



Loxwood Primary School

SEND Information Report and Local Offer

December 2021

Inclusion Leader: Ollie Kendall

SEND Governor: Anna McNamara

Contact: Nicholsfield, Loxwood, West Sussex, RH14 0SR

Local Offer Contribution: <https://westsussex.local-offer.org/services/105-loxwood-primary-school>

Introduction

All our children are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and fulfilment. This should enable them to:

- Achieve their best
- Become confident individuals living fulfilling lives and
- Make a successful transition into adulthood, whether into employment, further education or training. (SEND 0-25 Code of Practice, 2015, p92)

At Loxwood Primary School, we pride ourselves on being an inclusive school that supports every child in becoming successful learners, plus developing all the necessary values in order to live a full, flexible and rewarding life. Pupils enjoy a broad and balanced curriculum, which is relevant and meaningful.

Covid-19 Provision

In accordance with government guidelines, the school was partially closed due to Covid-19. During this time, the pupil with an EHCP continued to attend school to safeguard outcomes. This pupil was therefore able to continue to participate in his numerous interventions.

Any pupils on the SEND register and not attending school during this time, received differentiated learning at home. They were contacted by their class teacher/TAs and the SENDCo on a regular basis. All these communications were logged to support a

joined up approach, as well as inform any future support arrangements for their return (such as increased time with the learning mentor).

Pupils who received speech and language support were offered a call from the speech therapist, who subsequently sent an update report and targets to the home (with instructions on how to deliver it).

An updated One Page Profile and ILP were also sent home prior to the partial closure (containing evidence based and personalised strategies to support their child at home).

The school have purchased Nessy, an online literacy intervention, for use at home should there be further closures.

Who can I talk to about my child's Special Educational Needs or Disability? Who is in charge of SEND at the school?

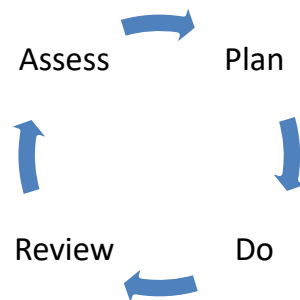
Initially, you should discuss your concern with the class teacher. You may also like to discuss any worries you have with the SENDCo, Mr Kendall.

How does the school know if children need extra help?

- **SEND Register review:** The school regularly reviews all children on the register and updates it accordingly.
- **Inclusion Referrals:** During the year, the school use a referral process for teachers to notify the SENDCo of any child that is having difficulties and where additional support has not impacted. After assessment and discussion with all stakeholders, it may be that the school and home agree to the child being placed on the register.
- **Progress Meeting:** Throughout the year, the teachers review assessment data to identify additional provision that each child (SEND and non-SEND) needs to progress. This may also lead to an Inclusion Referral being made for further assessment.
- **Home-School Partnership:** All actions within the school should be done after the teacher has liaised with parents to ensure effective communication between home and school takes place. Parents/carers are also encouraged to talk to teachers about concerns they may have that may result in a referral to the SENDCo being made.

High quality teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about Quality First Teaching and the application of a personalised approach to teaching and learning.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



Assess: Progress Meetings: At designated points during the year, the teachers and senior leaders review assessment data to identify additional provision that each child (SEND and non-SEND) needs to progress. **Inclusion Referrals:** As detailed on the previous page, the school use a referral process for teachers to flag up any child that is having difficulties and where additional in-class support has not impacted. Appropriate assessment by the SENDCo then takes place involving in-class observation and formal assessments (such as a dyslexia screening).

Plan: An appropriate evidence based intervention will be identified along with the creation of intended outcomes. Any recommendations made by outside professionals will be included during the planning process. A pre-assessment will also be planned for to ensure the intervention can be closely tracked in terms of effectiveness.

Do: The intervention is delivered by a named adult who has been fully trained in its delivery.

Review: At the prescribed intervention end point, a post assessment will be conducted to evaluate the effectiveness of the intervention.

What kinds of SEND are provided for at the school? What provision is available to support children with Special Educational Needs?

Children and young people's SEND are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

Children with communication and interaction difficulties have their needs met at Loxwood in a variety of ways. Firstly, staff promote a communication friendly classroom by:

- Use of visual support, which includes visual timetables used for daily / weekly activities.
- Objects, pictures and symbols used to teach vocabulary, to make stories more active and support engagement in other lessons.
- Adults who understand the language levels of the children and adapt their language so it is not a barrier to learning or communication.
- Children are given strategies to say when they don't understand.
- Children are explicitly taught how to listen, and how to work together in groups.
- There are opportunities for children to interact and use language in different situations, with different people at an appropriate level.

The school run an evidence based intervention in Key Stage 1 and 2, namely Narrative Therapy. Where children have moderate or severe communication and interaction difficulties, the SENDCo works closely with the Speech and Language Therapist (SALT). The SENDCo ensures that staff are aware of any targets set by the SALT, and programmes are delivered where appropriate.

2. Cognition and learning

There is a sharp focus on Quality First Teaching to ensure children with cognition and learning difficulties have their needs met through highly inclusive teaching. This will include:

- The Class Teacher will be aware of the individual needs for each child and differentiate accordingly to ensure 'easy access' with 'high challenge'.
- Teachers and support staff use specialist strategies suggested by outside professionals and / or the SENDCo.
- A child may have a TA supporting them, or a group of children, in a lesson.
- Scaffolds will be used to support their learning and promote independence, such as a grapheme card for children who have not mastered the grapheme / phoneme correspondence.

Intervention will be provided in either in a small group or a 1:1 basis. Typically this is in-class using Precision Teaching techniques. This is beneficial for:

- Children who seem able enough to complete tasks but are reluctant to try.
- Children who appear to know something one day but not the next.
- Children who are very slow in the production of work (stuck on accuracy - need fluency).
- Children who 'don't have the basics'.

3. Social, emotional and mental health difficulties (SEMH)

To assess children who may have SEMH difficulties, the SENDCo uses a Social, Psychological and Medical assessment form. This broad assessment is important, as it acknowledges that behaviour can be driven by any of these factors. This enables the school to create individual plans to meet specific areas of need within SEMH. This may include work with the Learning Mentor. Within the classroom, teachers and TAs support the inclusion of children with SEMH by following their Pastoral Support Plans (PSPs). The school have introduced a self-referral system for pupils in Key Stage 2. This involves the completion of a simple self-referral form which is submitted into a designated box located in each classroom.

4. Sensory and/or physical needs

An Advisory Teacher of the Visually and Hearing Impaired visits Loxwood Primary School. Similarly, we have links with the Occupational Therapy Service. To meet the needs of children with sensory and/or physical needs, the following reasonable adjustments are made:

- Careful planning of the classroom to enable the child to move around the classroom and the school safely and independently. The child is shown any changes to their immediate environment.
- Adults are able to ensure hearing aids are working optimally at all times.
- Programmes created by the Occupational Therapy Service are delivered by a named TA.
- The school provide equipment recommended by the Occupational Therapy Service, such as writing slopes.

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

- **Behaviour Procedure:** The school runs a behaviour policy to ensure consistency and equality to all children. The expectation of the process is to reflect, discuss and support positive change.
- **Learning Mentor and Emotional Literacy Support assistant (ELSA):** Our Learning Mentor / ELSA work within the school and are available to spend time with children in both a planned and regular capacity, as well as immediate high need situations to support children and provide opportunity for them to talk.

- **First Aid Trained:** We have a number of staff trained to administer first aid.
- **Medicines:** We adhere to West Sussex County Council guidelines for safe storage and administering medication. Parents are responsible for the completion of consent forms to ensure the school have permission to administer prescribed medication. All children that need prescribed medication administered on site must have an up to date Health Care Plan completed by their parent/carer.
- **School Nurse:** We have access to the local school nurse service (not on site) for referrals for support, advice and assessments.
- **Specialist Training:** We consider the specialist needs of each pupil independently to ensure their needs are met and can access the curriculum fully to include school trips and physical education.

How will I know my child is doing well and how will you help me support my child's learning? What opportunities will there be for me to discuss my child's progress?

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Parents' Evening	Teacher, Parent/Carer, Child and Inclusion Leader (where requested).	Twice yearly
Review of targets on the child's Individual Learning Plan (ILP).	Teacher, TA and child. Feedback to parents/carers at Parents' Evening.	Termly
Annual Review	Team Around the Child.	Annually

How will my child be able to communicate and contribute their views?

Loxwood uses Assessment for Learning (AfL) strategies, which regularly enable pupils to communicate their views on their learning. We also have a school council to elicit the views of the learners across the school. Children on the SEND Register also communicate their views during their ILP meetings, through the creation of their One Page Profile and EHCP Reviews. Loxwood has also introduced a SEMH self-referral system for pupils in Key Stage 2. This involves the completion of a simple self-referral form submitted into a box located in each classroom.

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

- **Learning Mentor/ELSA:** Working on site, this includes delivering social and emotional interventions with children.
- **School Nurse:** Accessed via referral for support and guidance and are available for advice.
- **CAMHS (Child and Adolescent Mental Health Service):** This service is accessed again via the School Nurse to identify and assess children in Upper KS2.
- **Occupational Therapy (OT):** They work with physical needs of the child. Accessed via referral direct from school for support, advice, assessment and equipment loans.
- **Speech and Language Therapy (SALT):** Accessed via referral direct from school for support, advice, assessment and staff training.
- **Inclusion Advisory Teams:** The Advisory Team work with a range of needs to include learning difficulties through to social communication difficulties. Accessed via referral direct from school for support, advice, assessment and staff training.
- **Early Help / Enabling Families:** Accessed via referral direct from school for supporting pupils who need a multi-agency approach.

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes and gain independence. During the day, Teaching Assistants (TAs) are deployed by their respective class teacher. To support the best outcomes, teachers have been given guidance on the best use of the TA in their class, namely:

- **TAs should not be used as an informal teaching resource for low attaining pupils.**
- **Use TAs to add value to what teachers do, not replace them** - If TAs have a direct instructional role it is important they supplement, rather than replace, the teacher – the expectation should be that the needs of all pupils are addressed, first and foremost, through high quality classroom teaching.
- **Use TAs to help pupils develop independent learning skills and manage their own learning** - improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. TAs avoid prioritising task completion and instead concentrate on helping pupils develop ownership of tasks.
- **Ensure TAs are fully prepared for their role in the classroom:** concepts, facts, information being taught; skills to be learned, applied, practised or extended; intended learning outcomes; expected/required feedback.

As detailed throughout, we have adopted evidence based interventions to support TAs in their small group and 1:1 instruction. Sessions are often brief (10 - 35 minutes), occur regularly (3 - 5 times per week) and are maintained over a sustained period (8 – 20 weeks). Careful timetabling is in place to enable consistent delivery.

How are children supported in making a positive transition to their next school or phase of education?

We have a robust induction programme in place for welcoming new learners to our school. On joining Loxwood Primary School, any pupil with identified needs will be made known to the SENDCo and their information and provisions will be continued into Foundation Stage/their new class as appropriate. For children joining Reception, the SENDCo will observe the child in their respective pre-school setting, as well as arrange extra transition visits prior to starting.

As pupils on the SEND register progress to Year 7, the SENDCo will liaise with the various receiving schools. To support a smooth transition the following steps are taken:

- The secondary school SENDCo is invited to Year 6 Annual Reviews for children with EHC Plans.
- The SENDCo of the Weald School (our local secondary school), visits to discuss Year 6 pupils with SEND prior to the children transferring.
- Children with SEND have the opportunity to visit the secondary school on extra Mini-Familiarisation afternoons.

How is the school accessible to children with Special Educational Needs or Disabilities?

Our Accessibility Plan is robust and we continually remind staff and learners about the Equality Act 2010. We value and respect diversity in our setting and do our very best to meet the needs of all our learners. See policy here:

<https://www.loxwoodschoo.com/website/policies/33068>

What training have the staff supporting children and young people with SEND had or are having?

The school has a planned programme of staff training to cover key areas that are identified through the year (based on the prevalence of need on the SEND register and existing staff knowledge and expertise). Training is typically delivered by external professionals. In the recent past, this has included:

- Whole staff Attachment Training
- LGBTQ+
- Precision Teaching
- On an annual basis, targeted teachers and TAs attend training for hearing impairments
- On an annual basis, targeted teachers and TAs attend Advanced Attachment Training
- Targeted member of staff completing the Certificate in Autism Awareness
- Managing Emotions (Emotion Coaching & Mindsight Models of the Brain)
- Targeted members of staff completing the CPD Online Short Course: An introduction to speech, language and communication
- Targeted members of staff completing the Sensory Integration Difficulties for Schools online course
- Two TAs completing the Level 3 NVQ in Supporting Teaching and Learning

- Five teachers completed the Level 2 Understanding and Supporting Pupils with Mental Health
- Understanding and Responding to Behaviour
- Zones of Regulation
- Lego Therapy
- Return to Education Project – Anxiety and Low Mood
- Anxiety training for Learning Mentors

Complaints

This year we have 0 number of complaints.

Contacts and Details of Support Services

School Phone Number: 01403 752207

SENDCO: Mr Ollie Kendall

School Office E-mail: messages@loxwoodschool.com

West Sussex Local Offer (including services available within West Sussex):

<https://westsussex.local-offer.org/>

Loxwood's contribution to the Local Authority Local Offer: <https://westsussex.local-offer.org/services/105-loxwood-primary-school>

Relevant school policies underpinning this SEN Information Report include:

SEN Inclusion Policy 2014

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005