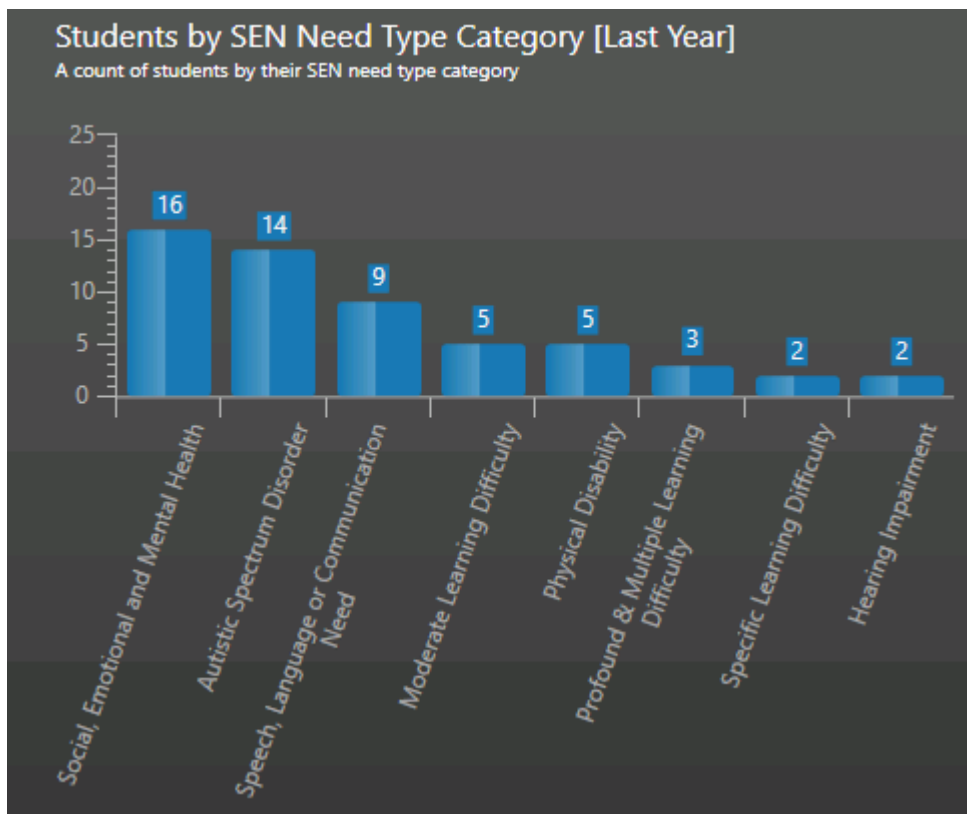
Pupils on roll: 189

Number of pupils with SEN:

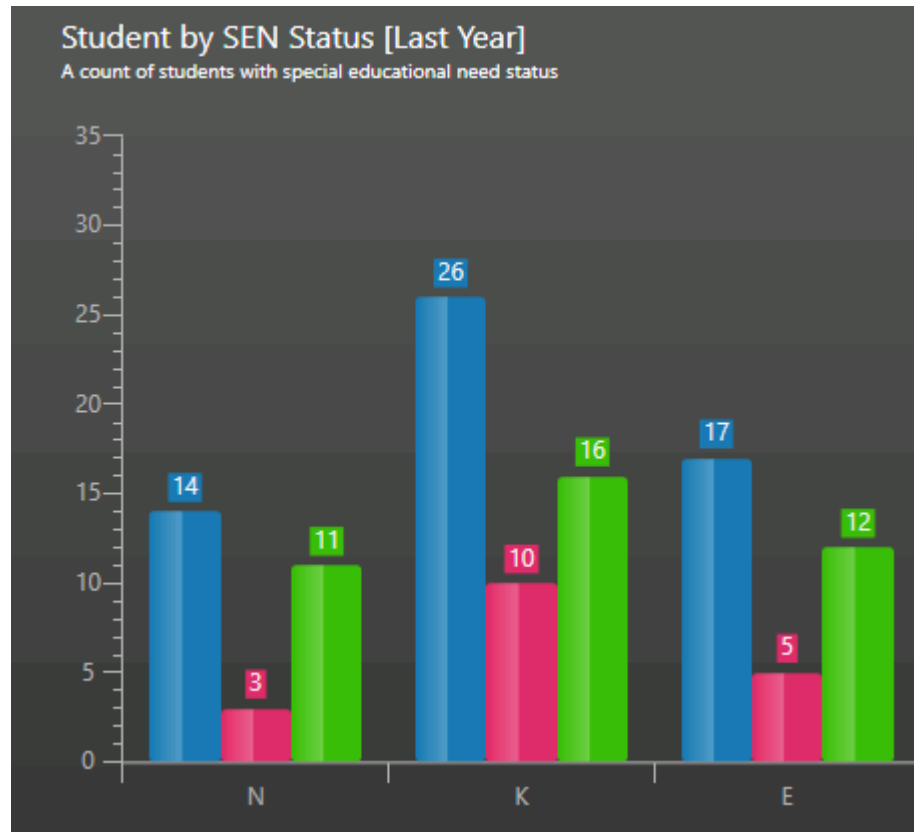
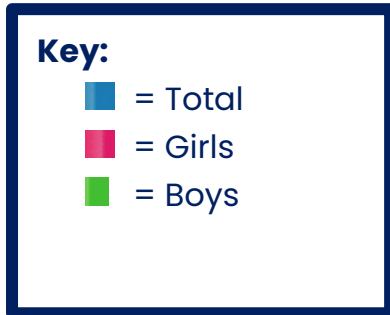


Key:
N = No SEN
K = SEN Support
E = Record of Need

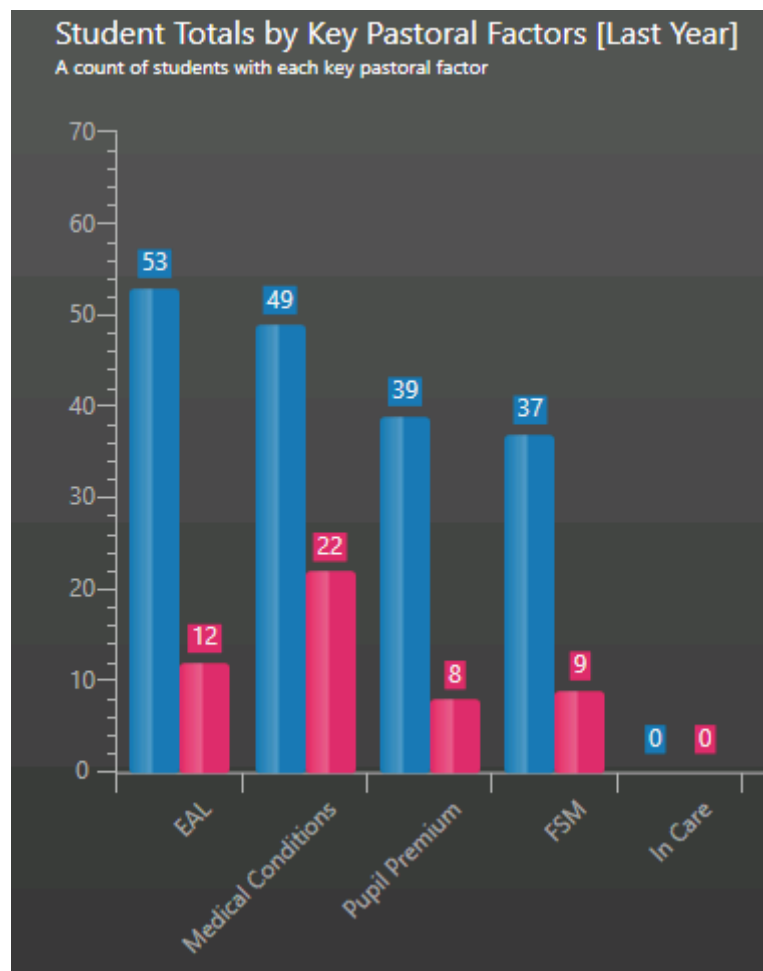
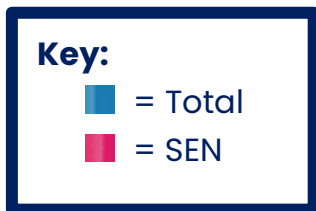
Number of pupils by need type:



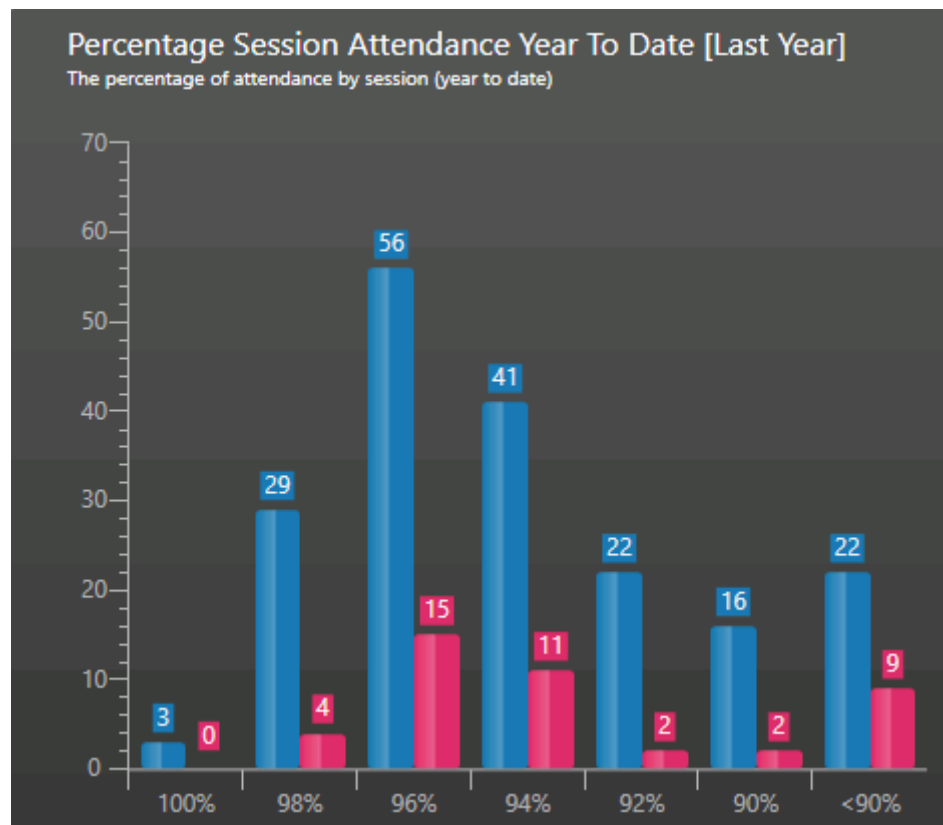
Proportion of boys/girls on the SEN register:



Number of pupils in other vulnerable groups:



Attendance and SEN:



Key:

- = Total
- = SEN

Responsibility for SEN:

SENCO:

- Support the early identification of children with special educational needs.
- Co-ordinating provision for children with SEN.
- Working in partnership with parents
- Working in partnership with outside agencies and professionals
- Ensuring that the school keeps the records of all pupils with SEN up to date.
- Managing the ARC
- Provide professional development opportunities for staff

Class Teachers:

- To provide adaptable class teaching
- To provide accommodations and a personalised curriculum for SEN pupils
- To plan, monitor, review and implement provision for SEN pupils
- To keep parents informed

SLT:

- To ensure that SEN support meets pupils' needs and is cost-effective.
- Working collaboratively with the SENCO to ensure high quality practice
- Support teachers and support staff
- Monitor teachers and support staff

How are Special Educational Needs identified?

A pupil is considered to have Special Educational Needs (SEN) if they require support that is additional to, or different from, the high-quality teaching provided for all pupils.

At Bel Royal, we identify special educational needs by building on information from previous settings, discussions with parents/carers and the pupil, consulting with other agencies, the class teacher, assessments, and information from previous teachers.

Teachers work with the SENCO to assess whether the child/young person has SEN and which category of need it can be identified as –

communication and interaction, cognition and learning, social, emotional, and mental health difficulties or sensory and/or physical needs. The purpose of identification is to aid us in planning how to meet a child's needs best and, if necessary, which agency to consult for support.

Consulting Parents/Carers

- We work closely with parents/carers. Meetings may involve the class teacher, SENCO, keyworkers, or Head Teacher as needed
- Parents are consulted on interventions/provisions.
- Three written reports are shared with parents each year, which include details of any special educational needs
- Parents have three consultation meetings a year with the class teacher (and SENCO, where requested).
- Parents are invited to meetings with other professionals and SENCOs following and during involvement.
- Parents are always invited to Annual Reviews.

Assessing and reviewing progress toward outcomes

Progress is monitored using a range of tools, including SIMS assessments, pupil targets, benchmarking, the Pre-Key Stage Standards, the Engagement Model, and, where appropriate, PIRA and PUMA assessments.

Working with other services

Bel Royal welcomes additional support from a range of different services and professionals. We maintain good working relationships and help our parents access support from other agencies and charities across the Island.

Transition

- Bel Royal works closely with external agencies, and advice is sought and followed.
- Class Teachers and other appropriate school staff receive recent and historic SEN information about their pupils.
- We support additional visits to Secondary Schools.
- We create comprehensive transition plans for children with additional needs when they transfer into a different phase of their education.
- We hold meetings with new teachers, other appropriate staff, key workers, pupils, and parents.
- When appropriate, gradual transfers take place to ensure a smooth transition.
- Time is allocated to teachers to prepare for transition between year groups.

Support for pupils with Special Educational Need

Bel Royal School provides a broad and balanced curriculum for all pupils. Within the classroom, class teachers set suitable learning challenges and respond to a pupil's diverse learning needs through adaptable teaching methods and accommodations to the environment.

Some pupils may need extra support to reach their potential. We work in partnership with parents and professionals to agree the right support, which is carefully monitored to ensure it makes a positive difference.

Additional support may include time in our Additional Resource Centre, targeted intervention, extracurricular activities, time with our ELSA, sensory integration, support from other services or time learning alongside a key worker.

Wellbeing and Behaviour Support

We promote positive mental health and emotional well-being in all our staff and children. We aim to provide well-being support to children and staff, to develop resilience amongst our children, and educate our team on identifying and responding to early warning signs of mental ill health.

Our response will be guided by the level of need:

Level	Action/Intervention
Level 1	<ul style="list-style-type: none">-Managed by class teacher.-Concerns/observations raised by parent or member of staff will be recorded on SIMS or through email contact with parent-Curriculum based learning, PSHE-Inclusive practice
Level 2	<ul style="list-style-type: none">-Managed by class teacher-Teacher to record actions and impact
Level 3	<ul style="list-style-type: none">-Teachers raise concern during SEN Meeting with the evidence of support undertaken at class level-SENCO to coordinate support from ELSA
Level 4	<ul style="list-style-type: none">-Teacher to raise concern with SENCO-SENCO to raise child at Planning and Review Meeting (PARM) for Well Being Support-External Wellbeing support provided by Well-being facilitator.
Level 5	<ul style="list-style-type: none">-SENCO to work with parents to and raise concern to CAMHS Early Intervention Service.-SENCO to raise concern with CAMHS

At Bel Royal School, our Core Values, **Include, Believe, and Achieve**, underpin everything we do. They represent our school's aims, ethos, and principles. We have introduced the Zones of Regulation and The Decider Skills to support us in embedding these principles. More information can be found in our Positive Behaviour Support Policy.

Personal and Medical Care

We have a range of policies and procedures in place to support the personal and medical care of our pupils, including:

- Manual handling plans

- Enhanced training for all support staff, including personalised manual handling, feeding, and medication training.
- Physical care checks
- Physical handling risk assessments
- Intimate care plans
- Support from family nursing
- An Intimate Care Policy, a Manual Handling Policy, and Medication Policy

Accessibility

Our school is fully accessible, with ramps, widened doorways, hoists, and accessible toilets to support pupils who use wheelchairs. We have a physio room with necessary equipment to support physiotherapy intervention for our pupils.

Sound fields are installed in classrooms for those children who need them. We have break-out rooms and quieter areas for workstations and are developing a sensory room. Our ARC is adaptable to support the changing needs of our pupils.

Parental Complaints

If parents have concerns, we encourage them to speak first with the class teacher, SENCO, or a member of the Senior Leadership Team. Our Complaints Policy and Procedure can be found on the school website.

Support for Parents:

Parent Information section: [Important Documents, Forms and Useful Links](#)

Graduated Response

Bel Royal follows a graduated response to SEN, ensuring early identification, targeted support, and regular review. This includes universal provision, targeted interventions, and specialist support where needed.

Staff Training and Development

Staff take part in regular training on SEN, covering inclusive classroom practice, specific learning needs, and supporting emotional wellbeing. Training records are updated and reviewed annually.

Impact of Interventions

We regularly monitor the impact of interventions using progress data, pupil feedback, and review meetings. Support is adjusted where necessary to ensure positive outcomes for every child.

Closing Statement

At Bel Royal, every child matters. We work closely with families to make sure children feel happy, supported, and able to reach their potential. If you'd like to know more about our SEN support, or if you have any questions about your child's learning, please contact the SENCO or a member of the leadership team. We're always here to help.