

# SEND Information Report



Loxwood Primary School

SENDCO: Mrs Catherine Bourne

SEND Governor: Fiona Gibbons

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

SEND Policy: <http://www.loxwoodschool.com/website/policies/33068>



Mrs Catherine Bourne

## Introduction

Loxwood Primary School is an inclusive environment and we are committed to giving all of our pupils every opportunity to achieve the highest standard. Pupils enjoy a broad and balanced curriculum, which is relevant and meaningful. Teachers take into account individual learning styles and needs, whatever their needs or abilities and have high expectations for all pupils. The achievement, attitude and well-being of every learner is of upmost importance, with inclusion being the responsibility of every person within the school community.

## 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 SENCo, Mrs Catherine Bourne.

## What kinds of SEND are provided for at the school?

Additional and/or different provision is currently being made in school for children with a range of needs, including:

- Communication and Interaction – autistic spectrum conditions, speech, language and communication needs.
- Cognition and Learning – Moderate learning difficulties; Specific learning difficulties.
- Social, Emotional and Mental Health – attention deficit hyperactivity disorder, anxiety.
- Sensory, Medical and Physical –sensory processing difficulties, asthma, epilepsy.

## How does the school identify and assess children with Special Educational Needs?

At Loxwood, we follow the graduated approach. Firstly, class teachers are continually aware of children's learning and have the overall responsibility of ensuring that the curriculum will be differentiated and delivered in an inclusive way. If they observe that a child is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which is significantly slower than that of their peers starting from the same baseline, fails to match or better the child's previous rate of progress and/or fails to close the attainment gap between the child and their peers. Parents must be involved in the process and it is important that we look at the whole child, considering attendance, punctuality, health and welfare.

Where children are identified as not making progress in spite of Quality First Teaching, they are discussed with the assessment coordinator and SENDCo and a plan of action is agreed. The children will be highlighted and named on teaching and class action plans in order to be more closely monitored. If progress is still not being made, despite careful monitoring and classroom differentiation, there will be a discussion with relevant staff, parents/carers and the child (if appropriate). If it is decided that additional provision is required (above and beyond the classroom teaching), the intervention will be recorded in the individual's Provision Map and the child's progress will continue to be closely monitored.

If, despite receiving additional support, a child: makes little or no progress; shows signs of difficulty in developing English or mathematical skills, which result in poor attainment in some curriculum areas; presents persistent emotional or underlying response behaviours, which are not met by the behavioural management techniques usually employed in the school; has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment; has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum, help will be sought from external agencies.

Loxwood School regularly works alongside Educational Psychologists, Speech and Language therapists, Family Link workers, Play and Music Therapists, Occupational Therapists, Learning and Behaviour and the Social Communication team. The professionals offer advice, guidance and may carry out observations, assessments and offer particular provision. Consequently, an Individual Learning Plan (ILP) showing targeted support is drawn up by the class teacher and SENDCo, and is shown to the pupil and parents. At this point, a child will be added to the school's SEND Register.

Where a child's needs are considerable, long-term and there is little progress following interventions and support from outside agencies, we may apply for the child to be assessed for an EHC Plan. This process will involve presenting to County detailed records of our provision and its impact for their consideration. Parents/carers will be fully involved in the process and have the opportunity to contribute to the reports. A formal review of children with a Statement of Special Educational Needs (pre-2014) or an EHC Plan is held annually.

### **What provision is available to support children with Special Educational Needs?**

All of our staff are regularly trained in different aspects of SEND. Some of our staff are trained in specialist areas to support SEND (Dyslexia specialist TA, Learning Mentor, Lead Practitioner in Attachment Theory, Drawing & Talking, ELSA TA). In addition, we worked collaboratively with a number of outside agencies.

### **How is extra support allocated to children and how do they progress in their learning?**

Having identified need, we seek to match provision to need. We define expected outcomes of interventions and then monitor impact through regular meetings and tracking of pupil progress. The SENDCo leads on this aspect and the Head shares the information with the Governors.

### **How will I know my child is doing well and how will you help me support my child's learning?**

Learner feedback, curriculum and school information is part of our established learning culture. This includes informing families of next steps and what they can do to help/support their child's learning. We also review and renew ILPs with parents every term, in addition to parents' consultation appointments.

### **What opportunities will there be for me to discuss my child's progress?**

At Loxwood, we welcome parents in to discuss a pupils' needs/progress. However, as a school we have regular parents' consultation appointments, written reports from teachers, as well as ILP review meetings. If your child has an EHCP (or Statement, pre 2014), these will be reviewed annually (or biannually, if the

child is in Reception).

**What support will there be for my child's overall well-being, emotional and social development?**

Loxwood is a small, village school and staff know the pupils well. However, every child has a named professional s/he can talk to, should the need arise. Staff are regularly reminded of our policies and these are updated by the governors. In addition, teachers have been updated on our in-house interventions which target emotional well-being, so that they are better equipped to suggest a child for further support (such as, 'Drawing & Talking', time with a Learning Mentor, teachers to work with an Attachment Lead Practitioner). We work with specialists, such as Educational Psychologists, CAMHS and Family Link Workers too. We also promote the development of independence across the school.

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

Loxwood uses 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, EHCP Reviews, as well as through the One Page Profile.

**What other agencies work in partnership with the school to improve progress and support my child with Special Educational Needs?**

Loxwood School regularly works alongside Educational Psychologists, Speech and Language therapists, Family Link workers, Play and Music Therapists, Occupational Therapists, Learning and Behaviour and the Social Communication team. The professionals offer advice, guidance and may carry out observations, assessments and offer particular provision.

**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. As pupils on the SEND register progress to Year 7, the SENDCo will liaise with the various receiving schools. The school will ensure that all relevant SEND records are passed on to the secondary school on transfer, the secondary SENDCo will be invited to the Year 6 Annual Review for children with Statements/EHC Plans and a visit is made by the SENDCo of the Weald School (our local secondary school) 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. Loxwood School will ensure that all relevant SEND records will be transferred when children change schools. If children have transferred from schools within the county, the SEND records are transferred. If children have transferred from out of county, details are transferred on to Additional Support Record documentation.

**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: <http://www.loxwoodschool.com/website/policies/33068>

**What training and development is there for staff supporting children with SEND?**

Our SENDCo has completed the mandatory National SENCo Award and is a qualified teacher. All staff are offered regular training opportunities and share their expertise with other staff members.

**What is the Local Offer? Where can I get information on the Local Authority's Local Offer?**

The West Sussex Local Offer aims to become a 'one-stop-shop' for parents and carers of young people aged from birth to 25 years with SEND. It allows families to search for support for their child and see what is available in their local area (health, social care and education) and how to access it.

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

**Who can I contact if I need further information?**

The SENDCo, Mrs Catherine Bourne, or Head Teacher, Ms Polly Kitson, can be contacted if further information is required.

The school office number is: 01403 752207.

**How can I raise concerns if I need to and with whom?**

Class teachers at Loxwood School will work closely with parents at all stages in his or her child's education and should always be the first port of call in case of any difficulty. If a parent wishes to raise concerns about any aspect of provision for their child's needs, in addition to the class teacher, they will need to speak to the SENDCo and/or Head Teacher by contacting our school office and arranging a meeting. The school works, wherever possible, in partnership with parents/carers to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure, which can be found on the school's website.