

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 Sept 2023 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health difficulties**-for example, where children have difficulty managing their relationships with other people, are withdrawn or if they behave in ways that may hinder their and other children's learning or that have an impact on their health and wellbeing.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 NASENco Award
- Young Carers Lead
- ELSA Mentor
- Pastoral Care Manager with Counselling Qualification
- Specific Learning Difficulty Advisory Teacher, 1 session per fortnight

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


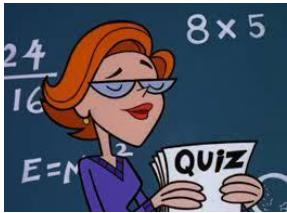
Pupils are identified as having SEN, and their needs are assessed through:

- Information passed on from Nursery/ previous schools/settings
- EYFS Baseline
- Y1 Phonic Check
- KS1/2 test results and progress data



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	<ul style="list-style-type: none"> • Rigorous tracking and monitoring of progress • Liaison with external agencies e.g. Occupational Therapy, Speech and Language, Specialist Advisory Teacher (Autism Spectrum Condition), Orthoptic Service etc • Services bought by school e.g. Educational Psychologist, Specialist Advisory Teacher (Specific Learning Difficulty) • Liaison and support from Knowsley Inclusion Support following referrals for children in Nursery • Feedback from teaching staff and observation • Use of standardised assessment such as: Sandwell, PHab, Wide Range Achievement Test, Single Word Reading/Spelling Test, Birmingham Toolkit • Pupil premium interventions not showing impact; • Pupil performing below 'age related' levels • Referrals from parents • Pupil referrals • IT screening tools
<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>Review of ISP targets by class teachers.</p> <p>Progress and evaluations are reported to the governor with responsibility for SEN</p> <p>SEN Information Report posted on the website</p> <p>Half termly pupil progress meetings with class teachers, senior leaders and SENCO</p> <p>Monitoring of work, book looks, learning walks, individual support plans, classroom provision and interventions</p> <p>Observations and discussions with Class Teachers, Pupils and Parents</p> <p>Review of LDST Intervention Provision Map</p>




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<p>3b. Arrangements for assessing and reviewing pupils' progress towards outcomes, including opportunities available to work with parents/carers and pupils as part of this assessment and review</p> 	<p>These arrangements include:</p> <ul style="list-style-type: none"> • Data tracking for pupil progress • Individual support plan (ISP-Play Plan) reviews • Personal Care Plan (PCP) • Boxall Profile • Education, Health and Care Plan (EHCP) reviews • Observations and follow up • Termly Parents/Carers meetings
<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 adaptations in place within the classroom • Key workers are deployed to work as a team around children with higher needs • Reduced class sizes where appropriate • Personalised provision through time limited programmes • Personalised provision through adapted resources and interventions • Small group/1:1 intervention support • Recommendations are implemented by staff according to advice given from external agencies
<p>3d. How adaptations are made to the curriculum and the learning environment of pupils with SEN</p>	<p>The curriculum/learning environment is linked to our whole school ASPIRE curriculum and may be adapted by:</p> <ul style="list-style-type: none"> • Bespoke provision to remove/reduce barriers to learning. <i>A knowledge rich curriculum responsive to the needs and interests of all children</i> • Pastoral support and access arrangements for tests and or examinations. <i>Seeking to prepare children for life.</i>


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	<ul style="list-style-type: none"> • Additional adult support and groupings that target specific levels of progress. <i>Promoting perseverance, resilience, independence and an understanding of the diverse world God has created.</i> • Differentiated resources and teaching styles. <i>Inspiring our children through exciting and challenging experiences</i> • Appropriate choices of texts and topics to suit the learner. <i>Reading at the heart of our curriculum</i> • Differentiation by task/outcome/level of support. <i>Embedding the development of rich and purposeful vocabulary and language</i>
<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"> • Social interaction group intervention • IT resources-audio reading-specific computer support packages • Various group/one to one intervention programmes • Higher level needs pupils have access to 1 to 1 appropriately trained keyworker staff • Sensory circuit • Calm Area within classrooms • Work stations where appropriate • Quiet space • Adapted curriculum • Outside agencies e.g. Speech and Language and Occupational Therapy
<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 • After school clubs e.g choir, football, art etc • 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




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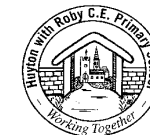
	<p>activities that will cover the same curriculum area will be provided within the school environment</p>
<p>3g. Support that is available for improving the social emotional and mental health of pupils with special educational needs</p> 	<p>Pupils are well supported by:</p> <ul style="list-style-type: none"> • Celebration assemblies, collective worship • An anti-bullying policy that is supported by a trained member of staff • Pastoral support-home school links-pupil welfare meetings • Pupil voice • Change Team • Pastoral support planning meetings • Specialist advice from outside agencies • Knowsley MHST • ELSA Mentor • Young Carers
<p>4. The name and contact details of the SEN Co-ordinator. The name and contact details of the SEN Governor</p> 	<p>SEN Co-ordinator- Nicci Prescott Huyton with Roby Primary school, Rupert Road, Huyton, Liverpool Telephone: 0151 477 8460 hwr.senco@ldst.org.uk</p> <p>(SEN Governor) Val Boyes Telephone: 0151 477 8460</p>

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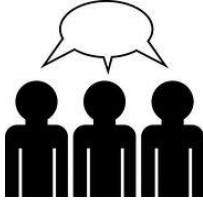
<p>5. Information about the expertise and training of staff in relation to children and young people with SEN, including how specialist expertise will be secured</p> 	<p>Audit of staff expertise undertaken regularly</p> <ul style="list-style-type: none"> • SENCO – National Special Education Needs Co-ordinator Award, • 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) • SENCO-attends Knowsley Authority meetings and LDST Network meetings, then feeds back to staff as appropriate <p>Specialist expertise engaged from external services- Inclusion support team, Continence team, Educational Psychologist, Auditory/ Visual impairment team, speech and Language, Knowsley MHST</p>
<p>6. Information about how equipment and facilities to support children with special educational needs will be secured</p>	<p>The SEN budget is allocated</p> <ul style="list-style-type: none"> • To ensure that individual needs are met in relation to specific interventions. For example support from the specialist support teacher • To ensure pupils with additional needs receive the support they require to enable them to make progress • To provide resources for adapted curriculum • To purchase apps or specialist equipment/IT site licence etc • To provide additional support for pupils who require playtime-lunchtime supervision
<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 – email – post • Dojo • Home school communication books • Individual support plan discussions • Progress reviews • Yearly written reports

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	<ul style="list-style-type: none"> • Parents/Carers evenings • Open evening for new parents • Class visits for existing parents
<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 • Pupil voice • Key worker discussions start/end of day with children and parents • Annual reviews-pupils are invited to attend the meeting if appropriate • 1:1 discussions • Developing one page individual support plans
<p>9. Any arrangements made by the local governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.</p> 	<p>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.</p>
<p>10. How the governing body involves other bodies, including health and social service bodies, local authority support services</p>	<p>In order to meet the individual needs of a pupil the school will work with and seek advice from various outside agencies:</p> <ul style="list-style-type: none"> • Educational Psychologist hours are purchased from the Local Authority and we have a service agreement of 6 days or 12 sessions.



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<p>and voluntary organisations in meeting the needs of pupils with Special educational needs and in supporting the families of such pupils</p>	<ul style="list-style-type: none"> • A service level agreement is in place for a specialist Specific Learning Difficulty Advisory teacher for 1 session per fortnight • Speech and language therapy services work closely with school • Sensory impairment and the continence team work with school to provide support when required
<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 5145 Speech and Language services-0151 244 4387 Sensory Impairment services-0151 443 5145 Continence team-0151 289 0345 Parent partnership will assist with any queries that cannot be met via school-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 Liaison between staff when receiving or transferring a pupil to a new setting, transferring relevant paperwork and ensuring needs are discussed and understood 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 local offer on LA website</p> <p>https://www.knowsleyinfo.co.uk/categories/knowsley-local-offer-send</p>

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