



*Free to Flourish*

**Roe Lee Park**

**Primary School & Nursery**

***SEND Information Report***

## **1.What kind of special educational needs we make provision for in our school.**

At Roe Lee Park Primary School, our motto is "Free to Flourish" and we strongly believe that all our pupils are entitled to access a curriculum to enable them to flourish to their highest ability. Roe Lee Park Primary School is a two form entry community school on the outskirts of Blackburn. Our school draws children from a wide area from the town centre to the local housing estates of Roe Lee. Currently we have 409 pupils on roll including 51 children in our Nursery, 11 of which are accessing the 30 hours free provision. 29.8% of our pupils use English as their first language and the remaining 70.2% of our pupils are from Indian, Pakistani, Bangladeshi, African and Chinese heritage.

Our class teachers are supported by experienced teaching assistants who work closely together to meet the needs of all of our pupils. In addition, we have Special Support Assistants who provide support to pupils who may have more complex cognitive or physical needs. The level of teaching assistants helps us to provide good learning opportunities to nurture and develop all aspects of our children's development, including academic, cultural, social and physical development. We are a successful school with high expectations of all pupils and the support we provide ensures that all our children with SEND make good progress. We have a good reputation locally for our work with SEND and in recent years we have successfully supported many pupils, with significant and complex needs, who have later transferred to local special schools for their KS3 schooling.

Ofsted (November 2015) said:

***'Disabled pupils and those with special educational needs make good progress because tasks are adapted appropriately and they receive good support in class, individually and in small groups'.***

We provide support for pupils across the following areas of need as laid out in the SEND Code of Practice 2014:

- Hearing Impairment
- Visual Impairment
- Autistic Spectrum Disorder
- Speech, Language and Communication disorders
- Physical Disability
- Social/Emotional/Mental Health difficulties
- Cognition and Learning Difficulties

- Multi-sensory Impairment
- Specialist Provision
- Other disabilities.

## **2. How we identify individual special educational learning needs.**

When pupils arrive in our Nursery or Foundation Stage classes and they already have identified SEND, we work with the teams of people who already know them to gather as much information as possible to target support efficiently and accurately.

We believe that a parent knows their child the best. If a parent shares a concern with a member of staff, we will fully investigate by performing diagnosis tests, holding parent-teacher meetings, sharing the pupil's voice and possibly involving relevant professionals. We always share findings with parents and fully involve them in deciding and planning the child's next steps.

Within school, we know when pupils need help due to continuous monitoring and assessment of the child's learning and emotional wellbeing. Teachers may raise a concern about limited progress or a change in behaviour. Again, this is always shared with parents.

Other ways pupils are identified as having SEND are:

- Information sharing from previous schools/settings/classes/phases;
- Baseline testing, progress data and KS2 results;
- Feedback from teaching staff and observations;
- Pupil Premium interventions not showing impact;
- Pupil referrals.

Throughout your child's time at Roe Lee Park, they will be involved in the following assessments:

- Baseline Screening (Reception)
- End of Foundation Stage Screening (Reception)
- Phonic Screening (Year One)
- Statutory Assessment (Year Two and Year Six)

We also carry out the following extra assessments if required:

- Wellcomm Assessment
- Read Write Inc Phonics Screening

- DST-J Dyslexia Screening
- Ravens Cognitive Screening
- Ready for Sounds Phonic Screening
- Baseline Motor Skills Assessment
- Yarc Reading test
- Sandwell Maths Test
- Renfrew - Expressive Language
- BPVS (British Picture Vocabulary Scale) – Receptive Language
- Visual Perception

All of the above help us to unpick a child's difficulties and ensure we plan effectively to meet their needs. Where appropriate, we will also request the support of professionals who may also perform additional diagnostic tests. This includes Educational Psychologists and the School Nursing Team.

Following the results of these assessments and where a child is identified as having a Special Educational Need or Disability, their needs would then be categorised into one or more of the following four areas;

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical Needs

Pupils are continually monitored through school, with regular assessments and pupil progress meetings being held with the Senior Leadership Team (SLT). All pupils are monitored and discussed and their current needs addressed. Each child is tracked carefully and children with SEND are closely monitored by the SENCO and SLT. A graduated approach of

- Assess
- Plan
- Do
- Review

is followed.

### **3. Who you can speak to at our school if you think your child might have special educational needs.**

At Roe Lee Park, we have an 'open door' policy and would encourage our parents to talk to us about any issue which concerns them. We advise you to contact school and speak with the class teacher as a first step. If needed, we may decide to involve our Special Educational Needs and Disabilities Co-ordinator (SENDCO) or external experts as appropriate. Our SENCO is Mrs Sara Irving. She can be contacted on 01254 56297 (option 3) via our Main Reception.

### **4. How we involve pupils and their parents/carers in identifying SEND and how we share information.**

Parents are always welcome to arrange a meeting with their child's class teacher or with the SENCO to discuss their concerns.

We also ask for parental feedback about home life to enable us to make comparisons and predict patterns of behaviour or learning. We feel this helps us work together with the same goals to meet the needs of the child.

We hold two parents' evenings per year and an 'open night' to provide opportunities to discuss progress and concerns. We also send two written reports per year with progress and next steps identified. There are also half termly curriculum events that parents are invited to.

Parents are invited into school to discuss catch-up plans and IEPs (Individual Education Plans) and they are involved in target setting. These are reviewed regularly and new targets written following feedback from staff, parents and the child.

We provide weekly homework and always provide support for parents to help challenge and support at home through parents' workshops and informal discussions with parents. We also advise on further activities outside of school where key skills can also be developed e.g. sporting clubs to help develop physical and social skills.

Children with EHCPs complete a pupil voice section at their annual review. This allows us to listen to their ideas about their own development and interests.

## **5. How we adapt the curriculum so that we meet the needs of pupils with SEND.**

A range of teaching and learning styles are used as appropriate and we believe that outstanding quality first teaching is vital for all children. This is known as 'Wave One', where children are involved in high impact, high quality lessons. Each lesson sees teaching based around 'challenge' and 'support'. Where possible, all children are challenged to move their learning on, regardless of ability or need. Where needed, children are supported in different ways to help them reach the learning outcome. The curriculum is adapted, where needed, to meet the needs of all our children

Teaching approaches are consistent where possible. Activities can be differentiated in the following ways:

- By task - to match various styles e.g. kinaesthetic, visual and auditory.
- By outcome - quality of work, alternative ways of recording, use of ICT.
- By organisation – how the children work in the classroom.
- By support – use of adults, resources, scaffolding, ICT.

If quality first teaching is not helping to meet the need and narrow the gap, we then implement 'Wave Two' strategies. This could take the form of small group or 1:1 interventions such as Read, Write Inc, First Class @ Number and Inference Training. These children would have a 'catch-up plan' in place created at pupil progress meetings, with clear targets established and clear ways of assessing impact. We expect this to help pupils catch up with their peers.

'Wave Three' interventions care for those children who need targeted specific interventions. These include Speech Therapy and Write Dance. Typically, these pupils may have specific needs related to Mathematics and Literacy but may also have other barriers to their learning and for this reason, our Wave Three interventions usually involve outside agencies and specialist advice. Children receiving Wave Three Support will usually have an IEP to help set focussed objectives and ensure progression at an expected or rapid rate.

## **6. How we decide on the type and kind of support your child will receive.**

Each year we are allocated an SEN budget and we are able to spend this as needed. This money is used to provide additional support or resources to those children with SEND. These children will have arrived at school with support already in place or will have moved through the Graduated Response approach. Our experienced teaching

staff initially make the decision on what kind and level of support a child may need and through discussion with the SENCO will arrange 1:1 or small group support with an experienced member of support staff. These decisions are shared with parents and children and a clear objective is set.

We also have an allocation of money which can be spent on more intensive, long-term support if we believe a child needs a more closely differentiated curriculum.

If school, parents or other professionals feel that needs are not being met, we would hold a review meeting where the outcome may be an application for additional funding and an Education and Health Care Plan (EHCP). Children must meet specific criteria to qualify for extra funding which is assessed by an independent panel. We always seek outside agency advice for this and this will involve meetings with our Educational Psychologist.

## **7. How our school helps you to support your child's learning.**

On entry to school, all parents and children are asked to sign a home school agreement which sets out our clear expectations in terms of the support we will provide.

We ask all our parents to attend two parents' evenings per year to allow the sharing of necessary information and targets. We also send two written reports per year which give clear targets, all of which can be used at home to support the child.

If needed, we will implement a home school diary to share information and maintain daily contact. As previously stated, we offer an 'open door' policy and welcome parents into school to discuss specific matters of concern or progress.

We hold parental workshops throughout the year to help support parents in key areas of learning and to provide a platform to share ideas.

## **8. The specialist services and expertise which are available or accessible through our school.**

Roe Lee Primary School works very closely with outside agencies and specialist professionals to focus on the identification and provision for those children who have a special educational need. Liaison takes place with the following agencies:

- School's Educational Psychology Service
- Educational Welfare Officers
- Speech Therapists

- Occupational Therapists
- Physiotherapists
- Inclusion SEND support services including advisory teachers for all areas of need
- School Nursing Team
- Paediatricians
- Family Wise

In consultation with our Designated Person for Child Protection and Safeguarding (Debs Campbell) a Common Assessment Framework (CAF) may be opened. The main aim of this is to ensure that all support is co-ordinated and all agencies are working together on an agreed plan of action. This will then have a positive impact on the outcomes for the child.

### **9. How the staff in school are supported to work with children with special educational needs and what training has taken place.**

Our support staff at all levels have regular training to meet the needs of pupils with SEND and physical disabilities. Our SENDCO and deputy head teacher hold regular meetings with all staff, more recently focussing on scaffolding to support the learner, giving clear feedback and targeted support where needed. Our Special Support Assistants are involved with the writing of and implementation of IEPs and are supported by the SENCO in the delivery of key objectives.

All staff undertake regular training in areas such as Safeguarding, first aid and Internet Safety.

Some of our staff are experienced and well-trained in specific areas such as autism, dyslexia and motor skills difficulties. We also have staff trained to deliver certain interventions such as Inference Training, Fresh Start and Wellcomm.

Where possible, we invite the various advisory teachers into school to deliver staff meetings and INSETs. For example, all our staff had training from the Cognition and Learning Team around identifying and supporting Specific Learning Difficulties in the classroom.

### **10. How we ensure that your child is included in activities outside the classroom, including physical activities and school trips.**

#### **11.**

At Roe Lee Park Primary School, we aim to ensure that children with SEND play a full role in all school activities as far as is appropriate. All activities are carefully risk



assessed and all children with additional needs are named specifically where required. All reasonable adjustments are made to ensure that children with SEND are able to access all activities safely. 1:1 support on trips and at after school clubs will be arranged as appropriate.

We link our sports clubs to local competitions and all children are free to take part if they wish. This includes rugby, football, athletics and Boccia. We offer our children with SEND and physical disabilities the chance to take part in local Paralympic events.

School trips take place at various points throughout the year and are a good way of increasing learning and levels of enjoyment. These include a residential trip to Robinwood Activity Centre in Todmorden at the start of Year 6. All children are fully included and any adjustments are made as necessary.

Where required, children with SEND will be supported during PE lessons which will enable them to engage fully. Lessons are always differentiated and carefully planned to meet all needs.

**11. How our school is accessible both indoors and outdoors for children with special educational needs and what resources we have for pupils with special educational needs to access.**

Our main entrance has a ramp to enable access. We have a wheelchair ramp to enable wheelchair users to access the main school classes. Our Foundation Stage classes are accessible to all. We have two disabled toilets in the main building with fitted wall handles. We also have a disabled facility in our Reception unit with a shower, adjustable bed and hoist to support our children.

Other details are available in our Accessibility Plan (available on our website).

- We use work stations, picture timetables and PECS for those children who need it.
- We have hearing aid/radio aids for those who require them.
- We have 4 touch screen computers with Clicker 8 installed.
- We have a newly developed nurture room for pupils with sensory or emotional needs to access with the support of our pupil wellbeing co-ordinator.
- We use other specialist equipment when required. This is usually provided by outside agencies.

## **12.How we assess pupil progress towards their personal outcomes and how we review this progress, evaluation the effectiveness of the provision.**

We use P Levels and PIVATS to assess progress that is in smaller steps and at a slower pace than the usual national curriculum.

We hold regular moderating meetings to allow staff to look at pieces of work and check all our judgements are correct.

We use plenaries throughout lessons to check pupil understanding and ensure progress is made in each lesson.

Our SLT hold Pupil Progress Meetings with class teachers each term to check progress and set targets to ensure progression. Children are assessed at three different points and this data is included on our tracking system which is closely monitored and analysed by our Deputy Head. Children with SEND are also closely tracked by the SENDCO and they are a focus of planning and work scrutinies to check that the level of need matches the learning activity.

For pupils with SEND, we hold regular review meetings where appropriate.

Children taking part in additional interventions have an entry and exit assessment to assess impact. This is usually the Yarc reading test and the Sandwell mathematics test. We also use BVPS to screen our children before and after any language intervention.

When evaluating how successful our provision and policy is we use certain data:

- Changes in the SEND register
- Early identification using PIVATS and Baseline scores
- Pupil achievement in all stages/assessment data
- Provision mapping data
- Parental views
- SENCO observations along with book and planning scrutiny
- The school's SEF
- Review of SENCO's action plan

Governors' reports include this data and other information. It is also used to set new targets for the School Development Plan and the SEND action plan.

### **13. How our school supports your child's overall well-being.**

The wellbeing of your child is central to the ethos of our school. Our proactive approach and open door policy mean that we provide a happy, healthy and safe environment for our children. All our school policies work with this in mind.

We have themed weeks throughout the year, such as anti-bullying week, safer internet week and staying healthy. We have a robust behaviour and bullying policy and the children have clear expectations of what we expect from them which help keep the children safe. Rewards and sanctions are clearly set out using a traffic light system and our Class Dojo system helps keep parents informed. We hold pupil drop in sessions with our Pupil Wellbeing Co-ordinator (Debs Campbell) and provide sessions for children with outside agencies (Ricky Reidy– Child Action North West) who visits school every Friday. We are able to direct targeted support to key pupils where needed. We run social groups to help children learn the necessary skills of co-operation, turn taking and sharing. We use play leaders to show the children how to play and co-operate well with each other. Where required, we enlist the help of outside agencies to provide support and advice.

### **14. How our school supports your child's transition into our school and when they leave us (regulation 12).**

We have induction programmes for both our Nursery and Reception pupils. We hold an open day at the start of the year and welcome parents to visit, look at our facilities and ask any questions. After places have been confirmed, we hold Parent Meetings to share key information and to allow time for parents to meet key members of staff. We then hold new intake mornings and afternoons to allow the children to become more familiar with their new setting. Any child who is receiving support already will be well-supported into school. We hold review meetings to meet all the teams involved and set targets. Additional visits to school may also take place along with our staff visiting other nurseries to share key information.

Any children arriving mid-year are supported by a class buddy. Discussions will be held with the previous setting to share information and parents are informed regularly of progress. Likewise, as a child leaves our setting, we also share information with the new school. All our children take part in a "moving up day" to ease any anxieties and to allow initial assessments to be made.

The children in Year 6 are prepared for transition from early in the Autumn Term. They are encouraged to visit the local high schools to allow them to make an informed choice. Often staff from the feeder schools will visit to talk to the children. All the children have visits to their new schools in July and we work closely with staff to send out as much information as possible and this includes our Year 6 teacher holding discussions with Year 7 staff.

If your child has SEND, then a careful transition package is put in place. This may involve team meetings to share information, support for parents or additional visits to their new school with our staff accompanying them. A review meeting is held for children with EHCs in Year 5 to begin to put this package in place.

**Special arrangements in relation to COVID-19.**

***From the week commencing 5<sup>th</sup> January 2021, the government announced plans for the closure of schools due to the third national lockdown.***

***Roe Lee Park Primary will continue to be open to vulnerable children and key workers. Provided it is considered safe to do so, we will open further to the remaining children after February half term.***

***For children who have an education health and care (EHCP) plan, attendance is expected where it is determined, following a risk assessment, that their needs can be as safely or more safely met in the educational environment.***

***In order to ensure that our pupils with EHCPs are supported we have continued to consult families with regards to whether or not their child needs to attend school. If it is determined that their needs can be met in school. Roe Lee Park Primary School will be providing the following:***

- ***Children will be taught in year group or class bubbles with their 1:1 support available to support the outcomes of the EHCP.***
- ***Adult support will be available for younger children who may need support with social distancing.***
- ***Children will have access to the curriculum through planned lessons, set by class teachers, which take into account the needs of the children.***
- ***Children will have access to activities linked to the outcomes on their Education Health Care Plans.***
- ***Children will have access to visual supports such as visual timetables, now and next cards or task cards.***
- ***Children will have access to resources such as coloured overlays, ear defenders and sensory boxes.***
- ***Children will have access to technology where appropriate, such as laptops and iPads.***
- ***Children will have access to online provisions, mainly Google Classroom.***
- ***Children will have access to well-being activities and resources to support emotional well-being, such a social or emotional stories, if required.***
- ***Due to staffing capacity, other provisions will not be possible at this time.***

***The previous offer (shown below) still applies to SEND children who remain at home.***

***Following the closure of schools from the 5<sup>th</sup> January 2021 Government guidelines stated:***

***Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.***

***Those with an EHC plan should be risk-assessed by their school in consultation with the local authority (LA) and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.***

***In order to ensure that our pupils with EHC plans are supported we have consulted families with regards to whether or not their child needs to attend school. We have ensured that the expectations for work being done at home is understood and that pupils can access the work being set by school staff. As a school we are undertaking weekly check ins to ensure that pupils outcomes are kept at the forefront and that their emotional needs are being met. Work set by class teachers takes in to account the needs of the pupils in their classes and is open-ended in nature to allow pupils to engage with and further their own learning.***

***Class teachers will send work for individual SEND children relating to the outcomes on their EHCP or SEND support plans. SSA's will support remotely at least twice daily.***

***Parents of SEND pupils may require our support at this time and the messaging facility on Class Dojo allows for private conversations to be had between staff and parents. The SENDCO can be reached at [sara.irving@roeleepark.blackburn.sch.uk](mailto:sara.irving@roeleepark.blackburn.sch.uk)***

***We are aware that the transition period for our pupils with SEND has been greatly affected by the current situation and we continue to work alongside our secondary colleagues to ensure that the information needed is shared. We will keep you informed as to any other transition opportunities that might be available as the spring term continues.***

***External agencies will only become involved if necessary following the usual graduated response process detailed above.***

**15. Who you can contact for further information (regulations 9 and 13).**

Should you require further details please contact:

- Mrs G Wilton, Head teacher
- Miss L Butterworth, Deputy Head teacher
- Mrs S Irving, SEND Co-ordinator
- Miss Diwan, SEND Governor

School contact details:

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Blackburn

Lancashire

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For details of our school admission arrangements and other school policies, please see our website at <http://www.roelee.com/>

Additional information is available from <http://www.bwd-localoffer.org.uk>









