



## Special Educational Needs and Disability Information Report

September 2014

The school has high aspirations and standards set for all pupils with Special Educational Needs and/or Disability (SEND) and strives to create a positive ethos of pupils overcoming their barriers to learning. The school endeavours to ensure SEND pupils make good progress throughout each year of their schooling. Pupils with Special Educational Needs will be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage/ the National Curriculum. We target not only academic excellence for our SEND pupils, but we aim for SEND pupils to achieve success through other activities such as sports, performance arts, and computer science. We want all children to enjoy and fully participate in the life of the school, and make a positive contribution to the school community. Furthermore, we want to foster pupils' independence and help them grow into responsible, resilient, resourceful, and reflective people. The school follows the statutory requirements set out in the [2014 SEND Code of Practice](#).

### Aims

- SEND pupils have the right to expect that their needs will be identified on entry or at the earliest opportunity and addressed sensitively, professionally and effectively.
- The curriculum of the school should ensure that all pupils have the opportunity to progress and achieve success.
- All pupils should have equal access to a broad and balanced education and lessons and activities should be differentiated to ensure the interests and abilities of all pupils are addressed.

### Admissions of SEND Pupils

Roberts welcomes all children from the local area – there is no policy to limit or promote access for children with or without special educational needs or disabilities. The school adheres to National Legislation, including the Equality Act 2010, Dudley's Admissions Policy and the New Statutory Code on Admissions. Where a pupil's SEND is known about prior to admission, the school will contact the previous school to gather relevant information and make appropriate provision as soon as possible to enable a smooth and successful transition.

### Identifying SEND Pupils

Firstly, the definition of SEND is if a pupil has a significantly **greater difficulty in learning** than the majority of others of the same age or has a **disability which prevents or hinders** him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. This section explains the process of how pupils are identified as having a special educational need or disability.

Many children are already identified by the Parents, Health Visitor or Specialist Early Years Service (SEYS) on entry to Child Support (aged 0-2) or Nursery (aged 3). Other children are identified through observation and/or assessment as falling significantly outside the range of expected development or academic progress of their immediate peer group. The pupil's class teacher (R-Y6) or keyworker (EYFS) has initial responsibility for addressing the concerns by considering how they might make differentiated or additional or different provision to meet those particular needs using their own resources. In most instances this will be enough to help a child catch up, or meet specific high incidence, low levels of SEND. If concerns still exist, then the school adopts the graduated response approach as recommended in the SEN Code of Practice 2014 consisting of a continuum of support. This graduated approach is elaborated in the next section of this document.

### Supporting SEND Pupils

- *Universal support*

When a teacher identifies that a pupil is making limited progress, the teacher makes the decision to place the pupil in a group intervention. The teachers will devise a group intervention plan "additional to or different from" those provided as part of the school's usual differentiated curriculum. These intervention groups are weekly or daily additional sessions, usually around 10-20 minutes per session, where pupils work on a key area of maths or literacy in order for the pupils to overcome barriers to learning.

- *Targeted support (Special Educational Need Support - SENS).*

If a pupil continues to make little or no progress a decision may be taken to have more targeted support. This involves the school, with parental permission, seeking help from external specialists. At this stage, pupils will be placed on the school SEND register under the category 'Special Educational Need Support'. The class teacher and SENCo will ask for advice or support from outside specialists. "Additional" or "different" strategies to those at universal support are put in place. This may involve pupils receiving 1:1 sessions with the school's speech and language teacher or 1:1 sessions with the school's learning support teacher. In some circumstances, the school may provide an additional teaching assistant to provide specific group or individual support in class for up to a maximum of 20 hours per week. Also, a few pupils attend sessions at specialist education centres in the Dudley area to support them with their needs.

- *Specialist support (Education, Health and Care Plans - EHCP).*

If a pupil is presenting severe and complex difficulties and we are unable to meet their needs with the support and resources available at targeted support, then a referral for a statutory assessment may be made. Parents and the pupil will be consulted and involved throughout this process. The assessment may result in an [EHC plan](#) being given.

## **Types of Special Needs**

The school currently provides for the following SEND needs:

### **Cognition and learning**

- Dyslexia
- Dyscalculia
- Dyspraxia
- Global development delay

### **Sensory and physical needs**

- Visually impaired
- Hearing impaired
- Cerebral Palsy
- Physical disability

### **Communication and interaction**

- Autism
- Speech and language

### **Social, emotional and mental health difficulties**

- ADHD

The school follows the Dudley's [Local Offer](#) and a school provision map of how the school caters for each SEND need can be found at the end of this document.

## **Funding**

The school funds SEND provision through the school's SEN Notional Budget and, in some cases, through Pupil Premium funding. This funding permits the school to provide the staffing, resources and payment to access some external agencies to support all SEND pupils in the school. A maximum of 20 hours of weekly support can be provided to pupils through the school's SEN notional budget. However, in some exceptional circumstances, the school receives an additional top up payment for pupils who receive over 20 hours support. The Head Teacher manages the overall budget for SEND. Staffing costs account for the majority of this budget. Support is allocated to pupils on a needs led basis within the resources available by the SENCo. Support is allocated along the following priorities: Educated Health and Care Plan, SENS pupil needing regular classroom support, SENS pupil needing specific 20 minute 1:1 daily sessions and pupils receiving group intervention provision.

Resource needs specific to SEN are identified through outside agency advice, class teacher requests and training (INSET) and are allocated through the school's resource

request pro-forma. Other consumables, including photocopying and stationery are provided through general administration.

### **Learning Environment**

At present we have the following facilities within school:

- Disabled toilet facilities with a mobile hoist.
- A lift to enable access to the upstairs floor.
- 2 Learning support rooms are situated within the school for small group work or 1:1 sessions.
- Wheelchair access throughout the school

### **Staffing**

Currently the school employ the following staff to assist with SEN provision:

- A speech and language specialist Teaching Assistant
- Two learning support Teaching Assistants who deliver daily 20 minutes 1:1 targeted sessions
- Fourteen 1:1 Learning Support Assistants to support SEN pupils in the classroom
- Five 1:1 dinner ladies to support pupils with a physical need at lunchtime

### **SENCo**

The named person responsible for coordinating learning support at Roberts Primary School is Mr Jake Stone can be contacted on 1384 818275 or via the school's main office. With relation to SEN, the inclusion leader's key responsibilities include:

- Overseeing the day-to-day running of the school's SEN policy
- Coordinating provision for pupils with special educational needs
- Liaising with and advising fellow teachers
- Managing teaching assistants
- Overseeing the records of all the pupils with special educational needs
- Liaising with parents of pupils with special educational needs
- Contributing to the in-service training of staff
- Liaising with the external agencies including health and social services, and voluntary bodies

### **SEND Training**

SEND is a priority in school and staff meeting time is allocated to the SENCo either to deliver whole school training himself, or invite Specialists to address the staff regarding whole school SEND. By raising awareness of SEND issues alongside developing class teachers' expertise in managing these needs. Learning Support Assistants regularly attend courses related to the needs of their role. The SENCo attends relevant SEND courses and facilitates/signposts relevant SEND focused external training opportunities for all staff to meet the needs of the children they are supporting.

### **Inclusion of SEND Pupils**

All children access all areas of the school environment and national curriculum, including sporting activities, before and after school activities, school trips and over-night visits. Children with SEND may require additional support or resources to enable them to do this effectively and safely. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with the child's parents to discuss alternative forms of support. It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. The school does this by: Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback.

### **Evaluating SEND Provision**

The attainment and progress made by SEN pupils are closely monitored each term by the SENCo and senior leaders and strengths and areas of development identified. These areas of development then form a SEN action plan for the forthcoming term. Furthermore, in order to make consistent and continuous progress in relation to SEN provision, the school encourages feedback from staff, parents, pupils and outside agencies. The success of the SEND policy is reported to Governors during the Autumn Term on an annual basis. The success of SEN provision is reviewed and discussed by the SLT and SIP at the termly review meeting. Actions arising are included in the School Improvement Plan which is updated termly.

### **Pastoral Support**

The school employs a full time family support officer who supports the parents of pupils with emotional, social and behaviour difficulties. Regular 6 weekly 'Care around the Family meetings' may be arranged to further support parents in supporting pupils who need pastoral support. We provide nurture group interventions to help pupils with these difficulties and in some cases access counselling. The school's anti-bullying policy is followed to help prevent bullying of pupils receiving pastoral support.

### **Working in Partnership**

#### *- External Agencies*

Liaison with external agencies occurs as and when it is required, using the appropriate referral channels. The outside agencies which the school works with include: Autism Outreach, Speech and Language, Dudley's Learning Support Service, Physical Impairment and Medical Inclusion Service, Hearing Impaired Service, Visual Impaired Service, Specialist Early Years Service, CAMHS, Physiotherapists, Occupational Health Service, Educational Psychologists Social Care Service, Gornal Pupils Centre and Sycamore Behaviour Centre. These agencies provide expert guidance to help the school fully support SEN pupils.

#### *- Parents*

The school keeps parents updated in relation to Special Educational provision being made for pupils. At parents' evenings class teachers will inform parents if a child is falling behind and is receiving any group interventions. If more targeted support is needed and referrals to outside agencies are deemed necessary then the school SENCo will contact parents directly. We will inform parents when a child is placed on the Special Needs Register and offering an opportunity for discussion and exchange of information. Regular consultation with all parents of pupils with SEND will be arranged and the school will value parents' wishes for their child. These meetings may involve the outside agencies that a pupil has been referred to.

#### *- Other Educational Settings.*

The school makes every effort to contact other nursery classes and playgroups for discussion of pupils with SEN before they enter the reception class. We contact previous school of any child with SEND entering the school at a point other than Reception to determine how the child will be inducted to enable us to benefit from previous knowledge of that child. Planning meetings involving the head teacher, inclusion leader and prospective class teacher are arranged to ensure that the school has all the relevant information regarding the needs of any child entering the school. In addition, we are always willing to be consulted by receiving schools at any point after a child has transferred if we can give assistance to support the child's continuing development.

During secondary school transfer, a meeting with the representative of the receiving school is arranged so that information concerning the educational needs of the pupil can be discussed. If a child has an EHC plan, a provisional secondary school choice is made in the Year 5 so that parents can consider options at the same time as other parents. The child's EHC plan is then amended by March of the year of transfer in the light of the recommendations of the Annual Review, the parents' views and preferences and the response to consultation by the Local Authority (LA) with the school concerned. All arrangements for a child's placement will be completed no later than the beginning of March before transfer. Where possible, the SENCo of the receiving school will attend the final review of the pupils with EHC plan for whom a particular school has been named.

- *Pupil Voice.*

The term 'pupil voice' refers to ways of listening to the views of pupils and/or involving them in decision-making. The school will endeavour to involve SEND pupil in the decisions made about their SEND provision. This may be through conversations with their 1:1 support, class teacher or the school SENCo. Pupil voice can also be gleaned through pupil questionnaires, focus group discussions, circle time discussions and draw and write activities. \

### **Complaints**

Parents are partners with the school and the LA and are entitled to query decisions made by the school or the LA. If a complaint is to be made, regarding issues in school, it should be addressed to the school SENCo in the first instance. If the matter is not resolved to parents' satisfaction, it should then be put in writing to the Head Teacher or the Chair of Governors (through the school office). If the complaint relates to a decision made by the LA, then parents are advised to contact Mrs M Saunders, the named LA officer, at Westox House. (01384 818181). Parents may also approach the SENDIASS organisation to support them in the complaints procedure (01384 818096).

## Appendices: School Offer

	Universal Support	Targeted Support	Specialist Support
Cognition and Learning	<p>Quality first teaching</p> <p>Differentiated curriculum planning, activities, resources, delivery and outcomes</p> <p>Increased use of visual aids/modelling etc...</p> <p>Use of Visual, Auditory &amp; Kinaesthetic (VAK) learning</p> <p>Visual timetables</p> <p>Increased class support from TA/teacher</p> <p>Effective feedback</p>	<p>Targeted intervention groups</p> <p>Booster groups</p> <p>1:1/paired or small group after school sessions</p> <p>In class support from TA</p> <p>Increased individual/group reading sessions with TA/class teacher</p> <p>Additional use of ICT</p>	<p>Input from Learning Support Service/Educational Psychologists</p> <p>Individual Education Plan and/or recommendations from outside agency</p> <p>15 minutes daily 1:1 intense Literacy/maths session with SEN teacher</p> <p>Dedicated 1:1 support (as recommended by Statement)</p> <p>Memory skill training</p> <p>Precision teaching</p> <p>Pupil attendance at Intensive Learning Unit - St James' Primary</p>
Communication and Interaction	<p>Quality first teaching</p> <p>Differentiated curriculum planning, activities, resources, delivery and outcomes</p> <p>Increased use of visual aids/modelling etc...</p> <p>Use of VAK learning</p> <p>Visual timetables and use of symbols</p> <p>Increased class support from TA/teacher</p> <p>Seating position in class</p> <p>Structured school and class routines</p> <p>Effective feedback</p>	<p>In class support from TA with a focus on speech and language</p> <p>Additional use of ICT utilising software programmes such as Clicker 5.</p> <p>Co-operative group activities with TA support</p> <p>Playtime TA mentors</p>	<p>Input from Speech and Language Team, Autism Outreach Team, CAMHS and other outside agencies</p> <p>Support for alternative forms of communication e.g. Makaton</p> <p>Visual organisers</p> <p>15 minutes daily 1:1 intense speech and language sessions with speech and language teacher</p> <p>Social interaction support</p> <p>Referral made to Quarry Bank Language Unit (Ks1) or Hob Green Language Unit (Ks2)</p>

	Universal Support	Targeted Support	Specialist Support
Emotional Behavioural and Social	<p>Quality first teaching</p> <p>Whole school behaviour policy</p> <p>Classroom rules and routines</p> <p>Clear class reward and sanctions systems</p> <p>Circle time/PSHE</p>	<p>Group or individual reward system</p> <p>Small group Circle Time</p> <p>Support for unstructured times</p>	<p>Input from The Mere, Education Psychologist/CAMHS and other outside agencies</p> <p>1:1 behaviour programme and support</p> <p>Anger management training</p> <p>Social stories and skills training</p> <p>Nurture groups</p> <p>Peer mentoring e.g. Playground Pals</p> <p>Play therapy</p>
Sensory and Physical	<p>Quality first teaching</p> <p>Flexible teaching arrangement</p> <p>Staff awareness of impairment</p> <p>Medical support</p> <p>Differentiated resources e.g enlarge text from visual impaired pupils.</p>	<p>Access to specialist equipment e.g. writing slopes/footstools/beanbags</p> <p>Additional handwriting practice</p> <p>Access to ICT equipment</p>	<p>Input from Physical and Sensory Service, Occupational Health and Physio Therapy</p> <p>Motor skills programme e.g. Get Moving</p> <p>Access to specialised ICT equipment</p> <p>1:1 support for access needs/dedicated lunchtime supervision</p> <p>Individual risk assessments/PEEP</p>