

Romiley Primary School SEN Information Report

At Romiley Primary School we strive to support **all** children to enable them to achieve their full potential at school.

In order to do this, many steps are taken to support them through their learning journey.

Quality teaching is vital; however, for some children there are occasions when further additional support may be needed to help them achieve their targets.

How a child with SEND is described

A child of compulsory school age has a learning difficulty or a disability if he or she:

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 educational facilities of a kind generally provided for others of the same age in mainstream schools.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in the paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

The Special Needs Co-ordinator at Romiley Primary School is:

Miss A Ross

Roles and responsibilities of the Special Needs Co-ordinator (SENCO)

The SENCo is responsible for the operation of the Special Needs Policy and Co-ordinator of specific provision made to support individual children with SEND. The SENCo liaises with staff to monitor the pupil's progress and plan further interventions where progress is slower than expected. The SENCo has regular contact with a wide range of external agencies that are able to give more specialised advice. If you have any concerns regarding SEND matters do not hesitate to contact the SENCo.

Glossary of the most used SEND terms

| | |
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| ADD | Attention Deficit Disorder |
| ADHD | Attention Deficit and Hyperactivity Disorder |
| ASD | Autistic Spectrum Disorder |
| CAF | Common Assessment Framework |
| CAMHS | Child and Adolescent Mental Health Service |
| CoP | Code of Practice |
| CP | Child protection |
| EBD | Emotional and Behavioural Difficulties |
| EHCP | Education Health and Care Plan |
| EAL | English as an Additional Language |
| EP | Educational Psychologist |
| FSM | Free School Meals |
| HI | Hearing Impairment |
| IEP | Individual Education Plan |
| KS | Key Stage |
| LAC | Looked After Child |
| LEA | Local Education Authority |
| MLD | Moderate Learning Difficulties |
| NC | National Curriculum |
| OT | Occupational Therapy |
| PCR | Person Centred Review |
| SALT | Speech and Language Therapy |
| SEND | Special Educational Needs and Disability |
| SENCo | Special Educational Needs Co-ordinator |
| SpLD | Specific Learning Difficulty |
| TAC | Team Around the Child |
| VI | Visual Impairment |

Children and Families Bill 2013

The Children and Families Bill takes forward the coalition Government's commitments to improve services for vulnerable children and support families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs.

The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them. The Bill will extend the SEN system from 0-25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

It takes forward the reform programme (Support and aspiration) by:

- replacing statements and learning difficulty assessments with a new birth to 25 Education, Health and Care plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they can have more control over the support they need;
- improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together; requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish 'local offer' of support

What is the local offer?

Stockport will set out, in one place, 'information about provision they expect to be available across education health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care(EHC) Plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available'. (para 4.1, draft SEN code 2014) <http://www.sensupportstockport.uk/>

What will it do?

It will provide clear, comprehensive and accessible information about the available provision and how to access it. It will also make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review (para 4.2, Draft SEN code 2014)

Key principles of the local offer

The local offer should be:

- collaborative
- accessible
- comprehensive
- transparent

FAQ

A series of questions have been devised in consultation with the SENCo, Headteacher and SEN Governor. We feel these questions reflect any concerns and interests parents, carers and agencies may have. Here are the answers and more information about the school offer from Romiley Primary. Should you have any further questions, please do not hesitate to contact the school office.

How does Romiley Primary know when a child needs extra help?

We know when pupils need 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 or progress

If you have any concerns about your child's progress the initial point of contact is your child's class teacher. You can also contact the SENCO, Miss A Ross.

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

The class teacher is the initial point of contact for responding to parental concerns.

If you have concerns then you may also contact Miss Ross who is the SENCo (Special Education Needs Co-ordinator).

How are the governors involved and what is their responsibility?

The governors of Romiley Primary School ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review statutory policies as defined by the Department for Education. Romiley has a designated governor for SEN who oversees the work of the SENCO and staff and ensures that the provision set out in the SEN Policy is being carried out. The governor currently with this responsibility is Mrs Sally King.

How will I know how Romiley Primary will support my child with SEND?

Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional support by the teacher or a teaching assistant within the class.

If a pupil has needs related to more specific areas of their education then he/she will receive intervention in a small focus group. This will be run by the teacher or by the teaching assistant and may last several weeks. Interventions are carefully planned and results inform us if sufficient progress has been made.

Pupil progress meetings are held each term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. This is an opportunity to identify any potential barriers in order for further support to be planned.

Occasionally a pupil may need more expert support from an outside agency eg Occupational Therapy, Learning Support, Speech and Language etc. The SENCo will refer, with your consent, and an assessment will be made. If appropriate, a programme of support will be provided for your child and you will receive a copy.

The Governors of Romiley Primary School are responsible for entrusting a named person – Mr J Tomlinson (headteacher) to monitor Safeguarding and Child Protection procedures. He is also responsible for the monitoring and correct administration of the Disclosure and Barring service procedures and the school's Single Central Record. The Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They also monitor and review the accessibility plan and all other statutory policies as defined by the DfE. The Governors' Inclusion and Safeguarding Governor is Mrs Sally King.

How will the curriculum be matched to my child's needs?

A child with special needs will have their work differentiated by the class teacher to enable them to access the curriculum more easily.

The Class Teacher may direct Teaching Assistants (TA's) to work with the pupil in a 1:1 or in a small focus group to target more specific needs.

If a child has been identified as having a special need they will have specific targets and objectives set according to their need. These targets are monitored by the class teacher and reviewed during the year alongside the SENCo.

If appropriate, specialist equipment may be given to a child with special needs to enable them to access the curriculum more easily. Examples of these are fidget toys, concentration cushions, slope boards, pencil grips, timers, chew toys and pop up barriers.

How will I know how my child is doing?

Your child's class teacher is available to speak to after school if you wish to raise a concern or you can phone school to make an appointment.

You will be able to discuss your child's progress at the termly Parent's Evening.

The SENCo holds SEND reviews twice a year, for children who have a current Statement or EHC plan, involving parents, teachers and outside agencies working with the child. Progress is discussed and targets are reviewed and set for the next six months.

School sends out a report about your child's progress at the end of the Summer term.

How can I work with Romiley Primary to support my child's learning?

The class teacher is the first point of contact to suggest ways of helping you support your child.

You can work with us by:

- reading at home regularly – listening to your child and reading to them
- supporting any additional activities that are sent home, either by school or other agencies
- sharing information about your child's strengths and areas for development
- regularly informing/communicating with your child's Class Teacher anything that they need to know
- attending any parents information evenings or progress meetings that are held in school
- contributing to your child's IEP
- being positive with your child and recognising the small steps of progress they make

What support will there be for my child's overall well-being?

We are an inclusive school; we welcome and celebrate diversity. We have a caring, understanding staff looking after our children.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class; therefore this would be parents' first point of contact. If further support is required the class teacher liaises with the SENCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.

Provision can be made for pupils who find the classroom or lunchtime environment stressful. Children can be supported at break times if they find this a challenge, and different areas within school can be made available for alternative activities when necessary.

The Head teacher, SENCo and class teacher are always available for pupils who wish to discuss issues and concerns.

What if my child has medical needs?

Where a pupil has specific medical needs, a care plan is written and updated annually. This is written in consultation with parents/carers, the class teacher and the school nurse.

A locked medicine cabinet is located in school and teachers take out a first aid bag (including inhalers) when outside or on educational visits and when going swimming.

Romiley has named First Aid trained staff in all Key Stages of the school.

Children with severe medical needs have their information in key areas in school for staff to have heightened awareness of their needs. Staff are updated regularly at staff meetings on any changes to children's needs.

Prescribed medicines are allowed in school but must come through the office and be signed for by the parent. A medical request form must be completed and signed by the parent or carer.

Staff at Romiley have received training in :

Epilepsy and using an Epipen

Asthma

Diabetes

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 expertise. Some agencies have contracted time at our school, others will visit when requested. The SENCo and Headteacher will judge when referrals and expertise from these agencies is required and contact the services with parental permission. Some of the agencies used are:

LSS (learning support service)

BSS (behaviour support service) including Primary Jigsaw

School Nurse

SALT (Speech And Language Therapy)

OT (Occupational Therapy)

ESSI (Education Service for the Sensory Impaired)

P.I (Primary Inclusion)

E.P (Educational Psychologist)

Young Carers

CAMHS (Child and Adolescent Mental Health service)

Social Services

What if my child has behavioural needs?

Romiley has a wide variety of support for pupils who are encountering social, emotional and mental health difficulties.

The Behaviour Support Service (BSS) visit the school weekly. Individuals or small groups have sessions with the BSS teacher. Referrals to this service are made by school if more expert advice and teaching is required for the pupil.

Romiley staff are trained in using a 'Restorative Approach' to help children to solve conflicts. This approach enables children to resolve their conflicts through discussion. The behaviour policy explains this in more detail.

Alternative arrangements can be made during break and lunchtime for children who find these times a challenge.

The BSS teacher and class teacher write a Behaviour Plan for children with EBD.

Pupils may sometimes need to be educated outside of their classroom in order for them to access the curriculum.

Romiley staff follow a behaviour policy and pupils are aware of the School Rules.

When behaviours are unacceptable, exclusions can be made for a fixed period.

How will my child be included in activities outside the classroom including school trips?

Romiley is a fully inclusive school and activities and school trips are open to all.

Risk assessments are carried out and procedures are put in place to enable all children to participate.

If a child requires a more intensive level of support or an additional adult, a parent/carer may be asked to accompany their child during the activity.

A Residential Visit take place in Year 6. During the planning stage every attempt will be made to include all children.

What training have the staff supporting children and young people with SEND had?

Romiley has a number of trained staff to teach and support children with special educational needs.

All staff have had training on Restorative Approaches to resolve conflict and Team Teach (use of de-escalation strategies and positive handling strategies for when a child reaches crisis).

Romiley has Teachers and TA's who have received training in the following:

Reading Recovery

TELL - Teaching early Language and Literacy

S.E.R.I (Stockport Early Reading Intervention)

B.R.P (Better Reading Partnership)

First Class Maths

P.A.T (Phonological Awareness training)

Supporting children with Autism

Supporting children with dyslexia

MSU (Motor skills united)

How will my child be able to contribute their views?

The children at Romiley are regularly involved with setting challenges for themselves and evaluating their own progress and so for a pupil with special needs there will be an extension of this process.

How accessible is the school environment?

As a school, we are happy to discuss individual access requirements. Facilities we have at Romiley include:

- Push button exits on some doors
- Level entrances to accommodate wheel-chairs
- Lift to upper classrooms

How will the school prepare and support my child's transitions at Romiley Primary School or when transferring to a new school?

Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- Year groups visit their new teacher for a session in the last half term.
- An Open Evening in the Summer term provides an opportunity for parents to speak with the current teacher and the new teacher.
- All Y5 pupils with a current Statement of Special Needs (new EHCP) have a transition meeting during the Summer term. (This is to plan for provision and resources for the receiving High School.)
- Romiley holds transition meetings for children with an EHCP or significant needs in the Summer term. (The reviews involve the teachers, the TA, the parent and any other significant agencies.)
- Romiley ensures that any child leaving the school has their school records sent to the receiving school and, if appropriate, we will liaise with the school to discuss any individual's needs.
- The SENCOs from the feeder High Schools come to Romiley to meet any children with special educational needs. Records are passed on and provision and support are discussed.
- Children in Y6 with special educational needs have the opportunity to go for additional visits to High School prior to their transition day in July.
- Y6 pupils with special educational needs have additional transition resources to work on with adult support whilst still at Romiley.

How are the school's resources allocated and matched to children's Special Educational Needs?

The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs.

Additional provision may be allocated after a concern has been raised during discussion at pupil progress meetings.

Additional support may include the deployment of staff to an individual.

School 'Buy Back' additional support sessions from the Learning Support Service (LSS), from Speech Bubble (a speech and language service) and from the Educational Psychology Service.

How is the decision made about how much support my child will receive?

These discussions are made in consultation with the class teacher, SENCo and the Head teacher. Decisions are based on termly tracking of pupil progress and SEN assessment by outside agencies.

Children who have an EHCP (Education, Health and Care Plan) usually have provision and support stated on their plan.

School may receive advice from an outside agency recommending additional support. Support can be through an intervention in groups or individual lesson support. This can be short or longer term, depending on need.

How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education.

It is important you know your child is getting the right support. This can be done through:

- Discussions with the class teacher.
- Discussions during Parents' Evenings.
- Discussions with the SENCo or other professionals working in special educational needs.
- Where applicable, discussions during our Person Centred Reviews and by writing your comments on IEP's (Individual Educational Plans).

If you wish to discuss your child's special educational needs further, please contact the school office to arrange a meeting with the SENCo or Headteacher.

We hope we have answered any queries you may have had through this school offer. Do not hesitate to contact the school if you have further questions.