SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: Roby Mill Primary School

School Number: 08061

Lancashire County Council

School/Academy Name and Address	Roby Mill PS School Lane Roby Mill Up Holland Skelmersdale WN8 0QR		**Telephone Number**	01695 622536
			Website Address	www.robymill.lancs.sch.uk
Does the school specialise in meeting the needs of children with a particular type of SEN?	**No**	**Yes**	**If yes, please give details:**	
	✓			
What age range of pupils does the school cater for?	**4-11 years**			
Name and contact details of your school's SENCO	**Mrs N. Grand** head@robymill.lancs.sch.uk			

We want to ensure that we keep your information up-to-date. To help us to do this, please provide the name and contact details of the person/role responsible for maintaining details of the Local Offer for your school/academy.

Name of Person/Job Title	**Mrs N. Grand** **SENCO**		
Contact telephone number	01695 622536	**Email**	head@robymill.lancs.sch.uk

Introduction

Staff and governors at Roby Mill all work to a common set of values for the school led by our Christian Vision. In our Church school community, everyone is valued, nurtured, unique and individual. Through our faith, we hope everyone will live, learn and love fully. Guided by our Christian values, we strive to develop strength and courage so our children meet the challenges of an ever-changing world.
'We are brave and strong and stand fast in faith; all that we do, we do in love.' Corinthians 16:13

In every way, the children come first at Roby Mill, which drives our values to ensure:

- we provide a friendly, interesting yet calm place for the children to learn;
- all the children feel happy and secure in school;
- all the children to do their best in everything they attempt;
- we always strive for quality;
- the children have as many opportunities to succeed as possible;
- the children behave in a considerate, thoughtful way towards others and property;
- every child in school feels special, cared for and important.

The Special Needs Co-ordinator is Mrs N Grand.

Accessibility and Inclusion

What the school provides

The school's policy on Special Educational Needs and Disability aims to provide full access to the National Curriculum for all pupils and to encourage success and participation for all pupils, whatever their level of ability.
The school is approached from a residential street where there is some street parking. There is no disabled parking bay. It is possible to access all parts of the school (with the exception of the library situated on the upper floor) without negotiating any steps.
There is a disabled toilet available along with changing facilities.
When appropriate, the school applies to the Local Authority for funding to purchase specialist access equipment for individual use by specific children e.g. A hoist or Braille machine. Similar applications could be made for other access needs e.g. hearing impairments.
Key school policies and other documents are available for all via the school's website and free copies of any policies are available at the school office upon request. These can be adapted e.g. enlarged print or in audio format if requested. Parents and families who have additional needs are supported by members of the school staff. This may include reading documents, supporting with understanding of official paperwork (whether from within school or from other agencies) and possibly, in more complex cases, a referral to Parent Partnership Services.
There are multi-sensory displays throughout the school and in the outdoor environment. Resource areas have picture symbols as well as words to enable children to be more independent in accessing the equipment they need.
There is a variety of different height tables and chairs throughout the school and specific equipment is provided for children with disabilities, depending on their need.

Teaching and Learning

What the school provides

The school's policy on Special Educational Needs and Disability aims to identify pupils with SEN as early as possible and to make appropriate intervention through using appropriate teaching methods; to identify pupils of all ability who are underachieving and to act on this and to support pupils to make the best progress they can.

It is really important that the school identifies pupils who experience difficulties accessing learning and general school life opportunities as early as possible. This is achieved through teacher observations throughout the school day and assessment of pupils' work. The progress of all pupils is tracked and reviewed on a half-termly basis. The SENCO liaises closely with the assessment co-ordinator to analyse data and individually track pupils who are experiencing difficulties. The class teacher discusses any concerns with the SENCO and Assessment Coordinator. If further action is deemed necessary, the parents will be informed immediately. All identification criteria are in accordance with Lancashire Education Authority policy:

Despite appropriate, good quality teaching, intervention and differentiated learning experiences, taking into account the child's age and stage of development triggers for identification of a Special Educational Need could be:

- Little or no progress made when teaching approaches/learning styles are particularly targeted to improve the child's identified area of need;
- Working continues at levels significantly below those expected for a child of a similar age in certain areas of the Early Years Foundation Stage or in literacy and mathematics skills resulting in poor attainment in some framework or curriculum areas;
- Communication or interaction difficulties which create barriers to learning and specific interventions are needed;
- Sensory or physical problems create barriers to progress despite the provision of personal aids or specialist equipment;
- Persistent emotional and / or behavioural difficulties which are not improved by the techniques normally employed in the nurturing environment of the school.

If, following several weeks of additional support, the child continues to experience difficulties, the school may, with parental permission, ask the advice of external agencies such as the Inclusion service or Educational Psychology and Support Services. Additionally, some children receive support from our National Health Service colleagues eg Speech Therapy, Occupational Therapy, Child & Adolescent Mental Health Services etc. Any plans shared with the school by these agencies are carried out by staff within school in liaison with the appropriate agency.

For a very small minority of children with significant special educational needs there may be a need to consider a statutory assessment. A child needing a statutory assessment would have clearly identified complex, long-term and enduring SEN or Disabilities usually identified at birth or within the early years which will have a

significant impact upon their ability to access the Early Years Foundation Stage / National Curriculum. In these cases, the SENCO will apply for a formal assessment to the LEA.

We have teaching assistants. This enables additional support to be deployed where and when the need arises including in-class support and the one-to-one delivery of Individual Education Programmes (IEPs).
We have links with external agencies such as the School Nurse, Speech Therapy and Learner Support. We also purchase specialist teacher advice from traded Services and Educational Psychology (EP).
Some children need extra equipment to support their learning; this could be from a simple pencil-grip aid, to writing slopes, coloured overlays to individual work-stations. All of these are made available by school. Continuing Professional Development is offered to all staff and specific training will be made available to support individual children if necessary.
Access arrangements for SATs tests are in line with DfE guidelines which are issued each year. i.e. When children meet the prescribed criteria for extra time, rest breaks, a reader (for maths), a scribe, enlarged print or 'live voice' for mental maths tests etc.
Additional provision (staffing and resources) is mapped across the school and updated on a regular basis. This ensures that skills and resources are allocated to meet the needs of all children appropriately.

Reviewing and Evaluating Outcomes

What the school provides

It is the responsibility of the Headteacher, through class teachers to monitor the support and provision for pupils with SEN in their care. This work is co-ordinated by the school's SENCo.
For all children with SEN (except those with an Education and Health Care (EHC) Plan or Statement), SEN Support Plans will be written. For most children, the class teacher and SENCo will make more detailed arrangements for a programme of support, including an Individual Education Plan (IEP) which will be written by the class teacher, with support from the SENCO when required to provide Specific, Measurable, Attainable, Realistic, Time-based (SMART) targets.
For children who have support from external agencies, provision should involve the expertise of the external professionals and agencies. Any advice (written or verbal) will be included in the pupil's support programme and/or IEP. There may be some direct input and advice from a specialist teacher from within the LEA (Inclusion and Disability Support Service) or from other agencies such as the Educational Psychology Service, Speech and Language Therapy etc.
For pupils with an Education and Health Care (EHC) Plan, everything we provide is detailed in their Statement or Plan. An annual review (6 monthly for under 5s) will be carried out by the school along with the LEA. Parents and external agencies are strongly encouraged to attend. Transfer reviews in Year 5 are used to begin to establish the parent's choice of high school in order to assess the arrangements prior to the transfer. An additional review will be arranged early in the Spring Term of Year 6, when a high school place has been allocated, and the high school SENCO invited.

For all children with Special Educational Needs, the class teacher and SENCO will liaise closely and make special arrangements in the class. This may involve grouping, a special programme of work, modified tasks, different seating arrangements or extra adult attention.
All IEPs will be monitored by the teaching assistant and class teacher and new targets will be set as soon as it is appropriate. They will be formally reviewed and evaluated as necessary. Parents, the pupil, class teacher and TA will be invited, if appropriate. Progress will be discussed and new plans devised.
Throughout the school, children's progress in maths, reading, writing and phonics is assessed every half term. All of this information is monitored and evaluated to ensure that provision for all children is matched to their needs.
The school's provision map (timetable of support for different groups or individuals) is compared with the progress of the children. Progress is measured in different ways, depending on the needs of the child. For instance, this may be through formal or informal assessments before and after a programme of intervention or through observation of a child's interactions with their peers. If progress is not as good as expected, the type of support is changed and adapted until progress is improved.

Keeping Children Safe

What the school provides

All activities within and outside school are covered by a risk assessment. These are carried out by the Headteacher and/or the Lancashire County Council. Additional risk assessments are carried out for specific children with advice from appropriate agencies, depending on their needs. For example, for a child with a physical difficulty (PD), this may include advice and/or an environmental audit from Occupational Therapy, Physiotherapy or a special teacher for children with PD. Risk assessments for school trips are also monitored by the Governing Body and Lancashire County Council. All reasonable adjustments are made to ensure children with Special Educational Needs and Disabilities are able to access a full range of activities safely. This may include additional TA support, 1:1 if necessary.
There is sufficient Welfare Staff within the school to support children with Special Educational Needs and Disabilities at playtimes and lunch times.
All children are taught about bullying, friendships and staying safe through a combination of age-appropriate PSHE (Personal, Social, Health Education) lessons and whole-school assemblies.
In accordance with legislation, the school has a Designated Senior Person (DSP) and a deputy DSP to deal with issues related to Child Protection and Safeguarding.
The school's anti-bullying policy is available on the website and copies may be obtained from the office on request.

Health (including Emotional Health and Wellbeing)

What the school provides

The school has a variety of policies which cover health, safety and wellbeing issues eg Medicines in School Policy, First Aid policy.
Any medicines in school are kept in a cupboard in the staff room.
For individual children with specific needs, Care Plans are written at a meeting between a member of the school's staff, the child's parents, the child (when appropriate) and the School Nurse. As Roby Mill Primary is a small school, all staff know which children have Care Plans and who is trained to deal with them. Any new adults coming into school go through a short induction in accordance with the school's Induction Policy to ensure they are made aware of any particular needs.
Many staff within school have had First Aid training which is updated on a 2 yearly cycle; some members of staff have also had specialised Paediatric First Aid training. Additionally, staff receive training to deal with specific difficulties, when the need arises e.g. how to deal with a diabetic child or the use of Epi-Pens. School deals with medical issues through a graduated response. Minor issues are dealt with by trained school staff but we would always err on the side of caution if it was felt that an illness, injury or medical attack was more serious and contact the emergency services. School will always try to contact parents/carers in these instances so it is *really* important that the office has up to date contact details including home and mobile telephone numbers.

Communication with Parents

What the school provides

The school's policy on Special Educational Needs and Disability aims to develop partnerships with parents and carers in the education of their child and to involve parents and pupils in the review process.
Roby Mill is a small school so it is relatively easy for parents to know who's who but there is also a list of names and roles on the website. Parents can contact school in a variety of ways: In person via the office or by talking to staff who are available on the playground before and after school. We will do our best to meet with parents as the need arises.
The SENCo works full time at Roby Mill school but she can be contacted via the school office or via email: head@robymill.lancs.sch.uk if parents have particular concerns.
To keep parents informed, we have information on our website, newsletters which go out on a regular basis, two parents' evenings a year and one annual report which enables parents to give written feedback. We also hold annual open days for prospective and current parents. Parents are also invited to many of our celebrations and assemblies

In addition, for children who are on the Special Education Needs register and have an Individual Education Plan (IEP), the IEPs are sent home when they are written; parents are invited to discuss them with the class teacher if they wish. For children with long-term, complex needs, it may be appropriate to request a statutory assessment of their needs. This is a long and complicated process but school will guide parents through each step. We would also encourage parents to accept a referral to the Family Wellbeing Service. Family Wellbeing's aim is 'to inform, support, assist and enable parents or carers, of children with special educational needs or disabilities, to obtain the best possible educational outcomes for their child'.

Working Together

What the school provides

Roby Mill Primary aims, through its ethos, to provide a safe, nurturing environment in which all pupils achieve their full potential and have the skills and confidence to meet the challenges of the future.
We have a Pupil Voice Committee which is made up of representatives from key stage two.
We have places for two parent governors and elections for these positions take place on a 4-yearly cycle or when a vacancy occurs.
When children join the school, we make a Home – School Agreement to help parents to understand the parameters and expectations in school. Reasonable adjustments are made to ensure all children are included in all school activities, both on and off site; this may involve additional adult support (1:1 if necessary), depending on the needs of the child.
In accordance with our policy for Special Educational Needs and Disability (SEND), the school's governing body monitors the Headteacher/SENCo and staff in meeting the needs of children with SEND.

What help and support is available for the family?

What the school provides

To support pupils and their families, the school liaises with all relevant specialist agencies such as family and medical centres, CAMHS, paediatricians, speech therapists, occupational therapists, school nurse etc.
In some cases, school or one of the other agencies may complete an early help assessment form with parents. This is an assessment and planning tool which is used to gather information about children and families in one place to help the family to decide what type of support is needed.
Sometimes, a Team Around the Family (TAF) meeting is called to continue the system of support for the family. These are usually held in school and parents will always be involved.
The school office manager will support parents with online school applications if they do not have access to computer or internet at home. The school office manager,

Headteacher will help parents/carers to complete forms and paperwork when necessary and by signposting to agencies such as Sure Start or the school nurse. In more complex cases, we would encourage parents to accept a referral to Early Help. Information, advice and guidance for families of children with SEND is available via the SENCo and/or links on our website.

Transition to Secondary School

What the school provides

To support all the year 6 children with their transition to high school, a member of staff from each of the receiving secondary schools visits them and meets with their class teacher. All children are invited to attend open days at their new school in the summer term and recently we have been able to offer a 'programme of familiarisation' of the high school environment. This is in the form of lesson-based visits to a local high school so that pupils can experience the high school day. Some high schools offer Summer School activities which we would encourage children to attend, especially if they have additional needs.

Additional visits to their new school will be arranged for pupils with SEND, supported by school staff; these usually take place in the summer term; the number of additional visits will depend on the needs of the child. The SENCOs of the two schools will make sure all relevant inclusion information is transferred to ensure a smooth transition. This may be at a meeting and parents may be invited if requested.

Extra Curricular Activities

What the school provides

Before and after school care is available at Roby Mill school on request. The after school club varies from day to day and includes a range of different clubs including Craft club and multi sports. We also offer a range of lunch time clubs. All pupils are welcome to all clubs.

Additional school staff are on duty to support SEND pupils, as necessary especially if clubs are run by external agencies.

We have a care team made up of older pupils who encourage others to participate and make friends. We have playground leaders (care team) who organise games at lunchtimes, encouraging all children to take part.