

SEND Information Report School Offer

Royton Hall Primary School



Approved by: T Wood

Last reviewed on: Spring 2023

Next review due by: Spring 2024

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

Identification – how does Royton Hall Primary know if my child needs extra help and what should I do if I think my child may have special educational needs?

“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).

Royton Hall is committed to early identification and adopts a graduated response through continual assessment and discussion. Class teachers are available to speak to parents as needed. Class teachers should be the first port of call for discussions about concerns you have about your child.

Royton Hall supports children who have the following needs:

- Speech, Language and Communication Needs
- Cognition and Learning Needs
- Social, Emotional and Mental Health Difficulties
- Sensory and/or physical needs

How will Royton Hall support my child?

Class teacher and parents/carers will meet to discuss any cause for concern. Strategies will be put in place to support the child to include differentiated learning tasks and teaching strategies within the classroom and a review date will be set. If progress is not made, class teacher will meet with the Inclusion Lead and parents/carers. If your child requires specific SEN support, this will be planned for and may involve: in class small groups with teaching assistants; small group withdrawal with a teacher or teaching assistants; individual class support; individual withdrawal and/or further differentiation of resources/approaches.

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 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.

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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 (QEST) – 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)

What training do the staff supporting children with SEND have?

All staff receive regular 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.

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. Covid 19 has had a significant impact in this area, so extra training support from the government and Local Authority is being undertaken.

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.

How will the school prepare and support my child to join, or transfer to a new school?

Transition planning and support takes place between 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.

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.

Who can I contact for further information?

Roles	
Mr T Belfield	6B - Class Teacher
Mrs C Allan	6A - Class Teacher
Mrs Bradley	5B - Class Teacher
Mrs J Sterritt	5S - Class teacher
Mrs Cousins	4C - Class Teacher
Mrs Moore	4M - Class Teacher
Miss B Unsworth	3U - Class Teacher
Miss D Roberts	3/4R - Class Teacher
Miss R Finn	2F - Class Teacher
Mrs K Armbrister	2A - Class Teacher
Miss J Linger	2L - Class Teacher
Mr D Charnock	1C - Class Teacher
Miss V Holt	RH - Class Teacher
Miss K McKee	RM – Class Teacher
Mrs L Cartmill	Nursery
Mrs A O'Malley	Inclusion Lead: ailis.omalley@roytonhall-pri.oldham.sch.uk
Miss T A Wood	Headteacher

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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.

Contact number: 0161 770 1529

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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.

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

