

SEND Information Report School Offer

Royton Hall Primary School



Approved by: T Wood

Last reviewed on: Spring 2024

Next review due by: Spring 2025

Special Educational Needs and Disability (SEND) Information Report School Offer

Identification – how does Royton Hall Primary know if my child needs extra help

“A pupil has SEND where learning difficulties or disability calls for special educational provision – this means provision that is different from, or additional to that normally available to same age peers.” (Oldham Local Authority).

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO may observe the pupil in the classroom or in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician. Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

Royton Hall is committed to early identification and adopts a graduated response through continual assessment and discussion.

What types of SEN does the school provide for?

Royton Hall supports children who have the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

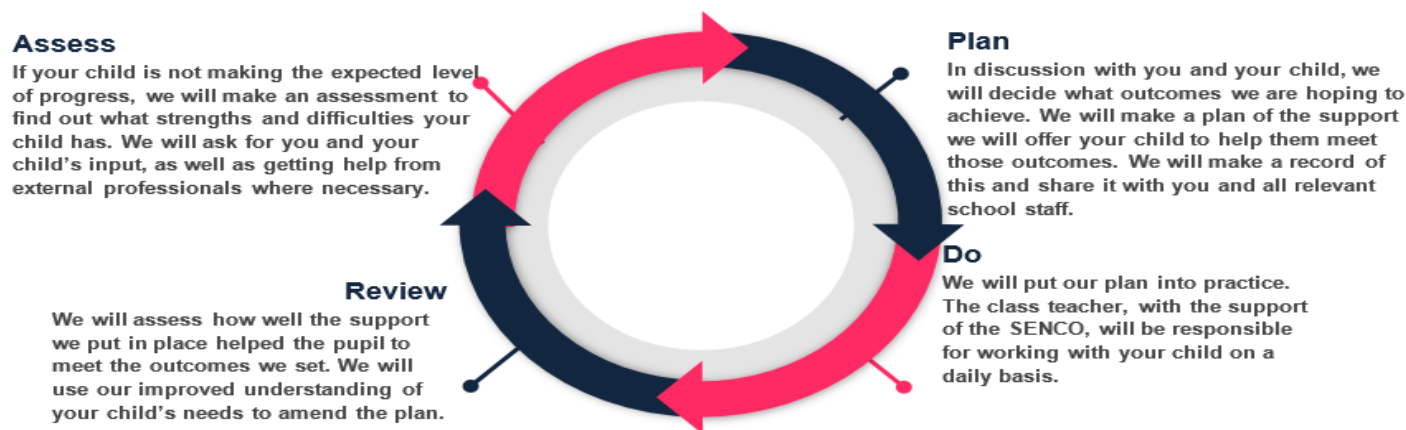
What should I do if I think my child may have special educational needs?

If you think your child might have SEN, the first person you should tell is your child's teacher. You can speak to them at the end of the school day or email the school office and ask them to give you a call.

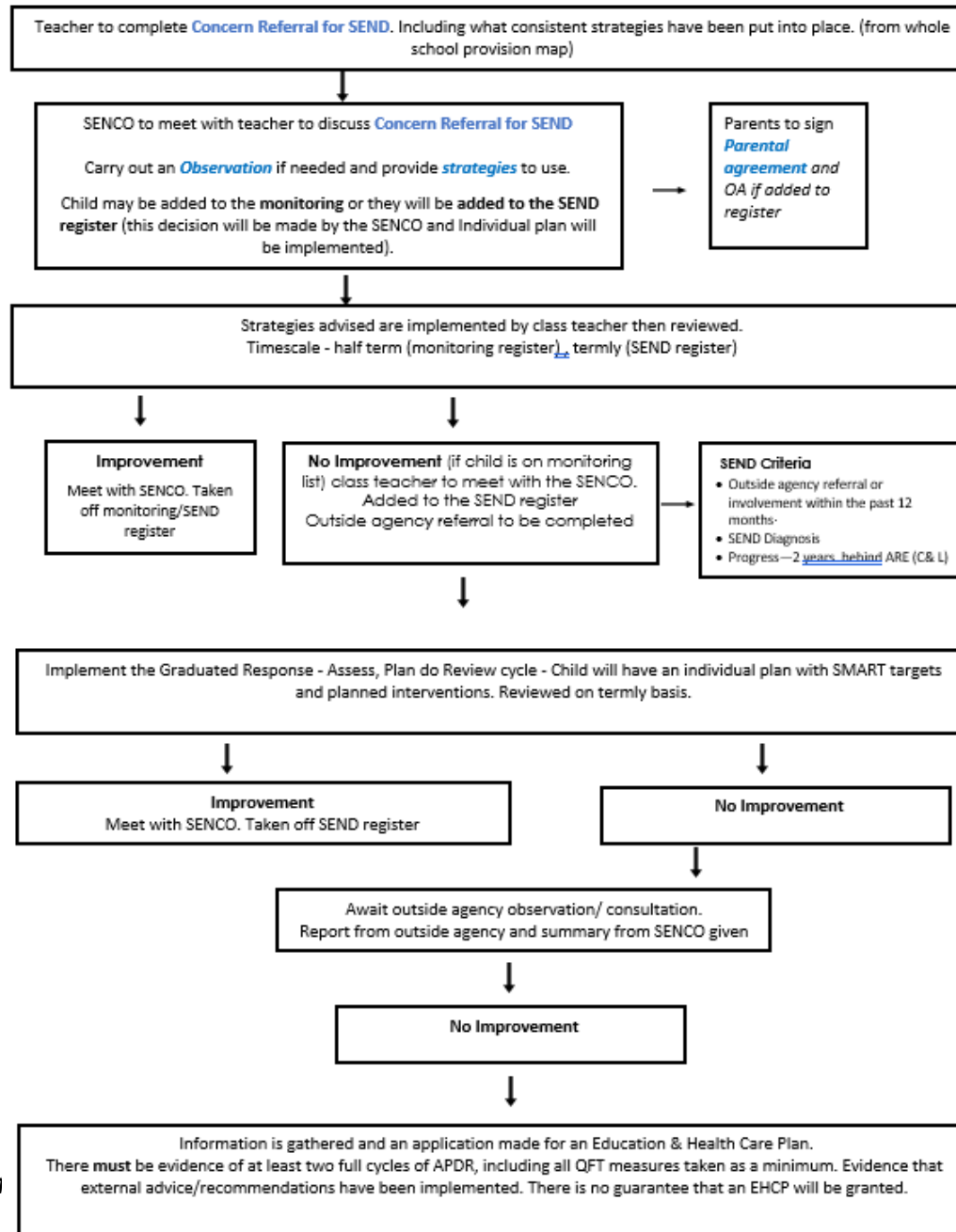
If necessary they will pass the message on to our SENDCO, Mrs A Rafiq who will be in touch to discuss your concerns. You can also contact the SENCO directly by phoning the school office or emailing info@roytonhall-pri.oldham.sch.uk We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps.

How will Royton Hall support my child?

We will follow the 'graduated approach' to meeting your child's SEN needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**.



SEND flowchart – The Graduated Response



Special Educational Needs a

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

We promote an inclusive learning environment for all pupils and all staff are aware of their responsibilities towards pupils with SEN. This is achieved by:

- Designing a curriculum to promote a full range of learning, thinking and life skills;
- Providing a broad, balanced and relevant curriculum;
- Using flexible and responsive teaching and learning styles; whole class, small group and 1:1 support.
- Equipping children with the skills, knowledge and attitudes necessary to succeed as individuals and as responsible and valued members of society;
- Developing partnerships with parents, the whole community and outside agencies.
- Pupil progress meetings take place termly with class teacher, inclusion and SLT to review plans and ensure good practice.

In order to meet the learning needs of all pupils, teachers differentiate work and show a positive and sensitive attitude when providing both challenge and support.

How will school and I know how my child is doing? How will you help me to support my child's learning?

During the autumn term, each child receiving SEN support will have a person-centred review, including the views of parents or carers and pupils to consider short term and long term needs and appropriate support, both in school and at home. Pupils will produce a one-page profile in conjunction with support from staff that will advise how they are best supported in class.

Regular assessments will take place in class, needs will then be reviewed termly at pupil progress meetings to assess progress and effectiveness of any additional support, parents will be kept up to date through parent teacher interviews and school reports. If there are any concerns, you may also be contacted by the Inclusion Lead.

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

- Recognising, reflecting and celebrating skills, talents, contributions and the diversity of all children;
- Providing high quality pastoral care, support and guidance;
- Safeguarding the health, safety and welfare of all children;
- Listening and responding to the concerns of children and parents;
- Taking care to balance the needs of all members of the school community.
- Providing visual timetables to help children navigate their day.
- Providing 1:1 support through ELSA for children who are having emotional difficulties.

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

- Educational Psychologist
- Quality and Effectiveness Support Team for Additional Needs (QUEST) – specialist teachers
- Social Emotional and Mental Health Support Team
- Individual therapists (e.g., Physiotherapy, Speech and Language Therapist, Occupational Therapist)
- Child and Adolescent Mental Health Service CAMHS (formerly – Healthy Young Minds)
- Link Teachers at high schools (e.g., Head of Year 7, SENCO)
- School Health Advisor
- Specialist Nurses
- Paediatric Consultants
- Early Help Service
- TOG mind counselling service
- SENDIAS (SEND Information and Advice Service)

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What training do the staff supporting children with SEND have?

Our SENCO is Mrs A Rafiq. She has over 8 years experience in this role and has worked in education for over 14 years in various roles and is a qualified teacher. She achieved the National Award for Special Educational Needs Co-ordination in 2017.

She works Monday, Tuesday and Wednesday in this role.

All teaching staff and Teaching Assistants who work with children in the classroom receive regular training and updates on changes to SEND policies and information throughout the academic year. Training programmes may include:

- Staff led in-service training
- Specialist led in-service training
- External training e.g. Speech and Language training to support a particular child's needs.
- Medical training e.g., PEG feeding, oxygen training, Epi pen training.
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Individual staff are trained in the delivery of specific interventions to support groups of learners and individuals.

This academic year, training will be provided focussing on Emotional Health and Mental Wellbeing of pupils and staff.

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How will my child be included in activities outside the classroom including school trips?

All children are fully included in all activities where possible following appropriate assessment of needs. Every effort will be made to adapt activities to include your child and keep them safe.

How accessible is the school building?

Our school building is assessed as fully accessible for those with limited mobility. Individual needs are assessed and accessibility is adapted as required. We have a through floor lift and both staircases have Evac chairs to help facilitate fast evacuation, of anyone with mobility difficulties, in an emergency.

There may be occasions where school is unable to meet the complexity of need for a certain individual due to limitations of space or capacity. In such cases, the school will work with parents and seek advice.

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How will the school prepare and support my child for transitions?

Transition planning and support takes place between classes and key phases, with staff introductions and visits to classes. Taster days are organised at high schools during the summer term. Any child who would benefit from additional visits is planned for and supported to attend any additional sessions as appropriate.

How is the decision made about what type of support and how much my child will receive?

If your child continues to make little or no progress, despite high quality teaching targeting their needs, the class teacher, Inclusion Lead along with any other relevant professionals will assess whether the child has a significant learning difficulty. Where this is the case, in consultation with parents/carers, an agreement about the level of SEND support required will be established. The support will be carefully monitored to look at the impact. It may be necessary to apply for an Education Health and Care plan to further support the child's needs. Schools receive funding for all pupils including those with Special Educational Needs and Disabilities and they meet pupil's need from this (including equipment). The local authority may contribute if the cost of meeting an individual pupil's needs is more than £10,000 per year.

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

The school budget, received from Oldham LA, includes money for supporting children with SEND. The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school. The Head Teacher and Inclusion Lead look at all the information the school have about SEND, including the children getting extra support already, the children needing extra support, the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed. If the assessment of pupil's needs identifies something that is significantly different to what is usually available, there might be additional funding allocated. Parents will have a say in how it is used. You will be told if this means you are eligible for a personal budget which must be used to fund the agreed plan.

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How are parents involved in the school? How can I be involved?

We are child and family centred so you will be involved in decision making about your child's support. Parental involvement is essential in supporting your child's progress. We encourage and welcome any discussions about your child's needs.

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Who can I contact for further information?

Roles	
Miss T A Wood	Headteacher
Mrs S Charlton	Deputy Headteacher
Mrs A Rafiq	Inclusion Lead/SENDCo
Mrs J Glynn	Pastoral Lead
Mr T Belfield	6B - Class Teacher
Mrs D Bradley	6B - Class Teacher
Mrs B Bradley	5B - Class Teacher
Mrs A Cousins	5C - Class teacher
Miss G Wallis	4W - Class Teacher
Mrs N Moore	4M - Class Teacher
Mrs S Maloney/Mrs C Allen	3T - Class Teacher
Mr D Charnock	3C - Class Teacher
Miss R Finn	2F - Class Teacher
Miss K Rush	2R - Class Teacher
Miss J Linger	1L - Class Teacher
Mr L Barry	1B - Class Teacher
Miss V Holt	RH - Class Teacher
Miss K McKee	Nursery – Class Teacher

What to do if as a parent/carer I am not happy with the decision or what is happening

Your first point of contact should be the person responsible – this may be the class teacher, the Inclusion Lead or the Head teacher. Explain your concerns to them first. If you are not satisfied that your concern has been addressed, you should ask to speak to The SEN Governor.

If your concern is with the local authority, contact the Complaints and Representations Officer, contact details as follows:

Complaints and Representations Officer

Freepost – RRGY-TJSR-GHGZ

PO Box 40

Level 8, Civic Centre

West Street

Oldham, OL1 1XJ Tel: 0161 770 1129

Email: cypf.complaints@oldham.gov.uk

SENDIASS: Formerly known as Parent Partnership, Oldham **S**pecial **E**ducational **N**eeds and **D**isability

(**SEND**) Information **A**dvice and **S**upport (**IAS**) Service is a FREE confidential, impartial and independent service operated by POINT Services.

Royton Hall contact number: 0161 770 7640

Useful Links

- Oldham LA offer – available at:
http://www.oldham.gov.uk/info/200368/children_and_young_people_with_special_educational_needs_and_disabilities
- Oldham Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) <http://iassoldham.co.uk/>
- POINT (Parents of Oldham In Touch) – an organisation for all parents and carers of children and young people with SEND and complex medical needs. They work closely with Oldham Council, education, health and other providers to make sure services they plan and deliver meet the needs of children with SEND.
- <https://www.point-send.co.uk/>
- Family Information Service https://www.oldham.gov.uk/info/200534/family_information_service

These websites can also be accessed by clicking on the banners on our SEND page on the school website.

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Special Educational Needs Terms

ADD	Attention Deficit Disorder	ILP	Individual Learning Plan
ADHD	Attention Deficit and Hyperactivity Disorder	ISR	In School Review
ASD/ASC	Autistic Spectrum Disorder/Autistic Spectrum Condition	KS	Key Stage
ASP	Additional Support Plan	LA	Local Authority
BESD	Behavioural Emotional and Social Difficulties	LAC	Looked After Child/Children
CAF	Common Assessment Framework	MLD	Moderate Learning Difficulty
CAMHS	Child and Adolescent Mental Health Service	NC	National Curriculum
CAPS	Children and Parents Service	OT	Occupational Therapist
CIN	Child In Need	PEP	Personal Education Plan
CoP	Code of Practice	PHP	Positive Handling Plan
CP	Child Protection	PSP	Pastoral Support Programme