UpHolland Roby Mill C of E Primary School

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

SEN Information Report
September 2026

Name of the Special Educational Needs/Disabilities Coordinator: Mrs N Grand
Contact details: head@robymill.lancs.sch.uk 01695 622536

The kinds of SEND we provided for.

UpHolland Roby Mill Primary School is a mainstream Primary School offering places from Reception to Year Six.

The aims of our policy and practice in relation to special educational need and disability in this school are:

• To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.

• To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.

• To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement.

• To use our best endeavours to secure special educational provision for pupils for whom this is required, that is ″additional to and different from″ that provided within the differentiated curriculum, to better respond to the four broad areas of need:

1. Communication and interaction,
2. Cognition and learning,
3. Social, mental and emotional health,
4. Sensory/physical.

As a small school, we offer a secure and nurturing environment where children can feel safe and achieve their full potential.

How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?

<u>How does our school know if children need extra help?</u>

We know when a pupil needs help if:

• Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.

• Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.

• Whole school tracking of attainment outcomes indicates lack of expected rate of progress.

• Observation of the pupil indicates that they have additional needs

<u>What should a parent do if it thinks their child may have special educational needs?</u>

If parents have concerns relating to their child's learning or inclusion then please initially discuss these with your child's teacher or headteacher. This then may result in a referral to the school SENCo Mrs N Grand.

Parents may also contact the SENCo or the Headteacher directly if they feel this is more appropriate. All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about - and involving them in - their education?

This school uses pupil centred profiles. These are completed by the pupils themselves and identify their abilities and strengths, their personal aims and the action they require to be taken by the school to reduce barriers to learning and social success. Each year, this information will be reviewed and the pupil's views gained on the effectiveness of the action taken so far to meet their needs.

What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in – their child's/young people's education?

How will parents know how their child is doing?

Attainments towards the identified outcomes will be shared with parents as necessary but at least termly through feedback regarding SEND support reviews but also through the school reporting system and Parents' Evenings. As a small school, we have a personal approach and are often available for informal discussions with parents.

How will parents be helped to support their child's learning?

Please look at the school website. It can be found at www.robymill.lancs.sch.uk and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home. The class teacher or SENCo may also suggest additional ways of supporting your child's learning. If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENCo who will locate information and guidance for you in this area.

How will the curriculum be matched to my child/young person's needs?

Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom. When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily. These adaptations may include strategies suggested by the Special Educational Needs Coordinator (SENCo) and/or external specialists. In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

How accessible is the school environment?

The school grounds are accessible to all with no steps or uneven ground. A disabled toilet is available with a changing facility. There is street parking but no disabled bay.

How are the school resources allocated and matched to children/young people's special educational needs and disabilities?

How is the decision made about the type and quantity of support my child/young person receives?

Funding is used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include:

1. Targeted differentiation to increase access to text (desk copies of information, work buddy, accessible text, IT e.g. read aloud software, different recording strategies, additional time etc.)

2. In class, adult or peer support aimed at increasing skills in specific area of weakness (learning behaviours, organisation, etc)

3. Out of class support (relationship building, social, emotional skill development,)

4. Small group or individual tuition to enable catch up (subject or targeted at additional need)

5. Specific support, advice and guidance is provided to parents and families to improve pupil′s readiness for learning (relating to pupil′s difficulties in attendance, behaviour, physiological and emotional needs etc)

6. Provision of specialist resources or equipment (use of ICT, sloping board, electronic versions of text etc)

7. Partnership working with other settings (shared resources e.g. Parent Liaison Worker; shared expertise: support from local special school on action to improve inclusion: shared alternative environments etc.)

8. Access to targeted before/after school clubs (breakfast, homework, clubs targeted at increasing resilience)

9. Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)

10. Access to support from in-school sources e.g. learning mentors (peer or adult) or from charities (e.g. Barnardos, Relate) and community sources (e.g. Youth and Church groups, local businesses)

11. Implementation of strategies from support agencies e.g. Behaviour Support/Educational Welfare Support

In addition: The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. The deployment of this funding is published on the school website. If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class teacher or Head Teacher

For pupils with SEN but without an EHCP, the decision regarding the support provided will be taken at joint meetings with the SENCo, class teacher and parent who will follow guidance provided by the Governing Body regarding SEN Funding deployment.

How will both you and I know how my child/young person is doing and how will you help me to support their learning?

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What training have the staff supporting children/young people with SEND had or may they have?

What specialist services or expertise are available at or accessed by the school?

Staff in school are supported through regular professional development and training. This tends to be on a needs basis and is designed to be flexible in the approach. Recent training and inset has included:

- Behavioural support and guidance by Ethos Outreach Team.
- Social skills development by Ethos Outreach Team.
- Precision teaching intervention assessment tool led by Educational Psychologist.
- Thrive training led by local special school.
- First Aid.
- Lego therapy interventions.
- Social story guidance provided by Educational Psychologist.
- How to apply for an EHCP delivered by Lancashire Inclusion team.
- Epi-pen training by school nurse.
- Diabetes pod training by specialist diabetes nurse.
- SENCo completed National accredited SENCo award.
- Social story training.
- Use of vocabulary and SAL difficulties.
- PDA information.
- Autism and anxiety.
- School avoidance.
- Termly Educational Psychologist training and updates.
- Anxiety led by Compass Bloom
- Targeting reluctant writers
- SEMH and behaviour
- Understanding and supporting autistic pupils
- Sensory processing difficulties
- Social stories
- Supporting children with ADHD

How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

A number of strategies are in place to enable effective pupils' transition. These include:

• A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September.

• Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.

• The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.

• If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

• The transition programme in place for pupils moving to another school and provides a number of opportunities for pupils and parents to meet staff in the new school.
• The annual review in Y5 for pupils with an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
• Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
• Accompanied visits to other providers may be arranged as appropriate.
• For pupils transferring to local schools, the SENCos of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
• The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

How will my child/young person be included in activities outside the classroom, including school trips?

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities. The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

At Roby Mill, we offer a range of breakfast, after school and lunchtime clubs. All children are able to attend the provision and additional support from school staff is available where needed.

What support will there be for my child/young person's overall well-being?

The school offers a wide variety of pastoral support for pupils. This includes:

• An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
• Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups. These are identified on the provision maps and aim to support improved interaction skills, emotional resilience and wellbeing.
• Pupils who find outside class times difficult are provided with small group opportunities within the school and action is taken to develop their social interaction skills.
• The school is trained in Kidsafe and this programme is delivered to all children regularly throughout the year.
• As a school, we use Compass Bloom for support. This enables our children to have access to support where needed.

How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?

The effectiveness of SEN provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine both progress and attainment levels compared to those achieved nationally for pupils with the same level prior learning level. This data will be shared termly with governors and be judged by external moderators such as Ofsted.

How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?

Roby Mill has close links with Lancashire SEND team and regularly access support from:

- Educational psychologist
- SEND specialist teachers
- SENDO
- Early Help support
- Compass Bloom

If parents require additional support, they can contact school who will provide contact details of the organisations above.

What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

• Your child's class teacher,

• The SENCo/ the Headteacher, For complaints, please see the school's complaints procedure on the school website.
Where can I find the contact details of support services for the parents of children/young people with SEND?
Parents or children can contact school for contact details. They are also on our school website www.robymill.lancs.sch.uk
Where can I find information on where the local authority's local offer is published?
Lancashire County Councils Local Offer - https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/