



SEN Information Report for Huyton with Roby C.E. Aided Primary School

This report was co-produced by Leadership team, Governor and Parents of children with SEN in September 2017 in accordance with section 65(3) of the Children and Families Act 2014.

1. Kinds of Special Education Needs that are provided for at Huyton with Roby C.E. Primary school



Huyton with Roby is a fully inclusive mainstream primary school and as such it provides support for pupils across the 4 areas of need as laid out in the SEN code of practice 2014:

- **Communication and interaction**-for example, where children have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others
- **Cognition and learning**-for example, where children learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills or have a specific difficulty affecting one particular part of their learning performance such as in Literacy or Numeracy
- **Social, emotional and mental health difficulties**-for example, where children have difficulty managing their relationships with other people, are withdrawn or if they behave in ways that may hinder their and other children's learning or that have an impact on their health and wellbeing.
- **Sensory and/or physical needs**-for example, children with visual and/ or hearing impairments or a physical need that means they must have additional on-going support and equipment..

Specialist provision includes:

- SENCO with Reading Intervention Training-Specialist Dyslexia Teacher Qualification
- Pastoral Care Manager with Counselling Qualification
- Specific Learning Difficulty Advisory Teacher 1 day per week


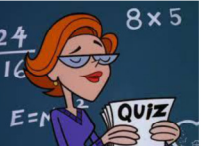


2.Information about the school's policies for identification and assessment of pupils with SEN

Pupils are identified as having SEN, and their needs are assessed through:

- Information passed on from Nursery/ previous schools/settings;
- KS1/2 results. Baseline testing and progress data;
- Liaison with external agencies e.g. physical/sensory issues, speech and language
- Feedback from teaching staff and observation






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 <p>School Policies</p>	<ul style="list-style-type: none">• Use of standardised assessment such as: Sandwell, PHab, WRAT• Pupil premium interventions not showing impact;• Pupil performing below 'age related' levels or equivalent• Referrals from parents• Pupil referrals
<p>3c. The school's approach to teaching pupils with SEN</p> 	<p>Provision for SEN pupils includes:</p> <ul style="list-style-type: none">• Quality first teaching, with appropriate differentiation in place;• Extra adult support in the classroom where appropriate;• Reduced class sizes where appropriate;• Personalised provision through time limited programmes;• Personalised provision through adapted resources and interventions
<p>3a. Evaluating the effectiveness of the provision made for pupils with SEN</p> 	<p>Impact tracking is completed at least termly and adaptations made to provision in light of these findings.</p> <p>Progress and evaluation is reported to the governor with responsibility for SEN and/or the Standards Committee</p> <p>Annual report to the governing body and SEN Information Report posted on the website</p> <p>Termly pupil progress meetings with class teachers, senior leaders and SENCO</p>
<p>3b. Arrangements for assessing and reviewing pupils' progress towards outcomes, including opportunities available</p> 	<p>These arrangements include:</p> <ul style="list-style-type: none">• Data tracking for pupil progress• Support plan and Education, Health and Care Plan reviews• Observations and follow up• Parents meetings



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<p>3d. How adaptations are made to the curriculum and the learning environment of pupils with SEN</p> 	<p>The curriculum/learning environment may be adapted by:</p> <ul style="list-style-type: none">• Groupings that target specific levels of progress;• Differentiated resources and teaching styles;• Appropriate choices of texts and topics to suit the learner;• Access arrangements for tests and or examinations;• Additional adult support
<p>3e. Additional support is available for children with SEN in various forms.</p> 	<p>Additional support is matched to individual need:</p> <ul style="list-style-type: none">• Speech and language intervention• Social interaction group intervention• IT resources-audio reading-specific computer support packages• Various group/one to one intervention programmes• Higher level needs have access to 1 to 1 appropriately trained support staff
<p>3f. Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum</p> 	<p>Activities that are available for pupils with SEN include;</p> <ul style="list-style-type: none">• School trips-it may be appropriate for a parent/carer to be invited to accompany their child on a school trip depending on the child's individual needs• Homework club• After school clubs-choir-football• Lunchtime clubs• Off site visits-a risk assessment may be carried out prior to visits to ensure everyone's health and safety will not be compromised-if it is considered unsafe alternative activities that will cover the same curriculum area will be provided within the school environment
<p>3g. Support that is available for improving the social emotional and mental health of pupils with special educational needs</p>	<p>Pupils are well supported by:</p> <ul style="list-style-type: none">• SEAL work, assemblies



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- An anti-bullying policy that is supported by a trained member of staff
- Pastoral support team that provides programmes such as nurture groups, anger management, positive self-image, self-esteem building
- Targeted support for individual pupils-Kid skills
- Pastoral support team-home school links-pupil welfare meetings
- Relax kids
- Social communication groups
- School council
- Pupil voice
- Peer mediators
- Pastoral support planning meetings
- Pupil well-being meetings
- Specialist advice from outside agencies
- Part time Nurture group

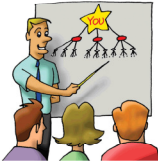

4. The name and contact details of the SEN Co-ordinator. The name and contact details of the SEN Governor



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<p>5. Information about the expertise and training of staff in relation to children and young people with SEN, including how specialist expertise will be secured</p> 	<p>Audit of staff expertise undertaken annually</p> <ul style="list-style-type: none">• SENCO – National Special Education Needs Co-ordinator training, Reading recovery training, AMBDA qualification,• Learning Support Assistants have individual training re: Supporting SEN pupils in the classroom, Using Social Stories, Precision Teaching training, Supporting pupils with Autistic Spectrum Condition, BLAST (Boosting Language Auditory Skills and Talking) Reading intervention training, In Sync training, <p>Specialist expertise engaged from external services- ADHD foundation, EP differentiation support, ASC training, targeted maths intervention, Turnabout programme</p>
<p>6. information about how equipment and facilities to support children with special educational needs will be secured</p>	<p>I-pads/apps Assessment by external agencies and/or SENCO</p>
<p>7. The arrangements for consulting parents of children with special education needs about, and involving such parents in, the education of their children</p> 	<p>Consulting and involving parents of pupils with SEN;</p> <ul style="list-style-type: none">• Informal discussions• Telephone contact• Home school communication books• Individual support plan discussions• Progress reviews• Yearly written reports
<p>8. The arrangements for consulting young people with special educational needs about, and involving them in their education</p>	<p>Consulting and involving pupils with SEN about their education;</p> <ul style="list-style-type: none">• Pupils with additional needs have targets which are shared, discussed and worked upon by those members of staff who are providing their additional support



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9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.



Parents who wish to complain are strongly encouraged to initially speak to the Head Teacher regarding their complaint. If the issue can't be resolved at this level or the complaint is regarding the Head Teacher the parent would be directed to the schools complaints procedure.



10. How the governing body involves other bodies, including health and social service bodies, local authority support services and voluntary organisations in meeting the needs of pupils with Special educational needs and in supporting the families of such pupils

In order to meet the individual needs of a pupil the school will work with and seek advice from various outside agencies:

- Governors agreed to pay for a service level agreement which provides school with additional hours of support from an Educational Psychologist
- A service level agreement is in place for a specialist Specific Learning Difficulty Advisory teacher
- Speech and language therapy services work closely with school
- Community Paediatricians liaise with schools for pathway referrals
- ASC advisory teachers regularly offer advice for staff and families
- Sensory impairment and the continence team work with school to provide support when required



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<p>11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32</p> 	<p>Inclusion and standards team-0151 443 5144 Speech and Language services-0151 244 4387 Educational Psychologist-0151 477 8635 Sensory Impairment services-0151 443 5145 CAST team-specialist ASC, Spld teachers-0151 443 5771 Contenance team-0151 289 0345 Parent partnership-0151 443 3283</p>
<p>12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living</p> 	<p>All pupils are encouraged to visit before their start date Consultation with parents/carers in how best to meet the needs of the individual Consultation with teaching staff, support staff and other lead professionals as to how a pupil can be supported academically, medically and socially. Transition books are constructed for pupils who may find transition challenging Close liaison between staff when receiving or transferring a pupil to a new setting, transferring relevant paperwork and ensuring needs are discussed and understood</p> <p>Transition between year groups and key stages are planned and time allocated for handover to the next class teacher Additional visits to secondary schools are often requested for more vulnerable SEN pupils and arrangements are made for familiar members of staff to accompany them</p>
<p>13. Information on where the local authority offer is published</p>	<p>Link to LA website http://www.knowsleyinfo.co.uk</p>