



## Special Educational Needs and Disability Information Report 2023-2024

The school has high aspirations and standards set for all pupils with Special Educational Needs and/or Disability (SEND) and strives to create a positive ethos of pupils overcoming their barriers to learning. The school endeavours to ensure SEND pupils make good progress throughout each year of their schooling. Pupils with Special Educational Needs will be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage/National Curriculum. We target not only academic excellence for our SEND pupils, but we aim for SEND pupils to achieve success through other activities such as sports, performance arts, and computer science. We want all children to enjoy and fully participate in the life of the school, and make a positive contribution to the school community. Furthermore, we want to foster pupils' independence and help them grow into respectful, co-operative, resilient, curious and reflective individuals. We want our SEND pupils to be able to work in partnership with others, solve problems, become a good role model in society and think for themselves by developing their reasoning and communication skills. The school follows the statutory requirements set out in the [2014 SEND Code of Practice](#).

### Aims

- SEND pupils have the right to expect that their needs will be identified on entry or at the earliest opportunity and addressed sensitively, professionally and effectively.
- The curriculum of the school should ensure that all pupils have the opportunity to progress and achieve success.
- All pupils should have equal access to a broad and balanced education and lessons and activities should be differentiated to ensure the interests and abilities of all pupils are addressed.

### Admissions of SEND Pupils

Roberts Primary welcomes all children from the local area – there is no policy to limit or promote access for children with or without special educational needs or disabilities. The school adheres to National Legislation, including the Equality Act 2010, Dudley's Admissions Policy and the New Statutory Code on Admissions. Where a pupil's SEND is known about prior to admission, the school will contact the previous school or setting to gather relevant information and make appropriate provision as soon as possible to enable a smooth and successful transition.

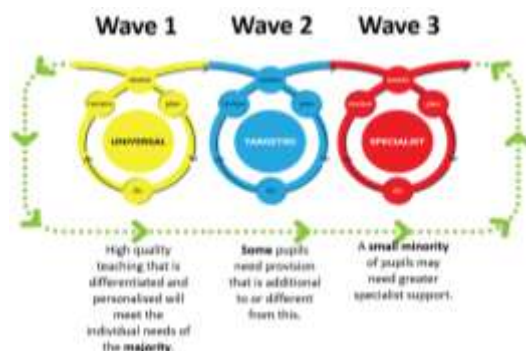
### Identifying SEND Pupils

Firstly, the definition of SEND is if a pupil 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 facilities of a kind generally provided for others of the same age in mainstream schools. This section explains the process of how pupils are identified as having a special educational need or disability.

Many children are already identified by the parents, Health Visitor or Specialist Early Years Service on entry to the school. Other children are identified through observation and teacher assessment as falling significantly outside the range of expected development or academic progress of their immediate peer group. The pupil's class teacher (Reception – Year 6) or keyworker (EYFS) has initial responsibility for addressing the concerns by considering how they might make differentiated or additional provision to meet those particular needs using their own resources. In most instances, this will be enough to help a child catch up, or meet specific low-level needs. If concerns still exist, then the school adopts a graduated response approach, as recommended in the SEN Code of Practice 2014, consisting of a continuum of support.



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### *The Graduated Approach*

#### - *Wave 1: Universal support*

When a teacher identifies that a pupil is making limited progress or is significantly below national expectations, the teacher, along with Senior School Leaders make the decision to place the pupil in a group intervention. The teachers will devise a group intervention plan “additional to or different from” those provided as part of the school’s usual differentiated curriculum. These intervention groups are weekly additional sessions, where pupils, for example, work on a key area of maths or literacy in order for the pupils to overcome barriers to learning.

#### - *Wave 2: Targeted support*

If a pupil continues to make limited progress, a decision may be taken to have more targeted support. This often involves the school, with parent permission, seeking help from external specialists. At this stage, pupils will be placed on the school SEND register under the category ‘Special Educational Need Support’. The class teacher and SENDCo will ask for advice or support from outside specialists. “Additional” or “different” strategies to those at universal support are put in place. This may involve pupils receiving 1:1 sessions with the school’s speech and language teacher or 1:1 sessions with the school’s learning support teacher. In some circumstances, the school may provide extra time from a teaching assistant to provide specific group or individual support in class for up to a maximum of 20 hours per week.

#### - *Wave 3: Specialist support*

If a pupil is presenting severe and complex difficulties and we are unable to meet their needs with the support and resources available at targeted support, then a referral for a statutory assessment may be made. Parents and the pupil will be consulted and involved throughout this process. The assessment may result in an Education Health and Care Plan (EHCP) being granted by the Local Authority.

### **Types of Special Needs**

There are four category of needs outline in the SEN Code of Practice (2014) and under each category of needs are a range of SEND diagnosis that a pupil may have in relation to each category of need. Outline below are some examples of these:

#### **Cognition and learning**

- Moderate Learning Delay (MLD)
- Specific Learning Delay (SpLD) e.g. dyslexia, dyscalculia, dyspraxia
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)

#### **Communication and interaction**

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

#### **Sensory and physical needs**

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

#### **Social, emotional and mental health difficulties**

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



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The school follows the Dudley's Local Offer. The Dudley Offer is designed to be a one-step resource of information and services available to children and young people with SEND, their parents, carers and families. At the start of this academic year, Dudley launched a new 3-year strategy for SEND in the Local Authority. To find more about the Local Offer and the SEND Strategy please click on the pictures below for a hyperlink to the relevant websites.



Our own school offer shows what we can offer at the different stages of the graduated approach for all four categories of needs. The provision outlined on this map is not meant as an exhausted list of provision we are able to employ but instead provides the main strategies the school utilises.

*School Offer – readable version on the last page of this document*

**Funding**

The school funds SEND provision through the school's SEN Notional Budget. This funding permits the school to provide the staffing, resources and payment to access some external agencies to support SEND pupils in the school. A maximum of 20 hours of weekly support can be provided to pupils through the school's SEN Notional Budget. However, in some exceptional circumstances, the school receives an additional top up payment for pupils who receive over 20 hours support.

The Head Teacher manages the overall budget for SEND. Staffing costs account for the majority of this budget. Support is allocated to pupils on a needs-led basis within the resources available by the SENDCo. Support is allocated along the following priorities: Educated Health and Care Plan, SENS pupil needing regular classroom support, SENS pupil needing specific 20 minute 1:1 daily sessions and pupils receiving interventions group provision.

Resource needs specific to SEND are identified through outside agency advice, class teacher requests and INSET training and are allocated through the school's resource request proforma. Other consumables, including photocopying and stationery are provided through general administration.



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### Learning Environment

Roberts Primary School is a modern-built school with great facilities. The classrooms are bright, vibrant and well-resourced places for learning to take place. The classrooms are set up to provide pupils with lots of visual and practical hands on support to help develop pupil's independence and thinking skills. There is an inactive whiteboard in each classroom and ICT equipment is available for pupils to use, along with our ICT suite.

At present, there are a three dedicated interventions rooms situated throughout the school where group interventions can take place. Furthermore, we have a learning support bases allocated to each year group where Teaching Assistances can take pupils to work at a 1:1 level or in a small group.



The Lighthouse Room



The Library



Key Stage 2 Room

In 2021, the school introduced an additional area for a Year 1 transition room. This room provides a targeted provision for pupils who have moved into Key Stage 1 but still require a play-base environment to develop key skills.



Key Stage 1 Transition Room

Sporting facilities include a large indoor hall, two smaller halls, outdoor playgrounds, an enclosed school field and our wonderful Multi Games Area.

### Staffing

Currently the school employ the following staff to assist with SEND provision:

- 6 Higher Learning Teaching Assistants
- 21 Teaching Assistants to support SEND pupils in the classroom and at lunchtimes
- A speech and language specialist Teaching Assistant
- A learning support Teaching Assistants who deliver daily 20 minutes 1:1 targeted sessions
- 3 Learning Mentors
- A Family Support Officer who provides nurture and pastoral support to pupils who are experiencing emotional and/or social difficulties



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### Special Educational Needs Co-ordinator (SENDCo)

The named person responsible for co-ordinating learning support at Roberts Primary School is Mr Jake Stone. He can be contacted on 01384 818275. With relation to SEND, the inclusion leader's key responsibilities include:

- Overseeing the day-to-day running of the school's SEND policy
- Co-ordinating provision for pupils with special educational needs
- Liaising with and advising fellow teachers
- Managing Teaching Assistants
- Overseeing the records of all the pupils with special educational needs
- Liaising with parents of pupils with special educational needs
- Contributing to the in-service training of staff
- Liaising with the external agencies including health and social services, and voluntary bodies

### SEND Training

SEND is a priority in school and staff meeting time is allocated to the SENDCo either to deliver whole school training himself, or invite specialists to address the staff regarding whole school SEND. By raising awareness of SEND issues alongside developing class teachers' expertise in managing these needs. Learning Support Assistants attend courses related to the needs of their role. The SENDCo attends relevant SEND courses and facilitates/signposts relevant SEND focused external training opportunities for all staff to meet the needs of the children they are supporting.

### Inclusion of SEND Pupils

All children access all areas of the school environment and national curriculum, including sporting activities, before and after school activities, school trips and over-night visits. Children with SEND may require additional support or resources to enable them to do this effectively and safely. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with the child's parents to discuss alternative forms of support. It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the curriculum and enable pupils to reach their full potential. The school does this by: keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback.

### Inclusion of Physical and Sensory Impaired Pupils

The school welcomes all pupils, including pupils who have a physical or sensory disability. As a fairly new built school, our environment is accessible for wheelchair users. We annually review, through our Accessibility Plan, the access of school environment for disabled people. Likewise, we work in partnership with Dudley's Physical Impairment and Medical Inclusion Service, Hearing Impairment Service, Visual Impairment Service and other outside agencies to ensure access to both the school environment and to the curriculum are adapted appropriately for children with disability. School will endeavour to make reasonable adjustments to cater for the needs of our pupils. To ensure pupils are fully included, school staff ensure activities and events are suitably planned and delivered so all pupils are able to participate. This may include using specialist equipment – including use of ICT equipment, providing additional adult support or adapting the activity. In some cases, school will employ specialist staff to support the needs of individual pupils.



*Pioneer Residential Visit: assisted Climbing, wheelchair abseiling, specialist archery and wheelchair fencing*



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No child is excluded from events because of their disability or medical needs. This includes enrichment activities, out of school clubs, school trips and residential visits. Individual risk assessments are put in, where necessary to minimise potential risks for pupils. Other steps the school takes to prevent disabled pupils from being treated less favourably to other pupils is to raise all pupils' understanding of all types of disabilities. As the school have many children with differing disabilities, the pupils at Roberts are used to working and playing together and as a result we do not find that individual children are treated unfavourably by their peers. If, on occasion, a pupil feels they are being treated unfairly by their peers, then school staff will tackle the issue with the pupils in an age-appropriate way in relation to the specific incident.



*Our Care Room*

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. There are 3 spare wheelchairs for any pupils to use. When used, these are often for pupil who have had a temporary fracture. The school site is wheelchair accessible and there is a lift to access the two different floors of the school building.

The school also has a medical room where pupils with medical needs can go and receive any treatment. The school has catered for pupils with diabetes, Cystic Fibrosis, epilepsy and many other conditions. The school works closely with a School Nurse and other medical practitioners. Staff training is arranged with different bespoke medical departments to ensure the staff are confident and competent in supporting pupils with medical conditions. The medical room can be used in the event of a pupil having an accident. The majority of our Teaching Assistants, dinner ladies and admin staff are trained first aiders. The school follows the 2014 legislation: Supporting Pupils with Medical Needs.



*The Medical Room*

To help improve the delivery of information to disabled pupils and parents, the school would arrange for communication to be delivered in a way that is suitable for the individual needs. For example, a person who is able to use British sign language can be hired for events like parents' evening or written information can be translated into speech or Braille for individuals who have a visual impairment.



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### Evaluating SEND Provision

The attainment and progress made by SEND pupils is closely monitored each term by the SENDCo and strengths and areas of development identified. These areas of development then form a SEND action plan for the forthcoming term. Furthermore, in order to make consistent and continuous progress in relation to SEND provision, the school encourages feedback from staff, parents, pupils and outside agencies. The success of the SEND policy is reported to school governors formerly on an annual basis. The success of SEND provision is reviewed and discussed by the Senior Leadership Team meetings and School Improvement Partner at regular points of the academic year. Actions arising are included in the School Improvement Plan.

### Pastoral Support

The school employs a full-time family support officer who supports pupils with emotional, social and behaviour difficulties. Early Help referrals can be made by the school and as part of Early Help, regular half-termly 'Team Around the Family' meetings can be arranged to further help families with supporting children who need pastoral support. We provide Nurture Group interventions to help pupils with these difficulties and in some cases access counselling or Play Therapy. The school's anti-bullying policy is followed to help prevent bullying of pupils receiving pastoral support.



*The Nurture Room*



*Play Therapy Room*

The school site contains Dudley Environmental Zone and the school gets frequent opportunity to use this beautiful oasis. The Environmental Education Officer runs half-termly sessions for small groups of selected pupils. These twice-weekly sessions are designed around Forest School initiatives in order to help pupils build up key skills such as team-working, communication and empathy. The sessions also foster pupils' self-regulation skills, builds up their resilience and improves problem-solving skills.



*Ezone Setting*



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### Working in Partnership

#### - *External Agencies*

Liaison with external agencies occurs as and when it is required, using the appropriate referral channels. The outside agencies include:

- Autism Outreach
- Dudley's Speech and Language Service
- Dudley's Learning Support Service
- Physical Impairment and Medical Inclusion Service
- Hearing Impaired Service
- Visual Impaired Service
- Specialist Early Years
- Children Adolescent Mental Health Service (CAMHS)
- Physiotherapists
- Occupational Health Service
- Educational Psychology
- Counselling Service
- Social Care Service
- Sycamore Behaviour Centre

These agencies provide expert guidance to help the school fully support SEND pupils. They may provide strategies, resources, interventions and staff training as part of this support.

#### - *Parents*

The school keeps parents updated in relation to Special Educational provision being made for pupils. At parents' evenings class teachers will inform parents if a child is falling behind and is receiving any group interventions. If more targeted support is needed and referrals to outside agencies are deemed necessary then the school SENDCo will contact parents directly. Regular consultation with all parents of pupils with SEND will be arranged and the school will value parents' wishes for their child. These meetings may involve the outside agencies that a pupil has been referred to.

#### - *Other Educational Settings.*

The school makes every effort to contact other nursery classes and playgroups for discussion of pupils with SEND before they enter the Reception class. We contact previous school of any child with SEND entering the school at a point other than Reception to determine how the child will be inducted to enable us to benefit from previous knowledge of that child. Planning meetings involving the head teacher, inclusion leader and prospective class teacher are arranged to ensure that the school has all the relevant information regarding the needs of any child entering the school. In addition, we are always willing to be consulted by receiving schools at any point after a child has transferred if we can give assistance to support the child's continuing development.

During secondary school transfer, a meeting with the representative of the receiving school is arranged so that information concerning the educational needs of the pupil can be discussed. If a child has an EHC plan, a provisional secondary school choice is made in the Year 5 so that parents can consider options at the same time as other parents. The child's EHC Plan placement is then decided by Dudley's SEND Team in the light of the recommendations of the Annual Review, the parents' and pupil's preferences. All arrangements for a child's placement will be completed no later than the beginning of March before transfer. Where possible, the SENDCo of the receiving school will attend the final review of the pupils with EHC plan for whom a particular school has been named.

#### - *Pupil Voice.*

The term 'pupil voice' refers to ways of listening to the views of pupils and/or involving them in decision-making. The school will endeavour to involve SEND pupil in the decisions made about their SEND provision. This may be through conversations with their 1:1 support, class teacher or the school SENDCo. Pupil voice can also be gleaned through pupil questionnaires, focus group discussions, circle time discussions and draw and write activities.





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**Complaints**

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

If the complaint relates to a decision made by the Local Authority, then parents are advised to contact the Local Authority SEN Case Officer for the school (Ladies Walk Clinic, Sedgley Telephone: 01384 813252). 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.



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**Appendix 1: School Offer**

	Cognitive and Learning	Social, Emotional and Mental Health	Communication and Social Interaction	Sensory and Physical
<b>Universal</b>	<p>Quality first teaching</p> <p>Differentiation</p> <p>Increase visual aids/modelling</p> <p>Scaffolding/writing frames</p> <p>Effective feedback</p> <p>1/2hr intervention groups</p> <p>In class TA support</p> <p>Homework support</p> <p>Enriched learning environment (working walls/basic skill boards/class library etc...)</p> <p>Regular assessment feedback/markings policy</p>	<p>Emotional Literacy</p> <p>Circle time</p> <p>Going for Gold behaviour chart</p> <p>Class and school rules/clear marking policy</p> <p>Roberts Charter</p> <p>Jenny Mosley - Bubble time</p> <p>Worry Boxes</p> <p>Assemblies/Certificates/Gold Books</p> <p>RE/RSHE/PSHE</p> <p>School council/Eco/curriculum meetings</p> <p>British values</p> <p>After school enrichment activities</p> <p>Class seating plan</p> <p>Good adult role models</p> <p>Bubble time</p>	<p>Dudley Speech and Language Class Base Strategies</p> <p>Talk Boost (EYFS)</p> <p>Circle Time</p> <p>Class assemblies/class drama</p> <p>Visual support (e.g. checklists, vocabular mats, aide memoirs)</p> <p>Structured school and classroom routines</p>	<p>Kinetic letters</p> <p>Write Dance (EYFS)</p> <p>Dough Disco (EYFS)</p> <p>Differentiated resources (e.g. enlarged text/ adapted scissors/writing slopes)</p> <p>Modifications of school environment to allow access to the building and curriculum for all learners.</p> <p>Medical support</p> <p>Staff awareness of specific need</p> <p>Appropriate seating position in class</p>
<b>Targeted</b>	<p>Targeted group support in class from class teacher</p> <p>Half termly intervention group (reading, writing or maths) with HLTA</p> <p>Half termly SMART Targets</p> <p>Precision teaching/Direct instructional teaching/peer mentoring teaching</p> <p>Daily individual reading with adult</p> <p>Additional TA support in class</p> <p>ICT support (e.g. laptops, talking tins, recorders)</p> <p>Learning Mentors</p> <p>1:1 20 minute LSS sessions</p> <p>Multisensory learning</p> <p>Pre-teaching of subject vocabulary</p> <p>Key Stage 1 Transition group</p> <p>Dudley Learning Support Service (LSS) assessments and monitoring</p> <p>Specialist Early Years (SEYS)</p> <p>Ed Psychologist (EP)</p>	<p>Child Led Play/Descriptive Commentary</p> <p>Calm boxes</p> <p>Emotional Coaching/Connect Before Correct</p> <p>Play therapy/nurture group</p> <p>Pastoral support</p> <p>Visual timetables/Now-Next boards</p> <p>TEAM Teach stations</p> <p>School Nurse</p> <p>Individual behaviour charts/plans/rewards</p> <p>Social stories/SEAL resources</p> <p>Nurture groups/Anger Management</p> <p>Early Help</p> <p>Sensory room</p> <p>LEGO Therapy</p> <p>Exam stress sessions</p> <p>Additional transition work</p> <p>Chance to reflect away from class</p> <p>Sycamore Behaviour Unit</p> <p>Ed Psychologist (EP)</p> <p>CAMHS</p>	<p>Dudley Speech and Language (SALT)</p> <p>-Expressive language targets -Receptive language targets -Selective mutism -Stammer</p> <p>1:1 or 1:2 Speech and Language session with specialist Speech and Language TA</p> <p>Teacher also targeting speech and language targets in class</p> <p>Additional use of ICT – Clicker 5</p> <p>Co-operative group activities</p> <p>Communication aids</p> <p>Pre-teaching of subject vocabulary</p> <p>Autism Outreach Team (AOT)</p>	<p>School nurse</p> <p>Physical Impairment and Medical Inclusion Service</p> <p>Visual Impairment (VI)</p> <p>Hearing Impairment (HI)</p> <p>Occupation Therapy (OT)</p> <p>Physio Therapy</p> <p>Any other specific medical service</p> <p>Get Moving programme</p> <p>Additional fine motor activities</p> <p>Staff training on specific need</p> <p>Access to specialised equipment (e.g. writing slopes/footstools/cutlery etc...)</p> <p>Write from the Start handwriting programme</p> <p>Access to additional ICT equipment</p> <p>Risk assessments/PEEPs</p> <p>Additional time to finish work</p> <p>Staff trained Safer People Handling</p> <p>/sensory blankets/fidget toys/Ear defenders</p>
<b>Specialist</b>	<p>Intensive Learning Unit</p> <p>Dedicated adult support (as outlined in EHC Plan)</p> <p>KS1 Transition group</p> <p>British Dyslexia Service</p> <p>Additional exam arrangements (additional time, reader, rest breaks)</p> <p>Individualised curriculum (DAPA)</p> <p>Support from Dudley's Specialist School</p>	<p>Counselling Service</p> <p>Cherry Trees Learning Centre</p> <p>Dedicated adult support (as outlined in EHC Plan)</p> <p>Lunchtime adult support</p> <p>Personalised/reduce timetable</p> <p>MAPA trained staff</p> <p>Individual Behaviour Programme</p> <p>Dudley's Inclusive Path ways</p>	<p>Makaton/Sign language</p> <p>Communication Books</p> <p>Communication Computer</p> <p>Dedicated adult support (as outlined in EHC Plan)</p> <p>Highly Specialist Speech and Language Service</p> <p>Quarry Bank/Hob Green Language Units</p>	<p>Health Care Plans</p> <p>Access to additional ICT equipment</p> <p>Dedicated adult support (as outlined in EHC Plan)</p> <p>Lunchtime adult support</p> <p>Care Room with hoisting facilities</p> <p>Transport provided by Local Authority</p> <p>Disable parking</p> <p>Scribed work</p> <p>British Sign Language Interpreter (would need to arranged)</p>

*Increased involvement from previous outside agencies/possible EHCP request/referral to a paediatrician*