

"Play, Learn, Laugh, Succeed"

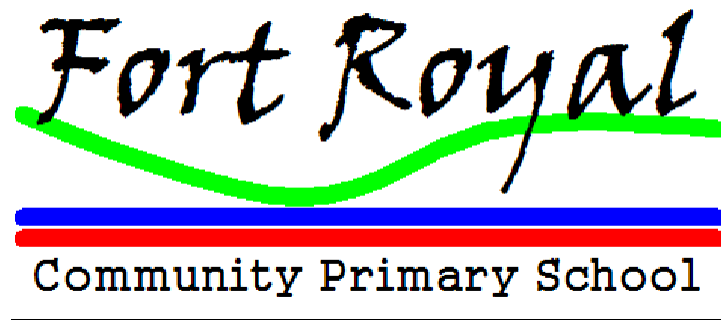
## FORT ROYAL PRIMARY SCHOOL

### SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT

#### HISTORY OF POLICY REVIEW/CHANGES

Date	Page	Details of change	Amended by	To be Ratified
March 2024	Most pages	Several updates	E Francis	FGB

Prepared by: Headteacher	Responsibility of: Governing Body
Last Review: March 2024	Next Review: July 2025



“Play, Learn, Laugh, Succeed”

# **SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT**

**July 2024**

This report forms part of the Worcestershire LA Local Offer which you can access here:

<https://www.worcestershire.gov.uk/sendlocaloffer>

## Introduction

We are a generic community Primary Special School in the heart of the city of Worcester. We cater for pupils with a wide range of special educational needs but almost all new entrants to the school now have complex needs or severe autism. We have 244 pupils on role. 35% receive the Pupil Premium.

Our school mission statement or statement of our core purpose is:

To provide an environment where all can

**Play, learn, Laugh & Succeed** to their full potential

- **Play**: Developing **Interaction and Social Skills** for lifelong learning and living.
- **Learn**: Developing **Thinking and Life Skills** in a range of contexts, transferable across the curriculum and into daily life.
- **Laugh**: Developing **Communication & Interaction** skills. We aim for our pupils to be competent communicators through whichever method best suits them. We also appreciate that everyone learns best when they are **engaged and enjoying** themselves.
- **Succeed**: **Achievement, Confidence and Independence**: Providing and encouraging everyone with the opportunity to develop to their full potential in terms of developing independence, autonomy and becoming resilient learners.

## What kinds of Special Educational Needs does the school make provision for?

Most children/young people with special needs go to their local mainstream setting. Special schools cater for children/young people with an Education, Health and Care Plan (EHCP) with the most severe and complex special educational needs. We

accommodate learners with a wide range of needs who are not able to flourish in a mainstream setting, even with additional or targeted support. This includes learners with:

- ✓ Severe learning difficulties (SLD)
- ✓ Profound and multiple learning difficulties (PMLD)
- ✓ Autism (ASD) (usually those whose needs are more on the severe end of the autistic spectrum)
- ✓ Global developmental delay

Most of our learners also have a learning disability and an associated communication difficulty. Many of our learners also have a multiple diagnosis or complex medical conditions/physical difficulties related to their disability.

Our definition of SEND is if a child requires specialist educational provision in order to access the curriculum and/or achieve his or her full potential.

All children at Fort Royal will have an Education Health and Care Plan. Children may join the school at any age between Reception (4 years) and year 6 (11 years) and at any point during the academic year.

## Specialist Support

In addition to following the statutory curriculum, Fort Royal also offers specialist support to pupils in the following ways to enable them to access the provision on their EHCP plans:

- Nursing and medical needs met on site by school nurse and trained staff
- Physiotherapy (via the NHS trust) including on site Hydrotherapy
- Speech and Language Therapy (via the NHS trust)
- Occupational Therapy (via the NHS trust)
- Sensory integration specialist, independent Occupational Therapist and associated specialist sensory diets and equipment. Specialist school staff to support the work of physiotherapists and speech and language therapists
- Development of communication skills using individual programmes, equipment and approaches such as the total communication approach, key words approach, Signalong, PECS, Tassels, Eye Gaze, and specialist IT resources.
- Independent Living Skills (learning the skills needed to live independently)
- Personal and social development
- Outdoor learning and forest skills
- Therapeutic interventions and a pastoral team including a play therapist and a community music practitioner.
- Family support worker
- Riding for the disabled
- Sensory programmes using a specialist member of staff and resources such as soft play and sensory room

- Classrooms are equipped with a range of specialist and adapted equipment to meet pupils' needs, for example hoists, quiet work rooms and outdoor learning areas adjacent to each classroom.

## How does the school evaluate the effectiveness of its provision?

- The Governors and Senior Leadership Team use a number of different approaches to ensure that the education and care provided for Fort Royal pupils is effective.
- The school carries out rigorous monitoring and evaluation of teaching and learning, whole school pupil progress, personal development and welfare, and leadership and management annually. This is reported on in the School's Self-Evaluation Framework document.
- The evaluation is carried out in consultation with the Governing Body and takes into account the views of parents, Ofsted and external consultants such as a School Improvement Partner, a School Effectiveness Advisor and a Safeguarding auditor.
- We carry out regular self-audits of Safeguarding, E- Safety and our provision for the social, emotional and mental health of our pupils.
- The school uses a range of external professional support in order to inform us of the effectiveness of our practice and where further development is required. This includes work with an independent School Improvement Partner, a School Improvement Advisor from the LA, external audits of our Safeguarding practice and monitoring and training from a specialist positive behaviour team <https://positivebehaviour.wixsite.com/pbtltd>. We are also inspected by Ofsted <https://reports.ofsted.gov.uk/provider/25/131534>.

## What are the school's arrangements for assessing and reviewing the progress of pupils?

- Pupil progress is tracked and recorded using our own Assessing Pupil Progress (APP) tracking system. We can use this to track progress in small steps from the very earliest developmental levels into the school year expectations of the National Curriculum.
- Through comparing with other pupils of similar starting points nationally using the Primary School Accountability Framework we are able to make judgments as to whether our pupils or cohorts progress is below expectations, as expected or above expected levels.
- Pupils in the reception classes are assessed using the EYFS developmental milestones.

- Pupils' academic work is marked regularly with work scrutiny carried out by phase and subject leaders on a regular basis in order to ensure that all pupils are making appropriate progress.
- Pupil progress meetings are held twice a year.
- We also place much emphasis on seeking and tracking progress against pupil's outcomes in Cognition and Learning, Communication & Interaction, Social and Emotional Health and Physical Skills as set out in their individual EHCP plans. Our curriculum is also linked to this.
- EHCP outcomes for pupils working below level of learning 5 are monitored using the national engagement scales model  
<https://www.gov.uk/government/publications/the-engagement-model>
- We also place much emphasis on looking for lateral learning and that pupils are able to generalise their skills and transfer them into different contexts and environments. We work closely with parents to this end.
- Medical needs and interventions are monitored by our on-site School Nurse in liaison with a member of the SLT.
- Other professionals such as Physiotherapists, Occupational Therapists, Social Workers and Speech and Language Therapists are based at the school and help us to develop appropriate individual programmes alongside class teams who are supported by specialist staff in school.
- Parents meetings are held three times a year. There is also an annual review of the EHC Plan and an annual report to parents is sent home. Staff teams have ongoing communication with parents informally throughout the year via the home school diary, phone calls, text and email.

## What is the school's approach to teaching pupils with special educational needs?

- The school has teachers and teaching assistants who are experienced in working with children and young people with special educational needs and disabilities. Many have additional qualifications in areas of practice such as autism, Signalong, Manual Handling, Visual Impairment, Multi-Sensory Impairment, Profound and Multiple Learning Difficulties and Severe Learning Difficulties and Safeguarding. We also provide a comprehensive in school training programme on induction for new staff and for all classroom staff as part of our continuous professional development programme.
- The school believes that all pupils should be given opportunities to succeed, develop self-confidence and become as independent as possible in preparation for their next phase of education and their life after school.
- Staff are experienced in developing appropriate adaptations in order to enable all pupils to access the curriculum.
- All phases in school plan their curriculum delivery through a themed text and related topic cycle which changes each half term and is linked to the National Curriculum schemes of work this enables pupils to make and see links and

connections in their learning and ensures skills are learnt and reinforced in an exciting, motivating and dynamic environment.

- Teachers in each phase plan together with their phase leader. This ensures that new teachers learn from those who are more experienced and that good ideas and practice are shared.
- A wide range of extra-curricular activities and visits take place every term (often also linked to the curriculum theme) in order to engage pupils and encourage success at all levels of learning.

### General offer across the whole school

- Quality First Teaching.
- Access to appropriately differentiated programs of study from the national curriculum
- Externally audited safeguarding practice of the highest standards.
- Relevant and engaging curriculum inducing independence and life skills and personal and emotional development.
- Access to specialist reading and numeracy schemes and surgeries.
- Small class sizes with high staff ratio.
- Extensive and SEND relevant professional development for all staff.
- Specialised staffing to meet physical, communication and emotional needs.
- Individual planning including integration of EHCP targets.
- Extensive outdoor learning environment with activities designed to enhance the curriculum.
- Pastoral support team and family support worker.
- Communication friendly learning environments.
- Enhanced access to Speech and Language Therapy service.
- Close working relationship with range of professionals, many within school bases, who contribute to pupils' programmes and offer advice to staff.
- Information technology including iPads, eye gaze, alternative augmented communication aids and interactive white boards.
- As appropriate to individual needs: Access to hydrotherapy, swimming and water confidence programmes in Early Years and Key Stage One. Regular access to community swimming facilities in Key Stage 2.
- Educational visits to enhance the curriculum and generalise skills in new environments.
- Specialist home school support, parent training and liaison which includes work with the school's Family Support Worker .
- Close liaison with Social Services and the Children with disabilities team.
- School nurse on site.
- We have a home work policy which is differentiated to meet individual needs across our ability range.
- We seek inclusion placements in local primary mainstream schools for our most able pupils, often with a view of supporting a full-time transition to the mainstream setting when this is deemed to be appropriate.

### Individual offer

- Physiotherapy and provision of specialist equipment to access learning.

- Sensory Occupational Therapy, sensory diets and equipment.
- Personalised learning profiles.
- Hydrotherapy.
- Strategies and resources to develop communication such as communication books, PECS and eye gaze.
- Inform Individual physical management plans.
- Individual sensory diets
- Individual behavior and regulation management plans.
- Access to specialist activities and staff to improve access to learning in terms of physical development, sensory development, communication development and emotional and social development.
- Access to other external professional support such as CAMHS and Educational Psychology when required.
- Speech and language therapy.
- Horse riding with the RDA.
- Family support and liaison via a trained family support worker.
- We offer a range of specialist provisions to improve access to learning for vulnerable learners and for those who receive the Pupil Premium grant.

## How does the school adapt the curriculum and learning environment for pupils with Special Educational Needs and what additional support is available?

- At Fort Royal we believe every individual is entitled to a broad, balanced, relevant, progressive and differentiated curriculum. At all development stages, learning is structured and sequential while providing stimulating, enjoyable and worthwhile experiences. Equality of access and equality of opportunity should underpin provision for all.
- The school works with pupils for whom the age-related expectations set out in the national curriculum may not be appropriate. The school has referred to the sequence of the national curriculum and our curriculum is based upon the national recommendations for all pupils within the key stage 1 and 2 classes. However, it has been differentiated accordingly to meet the needs of our pupils.
- Where possible, all pupils access the curriculum in small class groups with a high staff to pupil ratio. The typical ratio in school is 9/10 pupils to 4/5 staff.
- Pupils are taught in small mixed ability classes but teachers differentiate work by ability in their planning, activity & resource choice and delivery in to three rough groupings (support, core and extension) and also individually where required.
- Phases also engage in some cross phased ability group work such as weekly Speech and Language groups in Key Stage Two or PE in Key Stage One.
- Some pupils may be working on materials from an earlier key stage than their actual year group and moved on when learning is consolidated to ensure all the necessary building blocks for success are in place.



- When required pupils are allowed learning breaks to help with their sensory regulation and this intervention is supported by a trained Occupational Therapist in sensory regulation.
- Activities and resources are chosen to ensure pupils are motivated and engaged and are keen to explore and learn.
- Visual support and routine are used extensively to support learning and we actively seek to remove any individual barriers to learning.
- Part of the school has been purpose built to meet the needs of a wide range of learners.
- As well as small group learning, supported by a high staff to pupil ratio, individual interventions are used where necessary. This may be to develop communication and attention skills or to support a pupil with their sensory regulation.
- Some pupils may use iPads, laptops, communication aids or other specialist ICT devices to support their learning.

## How does the school enable its pupils to engage in the activities of the school?

- The school environment is wheelchair friendly and accessible to all pupils.
- It is a purposefully calm and happy environment with minimum distraction.
- The School Council is asked to contribute to decisions about extra equipment, how to help them feel safer or activities to ensure a high level of pupil interest.
- Home-School Communication Books are used to inform parents about school activities and vice-versa.
- Specialist equipment, such as hoists, are available to ensure, for example, that pupils can access the hydrotherapy pool.
- A high level of staff support is always available to support pupils in a range of activities at a small group and individual level.
- The pastoral team and specialist TA support team's support pupils in order to engage with learning.

## What support is available for improving the emotional wellbeing and social development of pupils with special educational needs?

- Fort Royal values the importance of our pupils being emotionally ready in order to enhance their academic readiness.
- PSHE and emotional wellbeing is fundamental to the school curriculum and the development of independence, communication and emotional wealth is supported throughout the school day.
- All staff are committed to ensuring that they are sensitive, positive, accepting, curious and empathetic to our pupils' needs.
- The school has a culture of developing and integrating wellbeing principles into the whole curriculum and considers emotional wellbeing as being integral to all learning process.
- The school has a mental health lead – DSLMH. The DSLMH works closely with the DSL and they meet weekly at triage meetings, with the school nurse and family support worker to prioritise children for support.
- The school has a robust and detailed Relationships Based Behaviour Regulation Policy which supports pupils' positive mental health across school.
- The school also offers a range of specialist out of class interventions across school to help develop social skills, emotional regulation and the development of self- esteem.
- Agencies that support wellbeing such as CAMHS and the Educational Psychology Service regularly visit the school after referrals.
- Where relevant social services contribute to the EHCP process for pupils who are on their case load.
- The school employs a Play Therapist who works with children individually and with small groups of children. There is a room dedicated to this called the 'River Room'.
- The school employs an Emotional Literacy Support Assistant ELSA. She works with children one day a week. Children receiving ELSA will have been referred via class teacher and triage team.
- We have fortnightly visits from Scrumpy the therapy dog who supports children with visits to classrooms.
- Fort Royal has a Pupil Mental Health and Wellbeing policy which is updated annually.
- The School Council meets half termly to discuss issues raised by pupils and/or their advocates. These regular meetings have a standing agenda item about pupils' wellbeing and they are attended by the Governor responsible for Mental Health and behaviour.
- The Governor responsible for Mental Health and Wellbeing meets with the DSLMH on a termly basis.
- We also value and are proud of our outdoor learning facilities and curriculum. This not only supports pupils' academic learning but their emotional wellbeing and social development as they are able to develop new skills and transfer learning into a new environment.

## What specialist expertise and training do the staff have in relation to the needs of the pupils?

- Many of the staff have additional qualifications in relevant areas such as PMLD, multi-sensory, autism and visual impairment.
- Staff are trained in a wide range of health and safety techniques such as Manual Handling so that they are able to transfer and assist children to move safely.
- All staff are trained in positive behaviour techniques via the Team Teach organisation.
- The Communication Team, which includes the SALT team, run a wide range of training; including Signalong and also support staff in developing the use of PECS, communication books and other strategies to ensure we are a communication friendly school.
- Where an individual need is identified staff receive the relevant training, e.g. PDA training, Eye Gaze, sensory regulation etc.

## What specialist equipment and facilities are available at Fort Royal to support the learning and development of its pupils?

- There is a wide range of technological support to enable pupils to learn effectively such as Eye Gaze, Switches, and a wide range of programmes and apps for various subjects.
  - Equipment specifically to help those pupils with physical disabilities includes hoists, minibuses with tail lifts, specialist seating, trikes and access slings.
  - The school has its own Hydrotherapy Pool which is used for specific therapy programmes as well as to develop water confidence in younger learners.
  - We have specialist facilities and resources to support pupils who require sensory regulation, including a sensory garden, sensory cabin and sensory equipment lending library, available for parents to borrow specialist equipment for use at home.
  - We hosts facilities for NHS School Nurses, Physiotherapists, a social worker team and other professionals who work on-site.
  - The school has sensory rooms, soft play rooms and a sensory gym.
  - Most classes have their own outdoor learning environment which is linked to, and used to enhance the curriculum theme and content.
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- Pupils who need help with sensory regulation are provided with diets and space and equipment to follow these programmes

## What arrangements are there for consulting parents/carers about their child and how are parents/carers involved in the education of their child?

- Teachers and TAs are in daily communication with parents via a home school diary.
- Senior Leadership Team members will often make a telephone call home if they wish to consult quickly with a parent or use the text messaging or email systems.
- For more routine matters, there are Parents' Evenings and Annual Reviews of the Education, Health and Care Plan.
- Where necessary, Team around the Child or Child in Need meetings are also facilitated to support multidisciplinary team working and promote the health, wellbeing and education of individual pupils.
- Parents are also consulted through questionnaires and surveys.
- There is an active Friends Group who hold informal activities including coffee mornings.
- Parents are invited to concerts and productions.
- Parents training and workshops and drop-in sessions are offered on a range of topics.
- Our family liaison officer will visit home to offer families support and training.

## How are pupils involved in choices and decisions relating to their education?

- Pupils are asked to contribute their views, where possible, to their Annual Review for their Educational and Health and Care Plan.
- Where appropriate, pupils are regularly asked to self-assess their learning to decide if they should move on or keep practising a particular skill.
- The School and eco Councils are regularly consulted on a range of relevant matters and involved in the appointment of new staff.

## If parents/carers wished to make a complaint about the provision at Fort Royal, what would they need to do?

- Initially, if parents/carers are unhappy with any aspect of provision at Fort Royal they should raise the matter.
- There is an escalation procedure for this. If they are still unhappy then they should follow the school's complaints procedure, which is available on the school website, or consult the Chair of Governors.

How does the Governing Body involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of its pupils and in supporting the families of such pupils?

- The Governing Body are supportive of the involvement of all other agencies who contribute to meeting the needs of its pupils.
- They are keen to continue to offer facilities for professionals to work on-site and it is policy and practice to invite all relevant agencies to contribute to pupils' EHC Plans.
- Where necessary, appropriate budgets are put in place to buy-in relevant support from other organisations and support services.
- Governor training is provided by Worcestershire Children First

What are the school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living?

- Pupils often join Fort Royal during an academic year and plans are made for phased induction visits, where appropriate and possible.
- There is a substantial induction programme and very close liaison with the special high schools which most of our pupils move to after year 6. When pupils move to mainstream schools, close liaison between schools, pupils and parents is essential and appropriate transition plans are put in place personalised to each pupil.
- When transferring between phases at Fort Royal, pupils make visits to their new class base and class staff visit pupils in their previous classes before the full-time transfer; there is very close liaison between class staff. Parents are provided with the opportunity to meet new class staff before the transition are made.
- If staff felt that the needs of a particular individual pupil could be better met elsewhere, they would do everything possible to support parents/carers in accessing more appropriate provision. Equally, if a parent wished to move their child to a different organisation, Fort Royal staff would do all they could to facilitate a move.

## Where can I find the Local Authority's Local Offer?

- The Local Offer lists and describes all provision offered by Worcestershire County Council for children and young people (up to the age of 25) in the county and can be found here:

<https://www.worcestershire.gov.uk/sendlocaloffer>

Chair of Governors ..... Date .....