

Special Educational Needs Information Report 2025-2026

Royles Brook Primary School



Approved by:

Miss R. Lea

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Last reviewed on:

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**Next review due
by:**

September 2026

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Welcome to Royles Brook Primary School Special Educational Needs Information Report. All schools have a statutory duty to publish information on their websites about the implementation of the policy for children with Special Educational Needs and Disabilities. (SEND)

At Royles Brook Primary School, we celebrate the fact that all children are different and are individuals and we ensure that we tailor learning opportunities to meet the needs of all children.

Within this report, you will find information about the provision that we offer to support children with Special Educational Needs and Disabilities.

What is SEND?

The school follows the Special Educational Needs and Disability Code of Practice: 0 to 25 years (June 2014) which states that 'a child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of school age has a learning difficulty or disability if they

- (a) have a significantly greater difficulty in learning than the majority of children the same age; or
- (b) have a disability which prevents or hinders them from making use of facilities of a kind provided for others of the same age in mainstream schools.'

What kind of SEND does Royles Brook Primary School make provision for?

There is a wide spectrum of SEND which are frequently inter-related. The four main areas as identified in the 2014 SEN Code of Practice are:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	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 hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

We are able to make provision for children with needs in all those areas

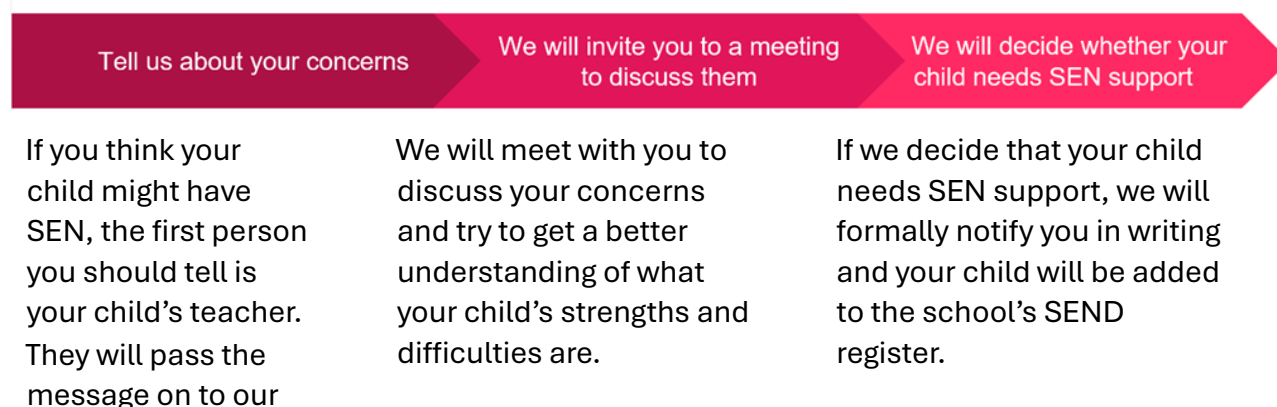
How does Royles Brook Primary School ensure that children who need extra help are identified early?

The school recognises that identifying needs at the earliest point and making effective provision improves long term outcomes for the child. Children's skills and attainment will be assessed on entry, building in information from parents and the previous settings or key stage. The school would also consider evidence that a child may have a disability and look into the reasonable adjustments that may be needed.

Children are identified as having SEND through a variety of ways including:

- Discussions with Parents
- Observations of the child
- Assessments showing children performing underage, expected levels
- Concerns raised by teachers
- Liaison with external agencies such as Educational Psychologists and community Paediatrician
- Specialist teachers

What should a parent do if they are concerned about their child and think they may have special educational needs?



SENCO, [Miss R. Lea], who will be in touch to discuss your concerns.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record.

Talk to us – in the first instance contact your child's class teacher. If you still have concerns you can contact Miss R. Lea SENCO by email or by telephone on 01253 821396.

How will the school know if my child needs SEN support?

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. This might include reading, writing, number work, comprehension, understanding, etc.

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 intervention 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 will observe the pupil in the classroom and 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 in writing.

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

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

As a school we strive to ensure a high level of communication with parents so that you feel well informed about what is happening in school and how your child is progressing. This includes Meet the Teacher Evening, Parents' Evenings and reports. For children with SEND there are some extra opportunities to meet.

	Autumn	Spring	Summer
All children	Parents Evening	Parents Evening	Written Report

Children with SEND	As above plus: • All about me meeting with Class teacher and SENCO • Target/Learning Plan Review Meeting	As above plus: • Target/Learning Plan Review Meeting	As above plus: • Target/Learning Plan Review Meeting
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If your child has an EHCP (Education Health Care Plan) there will also be a formal annual review of your child's progress, targets and associated support with their parents, the child, and the professionals involved in the child's education, health and care.

The SENCO Team may also make referrals to outside agencies such as Educational Psychologists, Speech and Language, the School Nurse, Specialist Teacher, Stepping Stones, Great Arley School and Red Marsh School for additional advice and help to support a child's learning.

How will my child be involved and consulted?

Children review their learning each lesson through a wide range of techniques including self-assessment and peer assessment. Children, where appropriate, are involved in setting their own targets. Children are part of the Learning Plan review process and will know when they have achieved their targets.

For children with SEND or an EHCP, we will always share their views within the Annual Review process. These views will be discussed with them before the meeting and we encourage them, when appropriate, to attend the meeting.

How does Royles Brook Primary School assess and review my child's progress?

The attainment and progress of all pupils is carefully tracked and monitored throughout the school year. On a daily basis, teachers evaluate their lessons and consider whether individual children are making the expected progress within their lessons. Class teachers use a range of assessment techniques every lesson to assess children's understanding. For example, using observations and key questions. They also assess progress at the end of each term. All children's progress is monitored and tracked through termly progress meetings with the class teacher and members of the SLT.

In addition to this Children with SEND are assessed against their individual targets on a half termly cycle and new targets are written. A system called PIVATS will be used when children are not making age-appropriate expectations and where they are making slower than expected progress.

How does the school decide who has SEND and what extra help they need?

If teachers have any concerns with a child in their class, they will discuss these concerns with parents and the SENCO Team and they will complete an initial concerns form. If necessary, the

child may be placed on the SEND register at the 'SEND support' level so that their progress can be closely monitored and additional support can be put in place as necessary.

Individual SMART (Specific, Measurable, Achievable, Realistic and Timebound) targets for the child are set. Each term the targets will be reviewed and evaluated, and new targets (if needed) will be set, parents and children will be involved and aware of this process.

If a child is receiving SEND support their progress is closely monitored through the setting of targets on the SEND support record, using the following cycle: assess, plan, do, review. Our aim is for children receiving SEND support to make accelerated progress and return to regular whole school tracking.

Additional assessments may be required at this stage and if the child requires additional individualised provision the school will put this in place.

Whilst most children with SEND have their needs met at the 'SEND support' level, a small number may require an Education, Health and Care assessment to determine whether the Local Authority needs to provide a higher level of support and funding to meet the identified learning outcomes. Parents will be fully involved in this process.

How is the teaching and curriculum adapted to meet my child's needs?

Our priority is to ensure that all children, including children with SEND, have access to lessons which are appropriately differentiated and personalised to meet the needs of the children.

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- o Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- o Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- o Adapting our resources and staffing
- o Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

Teachers make use of ICT and interactive teaching methods ensuring that, as far as possible children's preferred learning styles are incorporated into lessons. Children are taught in different groupings appropriate to each lesson and their needs, including gender, ability, age, prior knowledge, etc. Mixed groups can also be very effective to maximise learning potential. Teachers differentiate learning to meet a variety of needs within the class and children are encouraged to

reflect upon their own progress and are fully involved in the process of selecting learning that matches their own learning needs.

The high expectations that we have for all our children in school are extended to pupils with SEND. We also recognise that some children will require educational provision that is additional to or different from this. To achieve this, we engage in a cyclical four stage process: Assess, Plan, Do, Review.

- **Assess** The class teachers and if necessary, the SENCO Team or professionals from outside agencies, assess the needs of individuals.
- **Plan** We identify barriers to learning, intended outcomes, and plan appropriate support and intervention to meet these outcomes.
- **Do** We provide appropriate support either within the classroom or as part of a targeted intervention programme. This could involve the provision of a resource, a change in an approach to learning, access to technology or working with an adult.
- **Review** We evaluate the impact of the support provided and consider whether changes to the support need to be made.

Classrooms are calm, organised and well resourced. Displays and interactive activities provide children with prompts and visual reminders to encourage children to learn independently. Teaching Assistants are deployed around the school to meet the needs of the children. Teaching Assistants are given a range of responsibilities including; supporting group work, leading evidence-based interventions and helping individual learning within lessons. We aim for support to be as inclusive and in class as often as possible. Some children with specific complex need (EHC Plan) may have access to a named teaching assistant. These teaching assistants will support the children with developing their independence, accessing the environment or curriculum, with personal safety or care.

How does Royles Brook Primary School promote positive behaviour?

We make use of many strategies and techniques to focus on promoting positive behaviour including:

- Staff role modelling
- High expectations
- Team points
- In-class incentives
- Celebration assemblies
- Head teacher awards
- Explicit teaching of the Royles Brook Way

Individual Behaviour Plans for individual children.

How will school support my child's emotional and social wellbeing and development?

We believe that children learn best when they are happy. We celebrate the children's successes and provide them with positive learning experiences. Sometimes children experience some setback or challenges along the way, and we are committed to supporting them through these. Some of the ways in which we are able to do this include:

- Regular circle time
- PHSE lessons

- Collective assemblies
- Pastoral Lead Support

What training and specialist skills to the staff supporting children with SEND have?

All staff have regular training to support the needs of all the children in the school. Training needs are regularly audited by the SENCO Team and a programme of continual professional development is in place. All class teachers have Qualified Teacher Status (QTS) and there is a strong emphasis on continued learning. The SENCO Team is experienced and is aware of up-to-date policy and training.

The school also receives training, advice and support from specialist services such as:

- Speech and Language Therapists (SALT)
- Occupational Therapists
- Educational Psychologists
- School Nurses
- Children and Adult Mental Health Services
- Social Workers
- Specialist teachers
- Behaviour Specialists
- Counselling
- Epileptic Team
- Diabetic Team

How does the school work with specialist services?

Referrals to specialist services are generally made by the SENCO Team and parents would be consulted. If a referral is accepted there would be an assessment of needs and desired outcomes of the support agreed.

Team Around the Family (TAF) meetings:

This is a meeting where parents and professionals working with the child meet and collaborate. Desired outcomes are agreed and the support needed to meet the next set of outcomes is outlined. The outcomes are reviewed at the next TAF meeting and next steps planned for.

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

Transition programmes are put in place by the class teacher and the SENCO Team. These may include additional visits to a new school or visiting a child in their current setting. Careful sharing of information is essential, and meetings are held with parents and children to discuss any concerns prior to transition.

Some children may like to create a transition book with information about their new school/class and teachers.

For children with ASD or attachment difficulties there may need to be a specific social story to aid the transition.

If your child is joining us part way through their school career, we will arrange a meeting with the SENCO Team to discuss your child's needs. We also liaise with your child's previous school to

discuss strategies and support that has been effective in the past. If necessary, we can arrange extra visits to support your child's transition to us. Records will be passed on or received and read carefully to ensure that staff are ready for a new child's arrival.

Moving on to Secondary school can be an exciting but daunting time for all children so we ensure that the children are well prepared for the transition. We have good links with the secondary schools in the area. For children with EHC plans, the SENCO from the receiving secondary school will be invited to a transition review. Where necessary, additional support arrangements such as extra visits can be put in place to ensure a successful transition to secondary school.

What if my child has medical needs?

Please ensure that you have made the school aware of your child's medical needs by speaking to the class teacher, office staff or SENCO Team. Please complete all the relevant medical information on the enrolment form so that we can support your child during their time at this school.

For children with more complex medical needs a meeting will be held to ensure that the school has the most up to date Care Plan and appropriate provision will then be put in place. Please also let your child's class teacher know if your child develops medical needs during their time in school. Royles Brook Primary School has adopted Lancashire County Council's First Aid and Medicines policy. It also uses Medical Tracker; an electronic program used to store care plans and record medical accidents. It strictly adheres to this and under certain circumstances prescribed medicines can be administered after the relevant consent form has been completed. Training for supporting children with medical needs is coordinated by the SENCO Team and reviewed regularly. If a child requires personal hygiene care this will be managed through an individual care plan.

How will my child be included in activities beyond the classroom, including trips?

All children may apply for after school clubs regardless of their SEND. The club leaders would look at any adaptation that may need to be made and discuss it with the SENCO Team. No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

School trips are carefully planned for, and the risk assessments ensure that the staff leading trips consider all the children's needs and abilities. If a child has a teaching assistant as part of their regular support in school, the child would have this level of support on a school trip as well.

What support is in place for looked-after and previously looked-after children with SEN?

Miss R. Lea is our Designated Teacher who is also our SENCO, and helps to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

What should I do if I am not happy with my child's support or progress?

Discuss your concerns with the class teacher. If your concerns continue, please contact the SENCO/Headteacher. Please contact the Chair of Governors if your concerns remain unresolved.

For further details, please see the schools 'Complaints Procedure'. Copies can be obtained from the school office.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupils themselves.

To see a full explanation of suitable avenues for complaints, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- o Admission
- o Exclusion
- o Provision of education and associated services
- o Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Where can I go for further advice and support?

The information in this report feeds into Lancashire County Council's local offer, which details support, opportunities and services available to children and young people in their area who have SEND. You can email them at enquiries@lancashire.gov.uk or telephone on 0300 123 6701.

It also feeds into the school's local offer which is available on our website:

www.roylesbrookprimaryschool.co.uk

The Lancashire Family Information Service (FIS) aims to provide quality, accessible and impartial advice and guidance on a full range of childcare and family support services, resources and issues led by the needs of children and their families, carers, employers, professionals and local and national government and their agencies.

Information and advice is available via their helpline on

0300 123 6712 or by email: www.lancashire.gov.uk/.../family-information-service

The Lancashire Information, Support and Advice Team (ISA) is a statutory service that offers information, help and support for parents and carers of children and young people with special educational needs and disabilities (SEND). They can be contacted via their information line on 0300 123 6706

(Mon – Fri 9am to 5pm) or on email: information.lineteam@lancashire.gov.uk

National charities that offer information and support to families of children with SEN are:

- o [IPSEA](#)
- o [SEND family support](#)
- o [NSPCC](#)

- o [Family Action](#)
- o [Special Needs Jungle](#)

Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages