

# **Bel Royal**

# **School**

## **SEN Information**

## **Report**

## **2023 – 2024**

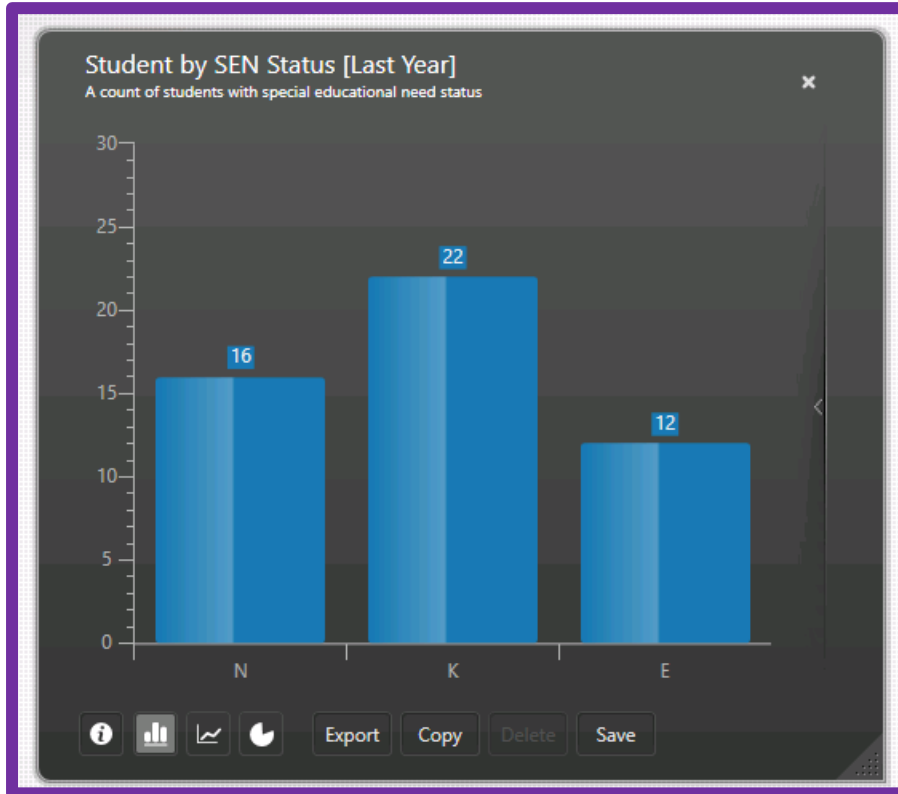


# SEN Profile



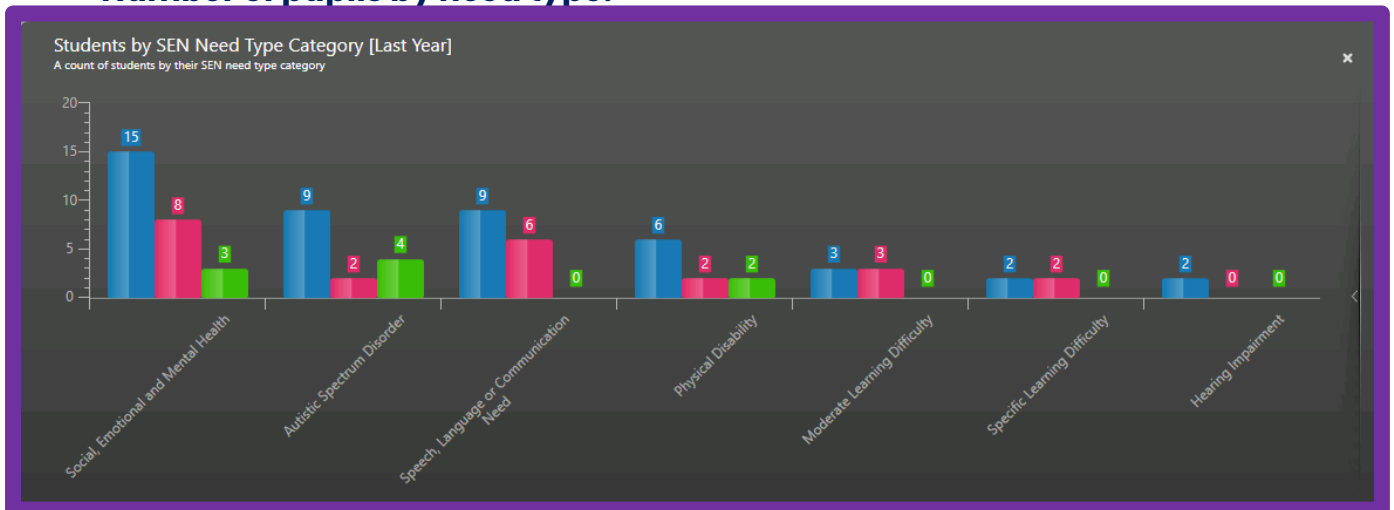
**Pupils on roll: 196**

## Number of pupils with SEN:



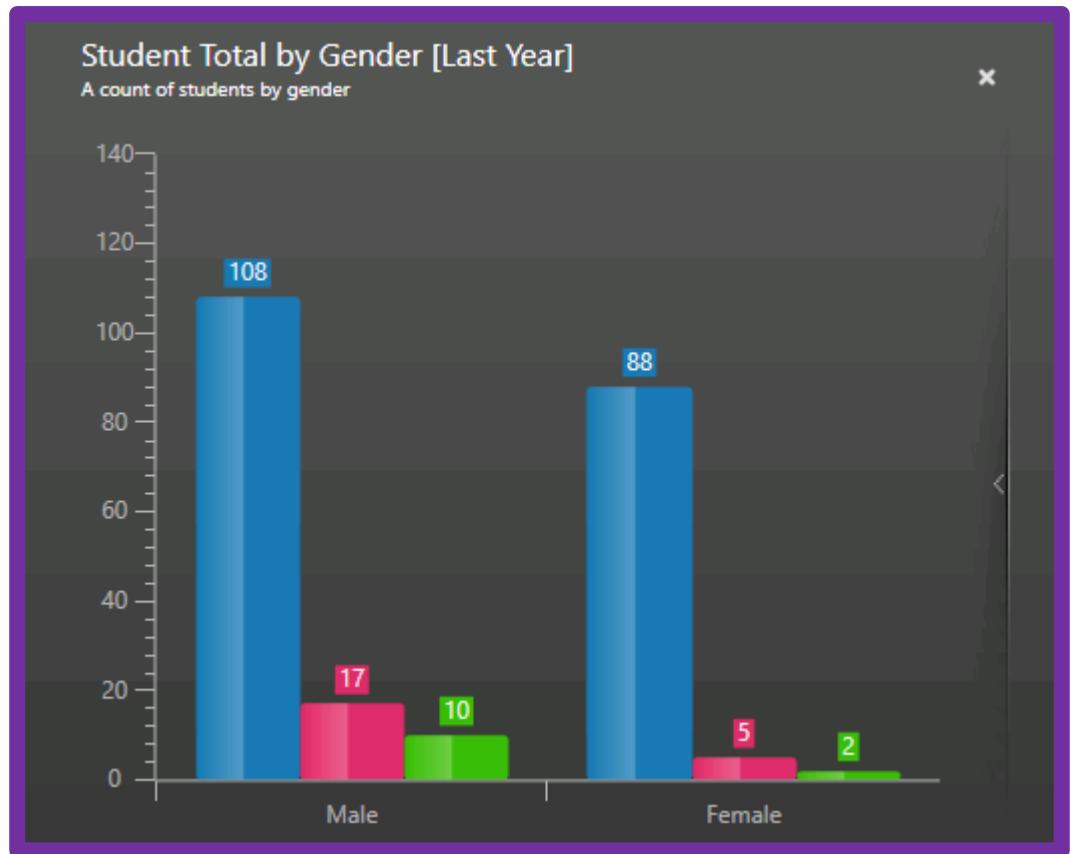
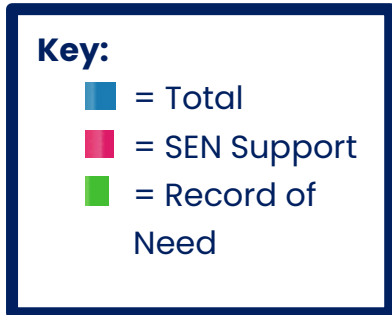
**Key:**  
N = No SEN  
K = SEN Support  
E = Record of Need

## Number of pupils by need type:

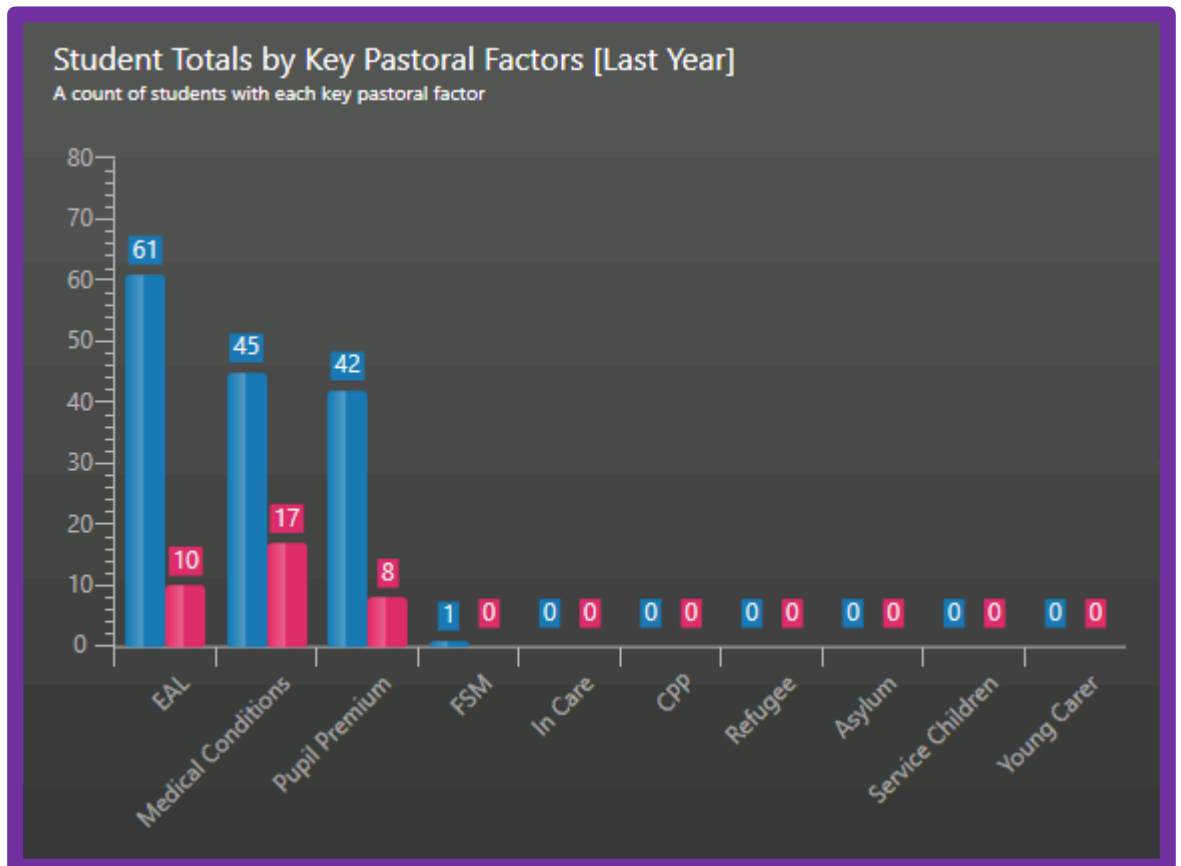
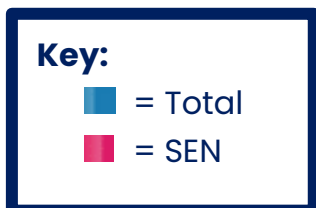


**Key:**  
■ = Total  
■ = SEN Support  
■ = Record of Need

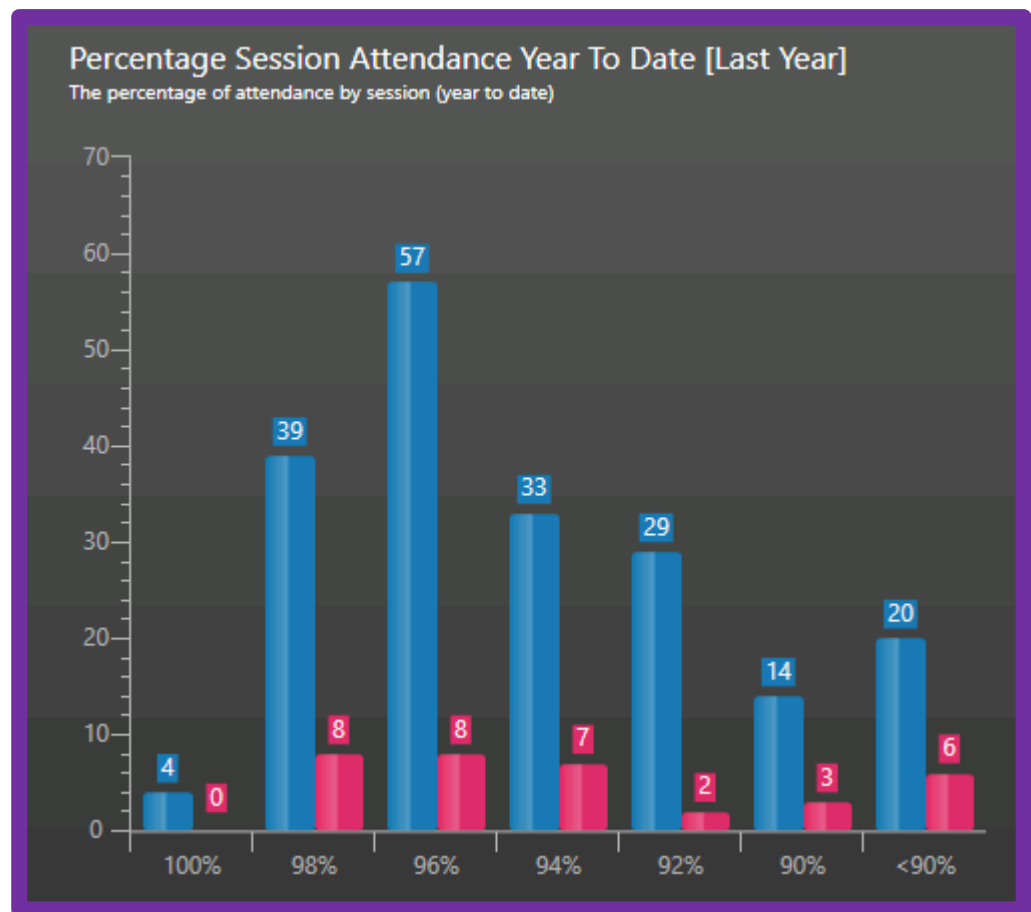
## Proportion of boys/girls on the SEN register:



## Number of pupils in other vulnerable groups:



## Attendance and SEN:



### Key:

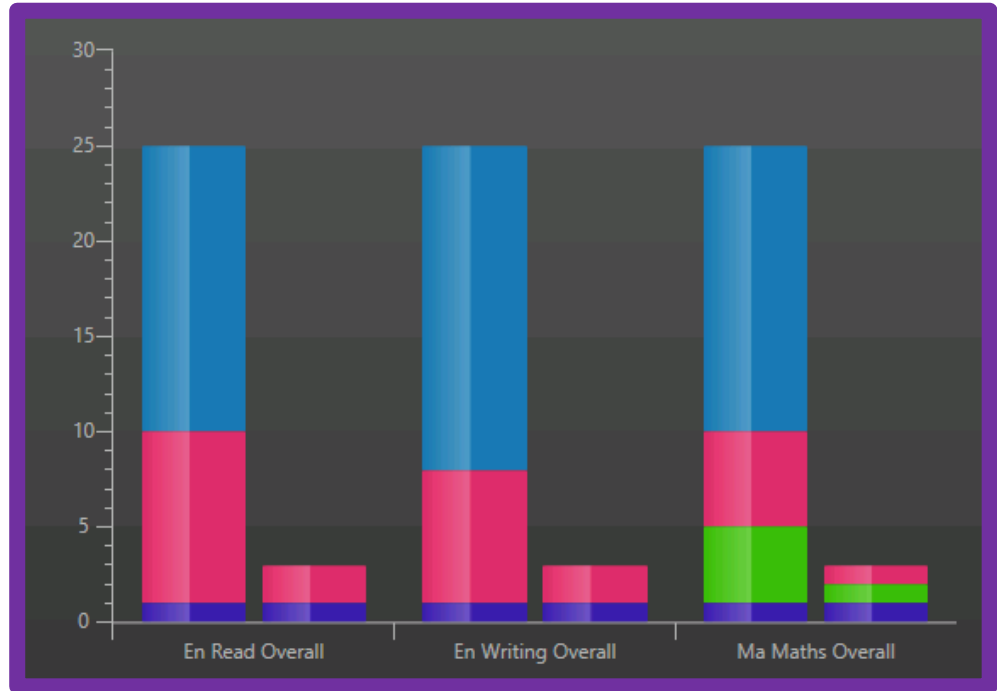
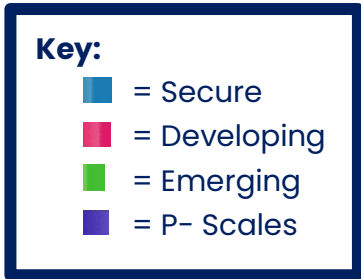
- = Total
- = SEN

# Progress and Attainment



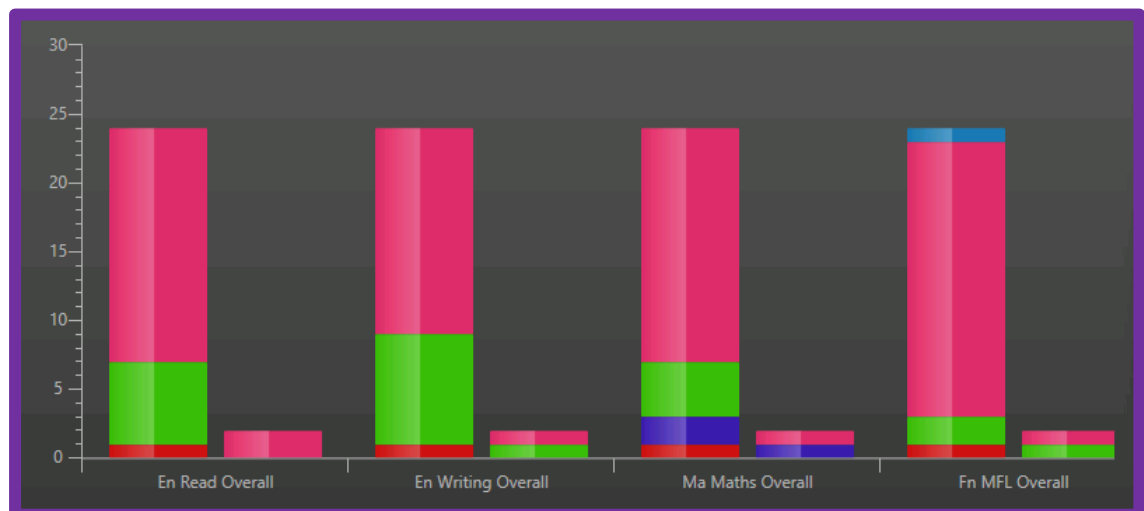
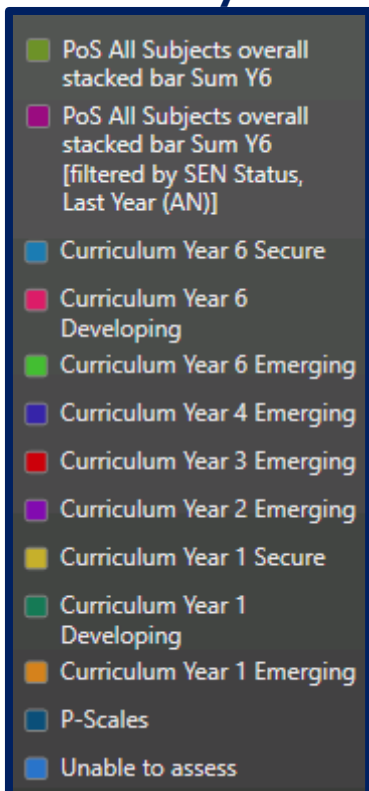
## End of Key Stage Outcomes for Pupils with SEN

### KS1:



### KS2:

#### Key:



## Responsibility for SEN:

### **SENCO:**

- Supporting the 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 has SEN where their learning difficulty calls for special educational provision, namely provision different from or additional to adaptable classroom teaching.

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**

- Parents meet with the Teacher/SENCO/Keyworkers/Head Teacher as necessary.
- Parents are consulted on interventions/provisions.
- Three Reports from class teachers are sent home each year, identifying areas of special need.
- 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.

## **Consulting Children with SEN**

- Children are consulted on interventions/provisions, and thoughts are recorded on provision maps.
- Children provide feedback on their reports (supported where needed).
- Children attend meetings about their learning and needs as much as possible and where appropriate.

## **Assessing and reviewing progress toward outcomes**

Progress is measured by assessing understanding of key objectives on SIMS, progress towards targets, benchmarking, the pre-key stage standards, 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 require additional support to achieve their full potential. As a school, we will work together with parents and professionals to identify what help is needed and ensure this is closely monitored to ensure it is enabling our pupils.

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

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 supporting staff, including personalised manual handling, feeding and medicine training
- Physical care checks, signed by parents
- 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 wheelchair friendly; we have ramps, widened doorways, hoists and accessible toilets to support our wheelchair users. 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**

Bel Royal School has a Complaints Policy and Procedure for all children and parents. We encourage parents to share concerns with class teachers, SENCo, and other members of SLT. All SLT and SENCo have their contact details on the school website.

## **Support for Parents:**

Parents can find additional information and links to further support on a page on our website called Parent Information:

<https://www.belroyal.sch.je/page/?title=Useful+links%2Finformation+to+support+services+and+networks&pid=478>