**The Roebuck Primary School Parents’ Information**

**SEND information Report 2021**
**Introduction**
All schools in Lancashire have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities and are supported by the LA (Local Authority) to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are expected to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

The four broad ‘areas of need’ as outlined in the new Code of Practice are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

**What is the Local Offer?

The Local Authority Local Offer**

With the enactment of The Children and Families Bill 2014, Local Authorities are required to publish, and keep under review, information about services they expect to be available for the children and young people with Special Educational Needs and Disabilities (SEND) aged 0-25. This is the ‘Local Offer’. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. There is a link to this information from this website.

**The School SEND Information Report**

This report explains how The Roebuck School implement’s its SEND policy and the provision that the school is able to implement.

At The Roebuck School, we embrace the fact that every child is an individual and that all their educational needs are different. This is certainly the case for children with Special Educational Needs and Disabilities (SEND).

**1) Who are the best people to talk to at The Roebuck Primary School about my child's difficulties in learning/Special Educational needs and Disabilities (SEND)?**
**The class teacher is responsible for:**

-Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-ordinator (SENDCo) know as necessary.
-Writing Pupil Progress targets/targeted learning plans that are measurable & achievable. These are shared and reviewed with parents at least once each term to inform targets and planning for the next term.
-Personalised teaching and learning for your child as identified on the school’s provision map.
-Ensuring that the school’s SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

**The SENDCo is Mrs M Roy who is responsible for:**

-Developing and reviewing the school’s SEND policy.
-Co-ordinating all the support for children with special educational needs or disabilities (SEND)
-Ensuring that you are:
i) involved in supporting your child’s learning
ii) kept informed about the support your child is getting
iii) involved in reviewing how they are progressing.
-Liaising with all the other people who may be coming in to school to help support your child’s learning, e.g. Speech and Language Therapist, Educational Psychologist.-Updating the school’s SEND record (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child’s progress and needs are kept. -Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

This year, school are using some of the Disadvantaged (Pupil Premium) budget for Mrs Roy to have responsibility for Inclusion within our school. This involves data analysis with the Leadership Team, identification of need, planning and implementing required input, monitoring and evaluating provision through whole school provision mapping for vulnerable groups in school which include: SEND, ‘catch up’ children who require short term interventions, children with no or little English language and for Able and Talented children (AGT).

School hold regular pupil progress meetings with teachers, children, families and multi professional teams as appropriate.

**The Head teacher is Mrs J Alexander-Steele, who is responsible for:**

-The day-to-day management of all aspects of the school; this includes the support for children with SEND.
-The Head teacher will give responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child’s needs are met.

-The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

**The SEN Governor is Elaine Squires who is responsible** **for:**

-Making sure that the necessary support is given for any child with SEND who attends the school.

**2) What kinds of special educational needs are provided for?**

Regardless of the special educational need, good progress is made when school and home work together supporting each other.

**Speech, Language and Communication Needs**

The classroom environment provides learning support so that all children are included in activities and can learn well.

Some children will require a more specialised approach if they are to make good progress in their ‘communication’. This could involve a Speech and Language Therapist working alongside the school to identify the specific needs of a child and the strategies that will work best. Ongoing assessment, good teamwork and opportunities to practice what has been taught throughout the school day are approaches that will help the children.

We also use *visual timetables* and other visual cues around the classrooms to support those children who may find verbal instructions alone difficult to process and follow.

**Cognition & Learning**

The classroom environment provides learning support so that all children are included in activities and can learn well. Through continuous assessment, the teacher will pick up when a child is not making good progress and will adjust his/her teaching accordingly providing additional opportunities for the child to practice the necessary skills or techniques until they have mastered it.

Sometimes children require additional catch up programmes to increase their progress in the development of literacy or numeracy skills. These may take place through small groups working in the class or in a quiet space outside of the classroom. Examples of our interventions are *1st Class @ Number 1 and 2*, *Indirect Dyslexia Training* and *Every Day Reading Programme*. Our teaching assistants have been trained to deliver these programmes.

**Communication & Interaction Needs**

The classroom environment provides learning support so that all children are included and resources are provided to help focus and regulate the children. Sometimes children require additional support to help develop their communication & interaction skills. We offer Lego Therapy as one of our interventions. Sometimes children benefit from a personalised work station within their classroom.

**Sensory Needs**

Sometimes a child will have particular sensory needs and will require further specialist assessment followed by a programme to address their ‘sensory diet’ (a personalised activity plan that provides the sensory input a child needs) both in home and at school. If appropriate, school ‘buy in’ specialist teachers to provide advice.

**Physical Needs**

The classroom environment provides learning support so that all children are included in activities and can learn well. A review of your child’s needs will be carried out so that adjustments can be made and put into place.

**Social, Emotional, Behavioural Needs**

The classroom environment provides learning support so that all children are included in activities and can learn well. There is a behaviour policy in place and we have developed ‘The Roebuck Way’ to ensure that children learn to make positive behaviour choices and develop good behaviour for learning.

Some children experience difficulties with their social, emotional & mental health. If this is the case, a personalised behaviour support plan may be developed and a ‘tight team’ identified – this is a team of up to four adults who ensure a consistent approach. It is important that all staff who work with the child are involved and agree with the plan. Parents and carers will be involved throughout so that strategies are understood and consistently applied at home too. Parental support for these pupils is very important. School expect parents to be fully supportive at implementing the behaviour plan.

School welcome support and advice from other services such as The Children & Families Well Being Service, Child Action North West and CAMHS when planning to meet the needs of these children and their families.

 **3) What are the different types of support available for children with SEND within our school?**

Schools are required to implement a ‘Graduated Approach’ when identifying why a child is experiencing difficulties in school with their learning which is based on an ASSESS PLAN DO REVIEW cycle.

a) Class teacher input through quality first teaching.
For your child this would mean:
-That the teacher has the highest possible expectations for your child and all pupils in their class.
-That all teaching is built on what your child already knows, can do and can understand.
-That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning (a way of learning using real objects and materials).
-That specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn.
-Your child’s teacher will have carefully checked on your child’s progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

b) An intervention programme which may be:
- Run in the classroom or an area outside the classroom by a teacher or a teaching assistant (TA).
- Specialist groups run by outside agencies, e.g. Speech and Language therapy, CAMHS

c) If a pupil is still not making the expected progress, school may either refer or ‘buy in’ extra specialist advice in school from a professional outside the school other services which may include:

 - Educational Psychologist, specialist teacher from a specialist school, speech language and communication therapist, GHIST / Golden Hill outreach team.

What could happen:
You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Specialist Teacher, Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child’s particular needs better and be able to support them more effectively in school.
The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

d) Specified Individual support

This type of support is available for children whose learning needs are severe, complex and lifelong. This only applies to a small minority of a schools population.

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. Your child will also need specialist support in school from a professional outside the school. This may be from:

Local Authority central services

Local Authority ‘bought in’ services: Specialist Teachers, Educational Psychologists
Outside agencies such as the NHS Speech and Language Therapy (SALT) Service or NHS Occupational Therapy (OT) service.
For your child this would mean:

The school (or you) can request that Local Authority Services carry out a statutory assessment of your child’s needs. This is a legal process which sets out the amount of support that will be provided for your child.
After the request has been made to the ‘Panel of Professionals’ (with a lot of information about your child, including some from you), they will decide whether they think your child’s needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. They will also expect the school, supported by parents, to have fully implemented a graduated response.

 If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, the school will continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
The EHC Plan will outline the support your child will need. It will also have long and short-term goals for your child.
An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

**4) How can I let the school know that I am concerned about my child's progress in school?**

-If you have concerns about your child’s progress, you should speak to your child’s class teacher initially.
-If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/Disabilities Co-ordinator (SENDCo).

The school SEN Governor can also be contacted for support.

The School contact telephone number: 01772 729337

**5) How will the school let me know if they have any concerns about my child's learning in school?**

If your child is identified as not making progress, the class teacher will discuss this with you at a parents evening, or set up another meeting to discuss this with you in more detail. They will listen to any concerns you may have. From this they may plan any additional support your child may need. Depending upon the concerns, the SENDCo may be involved to offer further help and discuss with you, possible referrals to outside professionals to support your child. The teacher, parent and child begin to build up a profile of how the child learns best, strengths and barriers.

**6) How is extra support allocated to children, and how do they progress in their learning?**

The school budget includes money for supporting children with SEND.
The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.
The Head Teacher and the SENDCo discuss all the information they have about SEND in the school, including the children getting extra support already, the children needing extra support, the children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed.

The school identifies the needs of SEND pupils on a provision map. This identifies support given within school and is reviewed termly, changes are made as needed, so that the needs of children are met and resources are deployed as effectively as possible.

**7) Who are the other people providing services to children with SEND in this school?**

School provision:
-The school’s inclusion lead (also SENDCo) provides support and resources for children and teachers to ensure this learning is generalised over time into the main classroom.

-Teaching Assistants L2 mainly working with either individual children or small groups providing targeted support. The school also employs a higher level teaching assistant (HLTA) to work with children who are experiencing difficulties with their social, emotional & mental health.

-A Family Support Worker to support families & children.

Local Authority Provision delivered in school (subject to availability & resources) includes:
Educational Psychology Service
Specialist Inclusion Teachers

Special Educational Needs & Disability Information, Advice & Support Services (SENDIASS)
NHS School Nurse

NHS Occupational Therapy
NHS Physiotherapy and OT

NHS Speech and Language Therapy

Other outside agencies school buys in support from:

Specialist Inclusion Teachers

Educational Psychology Service

Specialist school teachers

Other agencies:
CAMHs

Counselling Services via Child Action North West & N Compass

 Further information can be found on Lancashire County Council’s Local Offer.
 **8) How are the teachers in school helped to work with children with SEND, and what training do the teachers have?**

-The SENCo’s job is to support the class teacher in planning for children with SEND.
-The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. This includes whole school training on SEN issues, such as Sensory needs, Autism and speech and language difficulties.
Individual teachers and support staff attend training in house and courses run by outside agencies
 **9) How will teaching be adapted for my child with SEND?**

-Class teachers plan lessons according to the specific needs of all groups of children in their class (referring to resources such as PIVAT targets as necessary) and will ensure that your child’s needs are met.
-Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
-Specific resources and strategies will be used to support your child individually and in groups.
-Planning and teaching will be adapted, on a daily basis if needed, to meet your child’s learning needs.

**10) How will I know if my child is making progress in school?**

-Your child’s progress will be continually monitored by his/her class teacher.
His/her progress will be reviewed formally with the Headteacher/phase leader and SENCo every term in reading, writing and maths through pupil progress meetings.
-Where necessary, children will have an individual learning plan based on targets set by school or in liaison with an outside agency. SMART targets are designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made.
-The progress of children with an EHC Plan will be formally reviewed at an Annual Review with parents/carers & all adults involved with the child’s education.

-The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in.

-Regular book scrutinies with pupil discussions and lesson observations will be carried out by the SENCo and other members of the LeadershipTeam to ensure that the needs of all children’s needs are met and that the quality of teaching and learning is high.

11) **What support do we have for you as a parent of a child with SEND?**

-The class teacher is regularly available to discuss your child’s progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be shared and used.
-The SENDCo is available to meet with you to discuss your child’s progress or any concerns/worries you may have. Appointments can be made via the school office.
-All information from outside professionals will be discussed with you directly, or where this is not possible, in a report.

-Personal progress targets will be set and reviewed every term. School will endeavour to involve parents/carers as much as possible.
-Homework will be adjusted as needed to meet your child’s individual requirements.
A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child. This should be discussed with the class teacher in the first instance.

-Please take a look at the SEND section of our website for a range of resources & advice available to parents. There are also links to Lancashire services on here.

**12) How is The Roebuck Primary School accessible to children with SEND?**

-The school is fully compliant with DDA requirements (Disability Discrimination Act 1995) The school has easy access and double doors and ramps.
-We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs.
-Before school provision is accessible to all children, including those with SEND.
-Extra-curricular activities are accessible for children with SEND.

**13) How does The Roebuck Primary School prevent bullying?**

Bullying is not tolerated at The Roebuck Primary School and, as such, has an anti-bullying policy which is reviewed regularly with pupils either through the curriculum or assemblies. All children are encouraged to reports incidents of bullying and these reports are recorded using CPOMS. A member of staff will investigate the incident & report back to you as soon as we have all the required information. Children are taught through the curriculum about the distressing outcomes that victims and their families may feel; they are also taught the self confidence to resist bullying.

If you suspect that your child is being bullied it is important that you let the school know of your concerns and work in partnership with the school to resolve this.

**14) My child needs to take medication at school. What are the arrangements for this?**

-If medication is needed during school hours it should be handed into the school office and a form filled in. Many GPs will prescribe medicines that can be taken before and after school.

-If your child uses an inhaler please discuss the arrangements for this with your child’s class teacher/SENDCo or the main school office. All inhalers must be clearly named.

-If you child has ongoing medical needs a healthcare plan will be written (or ECHP) which the school will manage.

**15) How will we support your child when they join this school? Leave this school? Move onto another class?**
-We recognise that transitions can be difficult for a child with SEND so we take steps to ensure that any transition is a smooth as possible, and that children’s individual needs are communicated effectively:
-If your child is joining us from another school/setting/starting school with us
-If your child starting Foundation Stage, the SENCo will visit pre-schools with the Foundation Stage Leader when appropriate.
-To support your child with their transition, sharing information can be done via pupil passports, ‘All About Me’ profiles and social stories. These will be developed as necessary including photographs of familiar people and places they will see in the September.
-Your child will be able to visit our school and stay for the taster sessions, extra visits will be arranged if this is appropriate. Staff will also visit your child in their pre school setting if it is appropriate

If your child is moving to another school:
-We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCo from the new school.
We will make sure that all records about your child are passed on as soon as possible.
A communication passport/sharing information sheet can be written so that your child feels comfortable going into his/her new setting and that his/her story is known.

When moving classes in school:
-Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. Individual learning plans will be shared with the new teacher who will spend time with your child in their current class getting to know their new teacher and starting to build a relationship before going to their new classroom for a taster session. If your child requires more visits these are built into the transition timetable.
 **In Year 6:**
The SENDCo, Mrs Roy and our Pastoral support staff work closely with all children who have additional needs throughout year 5 & 6 to ensure that all transitional needs are met on the build up to making decisions about new secondary school and throughout year 6. We have several transition programmes in place which are modified each year to meet the needs of the children requiring support. The SENDCo will discuss the specific needs of your child with the SENDCo of the child’s secondary school. In most cases, a transition review meeting to which you may be invited will take place with the SENDCo from the new school.
Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.
If your child would find it helpful to have a book/passport to support them in understanding about moving on, then one will be made for them.

A communication passport/sharing information sheet may be written, so that your child feels comfortable going into his/her new setting and that his/her story is known.

 **16) How will we support your child's social and emotional development?**

-We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.
-All classes value and experience Personal and Social and Health Education to further their pupil’s personal development.
-Lunchtime is also supported through planned activities and groups. The school’s Pastoral support staff or Family Support Worker is on the playground throughout the lunchtime playtime to support vulnerable children and help structure play activities.

We hope you have found the information in this document helpful. Please do not hesitate to contact the school if you require any further information.

Please contact:

Our Head teacher- Mrs Alexander-Steele

Tel - 01772 729337

Email – head@roebuck.lancs.sch.uk

or Assistant Headteacher & SENDCo -Mrs Roy

Email – senco@roebuck.lancs.sch.uk