

Roberttown CE (vc) J & I School

Special Needs Offer (SEND Information Report)

updated September 2024

At Roberttown School we strive to enable all pupils to achieve their potential and believe that at the heart of our school is '*the child first and always.*' We hope that the information below helps to answer any queries you may have but do not hesitate to contact our school if you have any further questions.

Head Teacher	Miss Laura Horsfall
SENDCO	Lucy Mulvaney
Governor with responsibility for SEND	Gareth Bentley
Email	office@rjis.org.uk senco@rjis.org.uk
Telephone (admin)	01924 403532
Telephone (SENDCO)	01924 403532
Local offer webpage link	www.kirkleeslocaloffer.org.uk
Funding	Kirklees LA

How does Roberttown School know if children need extra help?

Every half term the progress and attainment of all pupils is reviewed by the Senior Leadership Team in line with our assessment policy. You will be informed about your child's general progress and targets termly, and twice yearly through Parent's Evenings and their annual report.

We will know if pupils need additional help if:

- concerns are raised by parents/carers, teachers or the child;
- limited progress is being made;
- there is a change in the pupil's behaviour, progress or emotional wellbeing.

What should I do if I think my child has special educational needs?

At Roberttown School we have an open-door policy and are always here for a chat. We have a highly experienced team of staff who may be involved in supporting your child at Roberttown School.

These include:

- **Your child's teacher**, who is the initial point of contact if you have any concerns. The class teacher will always make sure that tasks set are appropriate and accessible for your child. They are available to you at the start and end of each day.
- **Subject Leaders**, who support the delivery of their subject to all pupils in school. They offer help and guidance to class teachers to ensure all pupils receive high quality teaching and learning in all subjects across the curriculum.
- **Educational Teaching Assistants**, who support all pupils in class. We have several additional ETAs who help support groups and individual children with their learning.
- The **SENDCo** who co-ordinates the provision of SEND in school and meets termly with class teachers and ETA to discuss SEND and vulnerable children in their class.
- The **SEND School Governor, Jonathan Pickles**, who has specific oversight of the school's arrangements for special educational and disability needs.
- **External agencies and experts**. Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:
 - Speech and language therapists
 - Educational psychologists
 - Occupational therapists
 - GPs or paediatricians
 - School nurses
 - Child and adolescent mental health services (CAMHS)
 - Education welfare officers
 - Social services and other LA-provided support services
 - Voluntary sector organisations

What kinds of special educational needs provision is provided for at our school?

Our school is an inclusive school where every child matters; we aim to address children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement. Our school's SEND policy document is available on this website, detailing our philosophy in relation to SEND. Additional and/or different provision is currently being made in school for children with a range of needs, including:

- Cognition and Learning – Moderate and severe learning difficulties; Specific learning difficulties - dyslexia, developmental co-ordination disorder (dyspraxia) and attention deficit hyperactivity disorder (ADHD).
- Sensory, Medical and Physical – hearing impairment, sensory processing difficulties, epilepsy.
- Communication and Interaction – autistic spectrum conditions, speech and language difficulties.

- Social, Emotional and Mental Health –autistic spectrum conditions and ADHD.

New pupils to our School and those moving on to the next phase of education

Class teachers will meet with parents prior to pupils starting school. There will also be the opportunity for a home-visit if the pupil is starting in Reception Class. Concerns about particular needs will be brought to the attention of the SENDCo. Where necessary, the SENDCo will arrange a further meeting with parents, previous setting, other health professionals etc. Class teachers will receive information from the previous setting, where appropriate; if required the SENDCo will telephone previous setting to discuss individual pupil's needs.

For those moving to their next phase of education a transition plan will be put in place and liaison will take place with the next phase SENDCo. We have strong links with the high schools and additionality, such as visits, or review meetings may be put in place where and when necessary. Parents/carers and the pupil will be fully involved with this.

How will I know that Roberttown School supports my child?

The Special Educational Needs Code of Practice gives guidance to schools in meeting the needs of pupils. It sets out how help should be given in a step-by-step approach. You will be consulted at all stages of this graduated approach and staff will inform you of the additional work they do with your child. Class teachers will assess your child to identify their strengths, needs and the extra help they require.

From September 2014 this graduated approach will consist of 3 stages:

Quality 1st Teaching including:

- Extra help from a teacher or teaching assistant (ETA) in class
- Small group or individual support out of class
- Pre-teaching of key topics/vocabulary/skills

SEND Support

If your child continues to have difficulty even with this extra support, we will seek professional advice from:

- Speech and language therapists
- Visual/Hearing impairment teachers
- Health professionals
- Educational Psychologists

Education, Health Care Plan (EHCP)

If your child's needs are complex or severe we may suggest that we ask the Local Authority for an EHCP. This document will describe your child's special education and disability needs and the special help they should receive.

How adaptations are made to the curriculum, teaching and the learning environment of pupils with SEND?

Our curriculum is designed to engage and excite our children. All children are able to access the lessons as work is tailored to the individual child's needs by class teachers, to ensure they can access a broad and balanced curriculum. Effective teaching and learning is supported by additional teaching assistants where appropriate. Teaching assistants may support the delivery of lessons, work with small groups or on a 1:1 basis, depending on the content of the lesson and the needs of the class. Any additional plans for specific children are regularly reviewed and new targets set – staff are supported with these by the SENDCo. Action plans will be discussed with parents/carers and a copy given to them. If appropriate, specialist equipment may be given to the pupil e.g. writing slope, pen/pencil grips or easy to use scissors etc.

What additional support for learning is available for pupils with SEND? All pupils with SEND have access to quality first teaching but may sometimes need additional support. This support will be dependent on individual need but could include things such as: differentiated teaching, learning and resources; targeted intervention; precision and pre-teaching; 1:1 or group work to consolidate; targeted support and activities from external services such as speech and language.

How the school evaluates the effectiveness of its provision for such pupils Please see our SEND policy for detailed information about our provisions for children with SEND.

The school's arrangements for assessing and reviewing the progress of pupils with SEND and consulting parents/carers and children. We will follow the 'graduated approach' to meeting your child's SEN needs. The graduated approach is a 4-part cycle



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a child has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

Other ways we will keep you informed of your child's progress

- Termly parents' evening
- Annual reports sent to parents in the Summer term
- Parents/Carers are able to meet teachers on an informal basis at any point during the year to discuss any issues or concerns
- Parent/carers will be invited to review meetings
- Encouraged to meet with external professionals
- Reports for ECHP reviews/change of phase
- SEND Planning meetings held termly with the Educational Psychologist
- Home school diaries/communication books.
- Early Years parents are encouraged to contribute their own observations of their children in attempts to fulfil a holistic approach to assessment
- Review meeting are held at a place and time convenient to all parties and parents are encouraged to be involved in the process of reviewing/setting targets
- Parents views are warmly received and are included within My Support Plans and EHCP reviews

Staff regularly share targets/IEP/My support plans with children and children are invited to give their own comments and contribute to the review meetings.

Families will be invited to attend themed 'coffee mornings' throughout the year (three per year). The focus for each session may include a guest speaker and the theme will be shared in advance.

How will I be involved in decisions made about my child's education?

We will provide reports on your child's progress. Your child's class/form teacher will meet with you, at least termly to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress

➤ Identify what we will do, what we will ask you to do, and what we will ask your child to do
The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher. We have an open door policy, or you can contact them through the school office.

How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input. We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting ➤

Complete a survey

How will my child be included in activities outside the classroom and how is the school environment accessible?

Activities and school trips are available to all pupils. Risk assessments are carried out and procedures are put in place to enable all children to participate. The school is fully compliant with DDA requirements.

- The school has easy access with double doors to the front entrance and ramps.
- The front desk is wheel-chair height and is DDA compliant.
- We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs. The SENDCo and Headteacher manage a SEND budget, used to ensure that all pupils have access to the very best equipment.
- After-school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.
- The school has a "Quiet Area" and an outside learning area.
- The school has an up to date accessibility plan which is reviewed regularly and whenever there is building work.

We are happy to discuss individual access requirements and our accessibility plan and policy can be found at <https://www.roberttownschool.co.uk/equalities/>

What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive their more specialist advice and expertise. These can be signposted by the Kirklees Local Offer on the Kirklees website. Some of these are:

- Educational Psychologist
- Pupil Referral Unit (PRU)
- Paediatrician
- School Nurse
- Occupational Therapists
- Physiotherapists
- Behaviour support
- Speech and Language Therapy
- Complex communication & Interaction team (CCCI team)
- Technological support
- Early Years SEN outreach
- Portex & Portage
- KIAS
- PCAN
- IPSEA
- Spen Valley Trust SENDCOs
- Inclusion Support Officer
- Locala
- CAMHS

What training have the staff supporting children and young people with SEND had (or having)?

Training is on-going and revisited on a regular basis. We work very closely with outside agencies who also support and deliver training to our school with our specific needs in mind. Teaching Assistants receive support and training and are equipped to deliver quality interventions, eg, 1st Class at Writing, 1st Class at Number, Little Wandle phonics, and speech and language programmes as recommended by the speech and language therapists, turn taking, nurture and social games. We have children with a wide range of needs including, autism, ADHD, social, emotional, mental health, DCD, dyslexia, speech, language and communication difficulties.

How are the school's resources allocated and matched to children's special educational needs?

Within school, we receive funding for children with SEND. Some of this supports children with a 1:1 key worker. Other children might be supported in small groups within lessons at set times in the day. Also, additional resources may be purchased, eg, visual aids, as recommended by external agencies or as necessary.

What support will there be for my child's/young person's overall well-being? We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHE curriculum to support this development. However, for those children who find aspects of this difficult we offer.

- Social awareness games and activities
- Lunch time and play time support
- Lego therapy sessions
- Befrienders
- Peer mentors
- Access external agencies and professionals and follow their advice
- Therapeutic Story Writing
- Teaching Assistants trained in how to support pupils' mental health
- Nurture Groups

- Anger/Anxiety Gremlin
- Emotional Literacy Support Assistant work

The school has a Behaviour Policy which has clear rewards and sanctions, there is a consistent approach throughout school. Although we do understand that no positive approach will be effective with ALL of the children ALL of the time. We know every child is unique and bespoke behaviour support plans or reward systems may be put in place for specific children, after discussion with external agencies or the Senior Leadership Team.

Our Anti Bullying, policy has been drawn up with staff and pupils and is accessible to parents. As part of the curriculum, the school plans activities during Anti Bullying week and each year communicates to parents its core principles regarding inappropriate behaviours and bullying.

There are various opportunities for all pupils to have a voice on decision making in the school. The school has many different pupil groups who meet regularly with a designated member of staff. These include:

- School Council
- Collective Worship group
- Befrienders
- Young Leaders

SLT and Governors carry out pupil voice questionnaires throughout the year and groups of children make presentations at Governing Body Meetings. In addition to this, prior to SEND review meetings and at regular opportunities throughout the year, parents and pupils have the opportunity to share their views and aspirations.

What if I need to make a complaint?

It is important to us that we work effectively together to support children and families effectively. If you have a concern or complaint please speak to your child's class teacher in the first instance. Our Complaints policy is available on the school website.

Who can I contact for further information?

For information and contact details for support services for those parents/carers of pupils with SEND please visit the Kirklees local offer website where their details can be found.

If you have any further questions, wish to discuss your child's educational needs, want to discuss a complaint or want further support, please contact your child's class teacher or arrange a meeting with the SENDCO.