

Special Educational Needs Information Report

Robins Lane Primary School
School Policy



Aim
High,
Fly
High



Mission statement

Our mission statement is to have a happy, safe school that is ambitious for all our learners and staff, enabling them to succeed through high-quality teaching that supports an engaging, diverse, broad and balanced curriculum.

What is the SEND (Special educational needs/disabilities) Information Report?

The SEND information report was introduced to explain to parents/carers and young people how schools will support them and what support can be expected. The needs of pupils with Special Education Needs and/or Disabilities can be met in a mainstream setting wherever possible and where families want this to happen.

1. How will the school know if my child needs extra help?

At Robins Lane Primary School classroom teachers continually assess the social, emotional and academic progress of all children. If they have concerns regarding a child's progress, they will discuss these with parents and may begin to implement a programme of class-based intervention.

Following further discussion with the SENCo they may also choose to place a child upon an Individual Education Plan (IEP), focusing upon one or more of the four areas of need.

There are 4 different types of SEND:

- **Communication and Interaction:** Children and young people with SEND may have difficulties in one or more of the areas of speech, language, and communication. These children and young people will be supported to develop their linguistic competence in order to support their thinking, as well as their communication skills.
- **Cognition and Learning:** Children and young people with learning difficulties may learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, these children will be supported with appropriate differentiation and intervention.
- **Social, emotional, and mental health:** For some children and young people, difficulties in their emotional and social development, can mean that they require additional and different provision in order for them to achieve. These children will be supported with age-appropriate intervention and support from key adults.
- **Sensory and/or physical needs:** There is a wide range of sensory and physical difficulties that affect children and young people across the ability range. Many children and young people require minor adaptations to the curriculum, their study programme, or the physical environment. Many such adaptations may be required as reasonable adjustments under the Equality Act 2010.

Each term pupil progress meetings are held with the class teacher and members of the Senior Leadership Team. Individual attainment and progress is scrutinised and decisions are made as to any further support needed by a child.

2. Who is the best person to talk to about my child's difficulties with learning/SEN?



Following the guidance set out in the Robins Lane Primary School SEND Policy, parents are in the first instance encouraged to discuss any issues with the child's class teacher.

Each term the child's class teacher will arrange to meet with the parents to complete an IEP review, set new targets and discuss any other difficulties which have arisen in the last half term.

Parents can also arrange informal/formal discussions about their child with the SENDCo (Miss Petre)

3. How will I know how the school will support my child?

At Robins Lane Primary School, we regularly communicate with parents via;

- IEP review meetings.
- Parents evenings.
- School reports.
- Annual provision review meetings.
- Informal/formal discussions with class teacher or SENDCo
- Home/school communication books (if required)
- Via Class Dojo
- Via telephone

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

All children at Robins Lane Primary School classroom teachers differentiate learning opportunities to ensure all children in their class can access and make progress.

Targeted support is available for those children identified as requiring additional help and is delivered via a range of intervention programmes. Children access intervention programmes on a need rather than age basis.

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

We have a philosophy of 'early intervention' and endeavour to provide resources and expertise to support children as and when the need arises – without the child having to wait for a diagnosis or external professional involvement.

Our school budget includes money for supporting children with SEN/SEND. The Headteacher and Governing Body decide how the budget for Special Educational Needs is allocated. These decisions are made based on the needs of the children currently in our school. The Headteacher, SENDCO and Senior Leadership Team discuss all the information held about children with SEND in our school. This includes:

- The children who already receive additional support (through school provision, LA Provision Agreements and Education, Health and Care Plans)
- The children who need additional support as identified through class tracking and external agency recommendations
- The children who need modified and adaptive resources



6. What happens if my child has a high level of need?

Before a child starts at Robins Lane School we endeavour to meet with them and their families to ensure a smooth transition in our school. If a child has a high level of need, we ensure to gather as much historical information as possible to further enhance this process.

Each term the school SENDCo meets with multi-agency professionals at a planning meeting to discuss the needs of SEND pupils within the school, this quality assures the high-quality educational provision that is provided for them.

In partnership with parents, we work alongside the local authority to gain the most appropriate provision for our pupils. This can include applications for additional funded support, an Education Health and Care Plan or further professional advice.

We are committed to provide our staff with training to enable them to support children with a high level of need, for example: advanced autism training, emergency paediatric first aid training and manual handling training.

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

At Robins Lane Primary School pupil progress meetings occur each term to identify children within their year groups that require additional learning support, or class teachers can raise concerns to the SENDCo through a 'concern form'. This allows us to swiftly provide children with the support they need to make progress and to assess whether the support provided has had the required impact.

In partnership with parents and multi-agency professionals we discuss individual children for whom school-based support has not been successful and signpost them for additional support from outside agencies, for example, the Speech and Language Service and the Learning Support Service.

If following support from outside agencies, it is decided, in partnership between school staff, parents and other multi-agency professionals, that the further support has also not been successful, a recommendation may be made that an application is submitted to the local authority for further funded support or an EHCP. A panel of external professionals will decide if the application is deemed acceptable for additional provision.

8. How will the school help me to support my child's learning?

Parents help to create a child's new IEP targets at their termly review. Parents are encouraged to discuss with the child's class teacher ways to support learning at home.

Parents are also signposted to specialist SEND events/courses that are facilitated by the local authority or other services to further develop their knowledge to support their child's education at home.

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

At Robins Lane Primary School we encourage our parents to speak regularly to their child's class teacher on an informal basis about their progress in school. We hold more formal parents evenings twice per year.



Individual Education Plan's for children with SEND are reviewed alongside their parents every term. Parents are asked to contribute to the review and have an input upon what the next targets should be.

For children that have been awarded additional funding or have an Education Care and Health Plan, parents will also be invited to annual review to discuss progress and next steps for development.

10. What specialist services and expertise are available at this school?

Staff at Robins Lane Primary School hold qualifications and /or have had training in the following:

- National Award for SEN Coordination
- Speech and Language
- First Aid
- Team Teach
- ASD
- Attachment/ACEs

We also employ the services of multi-agency professionals:

- Behaviour Improvement Team
- Learning Support Service
- Speech and Language Therapists
- Language and Social Communication Service
- School Nurse
- Paediatric Health Service
- Continence Service
- Barnardo's
- Child and Adolescent Mental Health Service
- Children's Disability Service
- Behaviour Improvement Team
- English as an Additional Language Service
- Travellers Service
- PACE (behavioural short stay centre)
- Mental Health Support Team

11. What support will be available for my child's overall well-being?

At Robins Lane Primary School we have a pastoral manager Mrs R Morgan who liaises with families to ensure our children are safe and happy. Our pastoral manager also closely monitors levels of attendance and meet regularly with children to discuss their views. Our pastoral manager is experienced in supporting the emotional well-being of our pupils. For example, they deliver 1:1 and small group support for children who are in needs of additional emotional support



e.g. those who have experiences loss or bereavement, those that have faced challenging circumstances etc.

We also, when appropriate, utilise the services of external providers such as Barnardo's, CAMHS, and the local nursing team.

12. How will my child be included in activities outside of the classroom, including school trips?

Before taking any children on a school trip we complete a detailed risk assessment which assesses the suitability of the trip for all children. This can include a prior visit to the venue. School trips are staffed appropriately to the required ratios.

13. How accessible is the school environment?

The school is built on a hill and the building itself consists of two floors; the lower floor is on two levels separated by a small staircase. There is disabled access to both floors in the building.

To support our pupils with English as an additional language we work closely with the EAL service. We also utilise a text messaging and interpretation service which allows us to communicate with parents of all nationalities.

14. What if my child needs transport to and from school?

Robins Lane School works in partnership with the local authority to support our families to make the necessary requests for transport support.

15. How will the school prepare and support my child when they are starting, leaving the school or moving to another year?

When joining Robins Lane Primary School our Early Year Staff staff carry out home visits in order to get to know new children and their families. The parents of new children are invited to attend an intake meeting and new pupils are invited to spend time within the setting prior to joining.

When children with SEND join Robins Lane, staff will arrange a transition meeting with their previous setting to ensure a smooth transition takes place.

When moving between year groups all pupils have the chance to meet their new teacher and visit their new classroom. Additional visits and further opportunities are provided where necessary for SEND children.

When leaving Robins Lane we hold transition meetings with the local high schools and their SENDCo's to ensure that we pass all relevant academic and personal information on about a child. We facilitate opportunities for our SEND pupils to complete additional visit days to their new setting. We also utilise the transition support available through other agencies, for example, the behaviour improvement team and Language and Social Communication service (LASC).

16. Who can I contact for further information?

Parents are strongly encouraged in the first instance to speak with their child's class teacher.

