



Roberts Primary School

SEND Information Report

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Roberts School SEND Information Report 2025 – 2026

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1. Introduction

Roberts Primary School is committed to providing an inclusive education for all students, ensuring that every child, regardless of their needs, has access to a high-quality learning experience. We are committed to the principles of inclusion and recognise that children with Special Educational Needs and/or Disability (SEND) have the right to access a full-time education within a mainstream classroom alongside their peers, wherever possible and appropriate.

At Roberts, we pride ourselves on being a happy school where children and adults are encouraged to have a caring, considerate and respectful attitude towards one another. We are a 3-form entry school and are fortunate to have extensive grounds with a 4-acre forest, large field, an orchard and large playgrounds as well as a modern building.

This SEND Information Report outlines what support we provide to children with SEND at Roberts Primary School.

2. Who do I contact in school?

You may want to have initial discussions with your child's class-teacher or you can contact members of the inclusion team identified below.

All schools must have a SENCO who has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

The SEN and Inclusion team at Roberts School is made up of:

- Mr Garry Dean - Special Educational Needs Co-ordinator (SENCo)
Gdean@roberts.dudley.sch.uk
01384 818275
- Mr Jake Stone
jstone@roberts.dudley.sch.uk
- Vicky Cockell – Pastoral Manager
Vcockell@roberts.dudley.sch.uk

3. Definitions of Special Educational Needs and Disability

Definition of Special Educational Needs

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

a) has a significantly greater difficulty in learning than the majority of others of the same age; Or b) 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 or mainstream post-16 institutions.' SEN Code of Practice (2014)

Definition of Disability:

Many children and young people who have SEN may also have a disability under the Equality Act 2010, that is:

“a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities”.

This definition provides a relatively low threshold and includes more children than many realise:

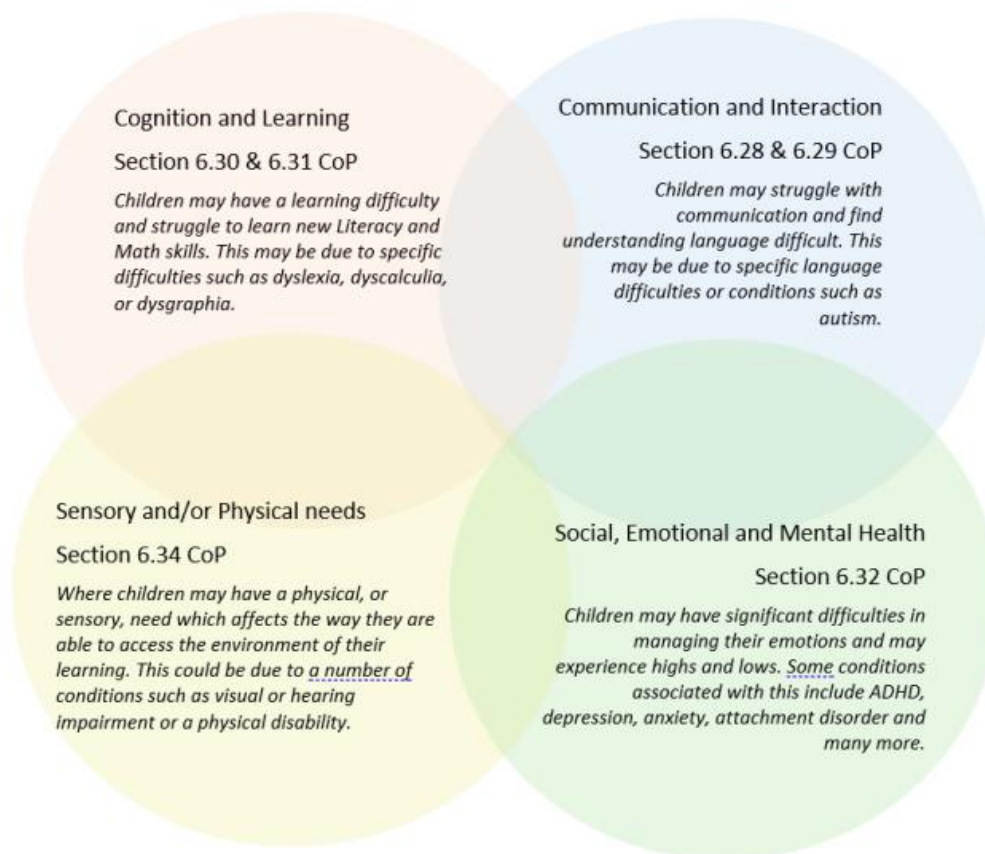
long-term is defined as, *a year or more*, and

substantial is defined as, *more than minor or trivial*,

4. What types of special educational needs and disabilities are provided for at Roberts Primary School?

There are four broad areas of SEND, as outlined in the SEND Code of Practice (CoP) and our school provides for pupils with all of the following:

- Cognition and Learning Needs
- Communication and Interaction Needs
- Sensory and Physical Needs
- Social, Emotional and Mental Health Needs



Outlined below are some examples of conditions we may encounter within our mainstream setting:

Cognition and learning

- Moderate Learning Difficulties (MLD)
- Specific Learning Delay (SpLD) e.g. dyslexia, dyscalculia, dyspraxia

Sensory and physical needs

- Visually impairment (VI)
- Hearing impairment (HI)
- Cerebral Palsy
- Physical disability
- Multisensory Impairment (MSI)

Communication and interaction

- Autistic Spectrum Disorder (ASD)
- Development Language Disorder (DLD)
- Expressive language delay
- Receptive language delay
- Stutters
- Selective mute

Social, emotional and mental health difficulties

- Attention Deficit Hyperactive Disorder (ADHD)
- Attention Deficit Disorder (ADD)
- Opposite Defiance Disorder (ODD)
- Anxiety disorder
- Eating disorders

Where educational provision is additional to, or different from, the education made generally for other children of the same age in school then it can be said that we are providing for a child's individual SEND. This provision may link to one or more of the above areas of SEND. Often one will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a holistic overview of the child. For pupils with higher level of need, the Local Authority may issue an Education and Health Care Plan (EHCP).

5. How does Roberts Primary School identify and assess pupils with SEND?

Some children will already be identified prior to entry at the school as having additional needs, either by the parents, Health Visitor or Dudley's Integrated Early Years Service (IEYS). For other children there are a range of pathways that may support the identification of an additional need;

1. **If parents have any concerns** they are invited to discuss these with the child's class teacher and/or the school SEN Co-ordinator (SENCo). If necessary the SENCo will then co-ordinate further investigation to gain a better understanding of the potential needs.
2. Class-teachers undertake on-going observations and assessments and will raise any concerns with the SENCo for further investigation.
3. Behaviour and attendance issues can also be early indications that a child may have unidentified needs. The SENCo is a member of the Senior Leadership Team (SLT) and liaises closely with the Pastoral Manager and

Deputy Head responsible for attendance, to discuss any children causing concern.

Attainment and delayed progress in learning are key indicators. At Roberts Primary School assessment of pupil learning and progress, alongside assessment of their learning attitude and behaviour, is built into the way we teach. Staff ask questions during lessons, mark work, plan challenges and observe responses. This process is ongoing and happens every day, in every lesson.

In addition, there are more formal assessments and pupil tracking that takes place at regular intervals. Where children are making progress at a slower than expected rate or are failing to attain at the level appropriate to their age then we may decide to assess that pupil's learning in more detail.

When we need more insight into how a pupil is learning or if they appear to be having difficulties then we do more individual, specific assessments. These assessments might be conducted by ourselves or by external specialists, such as Educational Psychologists, Specialist Teachers, Speech and Language Therapist or paediatricians. The purpose of these assessments is to gain a better understand of the potential barriers to a child's learning in order to target specific support and interventions. Information from all of our assessments help us decide whether a child has a special educational need and will inform what we then do about this. Any provision which is additional or different to that given to the majority of the class is monitored carefully.

6. How will parents know if their child has been identified as having SEND and how will they be involved in decisions made about their child's education?

The majority of children will respond positively to an adjustment to the teaching approach or a short-term intervention that is part of the support that is available to all children within their classroom. These children will be accessing the **universal provision** that is expected as part of the quality first teaching approach. These children will be closely monitored and, unless their progress continues to cause concern, these children would not be considered to have special educational needs.

Where a child is not able to maintain good progress without additional provision or intervention then we identify the pupil as having a **special educational need**.

SEN Support

Where it is decided that a child requires special educational provision a discussion will be arranged with the pupil and the parents to gather further information and obtain a greater understanding of the child's areas of strength and difficulty. This is an opportunity for the parents to share any concerns, and plan the next steps. The child will be added to the SEN register to support the tracking of their learning and progress.

We will start the graduated approach cycle of Assess Plan Do Review (APDR). This involves gathering further information through assessment and formulating a Person Centred Plan that identifies the barriers and sets expected outcomes we would like to work towards. It will also detail any additional strategies, interventions or resources that may be required to support the child. This cycle will be reviewed termly and amended depending on the progress that is made. This person-centred plan (APDR) will be shared and discussed with parents.

Education Health and Care Plan (EHCP)

If the child, despite the additional support that is implemented, continues to struggle it may be necessary to submit a request to Dudley SEN Team for an Education Health and Care needs assessment. The SEN Team will consider the evidence and may agree to undertake the assessment. This may or may not lead to the issuing of an EHCP. If the school feels this is necessary they will discuss this with you and explain the process in more detail.

If your child has SEN you will have opportunities to discuss progress or concerns with the child's class-teacher or the SENCo. At each review stage you will be invited to contribute to your child's 'plan'.

7. How do we teach and support pupils with SEND?

Having assessed the child's needs and identified the barriers they are experiencing to their learning we will consider the most appropriate way to support each child. The details of any adjustments will be incorporated into their person Centred Plan (PCP). All children will have a range of different needs and will therefore need strategies that are personal and individualised to meet their needs. This may include a range of strategies such as;

- Scaffolding
- Modelling
- Multi-sensory teaching - visual reinforcement
- Work which is adapted or differentiated by the class-teacher
- Adjustments to the environment or timetable - time-out cards, access to break-out space, movement breaks, Sensory Circuits etc.
- Group or individual intervention work from school staff – phonics, reading, numeracy.
- Individual work with a specialist practitioner or agency - Speech and language therapist, Teacher of the Deaf, etc.
- Additional support from a class staff
- Access to adapted resources – writing slopes, wobble cushions, use of IT, coloured overlays, etc.

❖ *This is not an exhaustive list as we will endeavour to find the most suitable strategy to support the needs of each individual.*

In deciding what support to put in place we use the expertise and experience of our staff team along with advice from specialist practitioners whilst also referring to Dudley's **Ordinarily Available Inclusive Provision (OAIP)** guidance.

[Ordinarily Available Inclusive Provision Framework \(OAIP\) | Dudley Council](#)

Some pupils may also be referred to an external agency if progress has not been made following the graduated approach.

These agencies may include:

- Dudley Learning Support Service
- Dudley Communication, Interaction, Physical and Sensory Support Service (CIPS)
- Dudley Educational Psychology Service
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Integrated Early Years Service
- Sycamore Behaviour Support Service
- Child and Mental Health Service (CAMHs)

Any support or adjustments that are considered will form part of the discussion that takes place with parents. Parental consent will be gained before pupils are referred to external agencies.

8. How do we assess and review the progress of SEND learners?

Assessment of progress and attainment is an integral part of the teaching process for all children at Roberts School. However, for those children on the SEN Register there are further assessments and progress reports that take place throughout the year. Children with SEN will have a Person-Centred Plan/APDR which will be reviewed at the end of each term. The review will consider the progress that has been made towards the identified outcomes. For some children these outcomes may not be linked to their academic attainment, but may be associated with their communication or interaction skills or their ability to regulate their emotions. This review will be shared with parents and will inform the following term's targets.

For those children with an EHCP these termly reviews will feed into a formal review that will take place annually (The EHCP Annual Review). The school will co-ordinate this review, along with the parents, and will invite any other practitioners who are involved with the child to attend or contribute to the review. A record of this meeting, along with any supporting assessments or documentation will be shared with the SEN team. The SEN team will then decide whether to amend or maintain the EHC plan.

The voice of the child and parents are an important part of all SEN reviews which will always be arranged in consultation with the parents. The school will support opportunities to gather feedback and ensure the contributions of parents and children are heard and valued.

More information on the EHCP and annual review process can be found on Dudley's SEND Local Offer at;

[Education, Health and Care Plan \(EHCP\) | Dudley Council](#)

9. Staff Training

At Roberts we draw on support and training as and when it is required in response to the needs of our pupils. Training is regularly reviewed by the Senior Leadership Team. All staff within the school receive access to regular training related to Special Educational Needs and Disabilities. We also access Local Authority training as appropriate. We believe that your child's learning needs will first be met through the high-quality teaching delivered by his/her class teacher. Regular professional development, across the curriculum, ensures that staff at Roberts are fully aware of how to support children with a range of SEND. There is a wealth of knowledge and experience within the Roberts SEN Team who are in regular communication with teaching staff to make sure that everyone is aware of what SEND there is within the school, and how to help support those needs in the classroom. Individual training can also be arranged wherever necessary.

A member of the school SEN and Inclusion team regularly attends local authority SENCo Network meetings and keeps informed of local opportunities and updates.

10. Children with Neuro-divergent conditions and the PINS Project.

Neurodivergent is a nonmedical term that describes people whose brains develop or work differently for some reason. This means the person has different strengths and struggles from people whose brains develop or work more typically. While some people who are neurodivergent have medical conditions, it also happens to people where a medical condition or diagnosis hasn't been identified.

Some examples of neurodivergent conditions are:

- **Autism Spectrum Disorder (ASD):** Unique social communication challenges, sensory sensitivities, and repetitive behaviors.
- **Attention Deficit Hyperactivity Disorder (ADHD):** Features of inattention, hyperactivity, and impulsivity.
- **Dyslexia:** Difficulty with language skills, especially reading.
- **Dyscalculia:** Difficulty with performing basic arithmetic.
- **Dyspraxia:** Issues related to physical coordination.

- **Tourette's Syndrome:** Involuntary, repetitive movements and vocalizations.
- **Down's Syndrome:** Genetic disorder causing developmental and intellectual delays.

At Roberts School we have a number of children who demonstrate a range of these conditions. Within the staff team there is already significant knowledge and experience with supporting children with these conditions. However, we are delighted to have been selected to participate in DfE/NHS lead **PINS Project for 2025 - 26**. PINS stands for, 'Partnership for Inclusion in Neuro-diversity in Schools'. As a participant in the project we will have opportunities to enhance the knowledge, understanding and expertise of our staff in a range of neuro-divergent conditions, enabling us to better meet the needs of our children. The project also promotes engagement and participation with our parent community to encourage more collaborative working.

11. How do we work with parents and involve them in their child's education?

All parents are regularly informed about their child's progress. Parents are invited to attend parent's evenings which provide opportunities for parents and carers to discuss progress, attainment and next steps. A school report is also sent home at the end of each academic year. In addition to this, reviews take place at regular intervals for pupils on the special educational needs register. Parents are invited to attend and contribute to these review meetings so that we can all work collaboratively. These meetings might also be attended by the class teacher, a teaching assistant, an Educational Psychologist, a specialist teacher from the Learning Support Service or a speech and language therapist. Parent's views are also shared as part of an Education, Health and Care Plan (EHCP) application and yearly as part of the annual review process.

We arrange regular SEN Coffee mornings. These are informal opportunities to discuss any SEN related topics or opportunities for parents to 'network'. Sometimes these will be more focused with guest speakers invited or with specific agenda items or themes.

Parents are also encouraged to contact the school throughout the year if there is anything they would like to discuss.

12. How do we work with pupils and involve them in their education?

Pupils' views are regularly shared throughout the year informally during interventions and when in class. Their views are also shared more formally during Education, Health and Care Plan (EHCP) applications and during their yearly review at the annual review meetings. Pupils are encouraged to attend their annual review and share their views, or they may choose to share their views beforehand with a familiar adult.

13. How will you support my child when he/she joins your school or moves class or transfers to a new school?

We recognise the importance of ensuring a high quality transition regardless of the stage. We will consider the individual needs of each child in discussion with themselves and their parents to consider what additional support is required.

Pre-School to school

- Home visits
- Stay and play sessions
- Staff communication with Pre-school
- TAF (Team Around the Family) meetings

In-school transfers

- Move up days in school
- Staff handover meetings
- Enhanced transitions to further support children (Extra time in class, photo packs etc)

Secondary Transfers

Arrangements for supporting pupils moving between phases of education

- Induction days
- Staff communication with the secondary school
- Transition information/passports
- Enhanced transition days

Additional advice and resources to support positive transitions can be found on Dudley's Local Offer.

[Transitions in Education | Dudley Council](#)

14. What support is available for pupils with social, emotional and mental health (SEMH) needs?

Our Pastoral Manager / Mental Health Lead work closely with our SENCo and staff to identify pupils who may be struggling with social, emotional and mental health difficulties. The pastoral team will then provide additional support where necessary for individual pupils. We will endeavour to support children with the resources and expertise we have within school but, if it is deemed necessary we will access or refer to specialist external agencies such as; Educational Psychology, CAMHS etc.

15. How do we support pupils with disabilities?

Roberts School is well equipped to support children with physical disabilities. The school has two disabled toilets and a purpose-built care room with hoisting and

shower facilities. The care room allows school to cater for children who are unable to access the toilets without being hoisted. Staff are trained in Safer People Handling and to safely operate the hoist. The school site is wheelchair accessible with a lift to enable access between the two different floors of the school building.

We work in partnership with outside agencies to ensure access to both the school environment and to the curriculum are adapted appropriately for children with disability.

16. How does the school ensure an inclusive environment for all?

At Roberts Primary School, and in line with the Equality Act 2010, we are committed to ensuring all children are fully included alongside their peers within learning experiences both inside and outside the classroom. All children in our school have access to High Quality Teaching, ensuring adaptive tasks for all individual needs.

At Roberts risk assessments are carried out and procedures put in place, in consultation with parents/carers, to enable all children to participate in all aspects of the curriculum, including sporting activities, before and after school clubs, school trips and residential experiences.

17. Bullying and Keeping Children Safe in Education

School has a duty to safeguard all children and young people in our care. No one deserves to be a target of bullying. Bullying has the potential to damage the mental health of a pupil. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989 (Department for Education, England).

As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported. Bullying will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our school fosters high expectations of behaviour and we will challenge any behaviour that falls below this.

Further information is available in the school Bullying Policy which is available on the school website.

18. What should I do if I have a complaint about my child's SEND support?

The [Local Authority's complaint procedure](#) is followed by the school for any complaints relating to SEND.

If the complaint is related to a school process or decision you can contact:

The Headteacher – Mr Watkins

The SENCo – Mr Dean

Details of the complaints procedure can be found on the school website.

If the complaint relates to a decision made by the Local Authority, then parents are advised to contact the Local Authority SEN Team;

Telephone; 01384 814360

Email: enquiries.senteam@dudley.gov.uk

Parents may also approach [Dudley SENDIASS Team](#) (01384 818096) to support them in the complaint's procedure. SENDIASS is an independent organisation which provides advice and support to parents.

19. Further information

Dudley's Local Offer is a one stop shop website for children and young people with special educational needs and disabilities (SEND) and their parents and carers. There is a wealth of information that can be found for local and national services as well as advice and guidance.

[Dudley Local Offer | Dudley Council](#)