

Special Educational Needs Information Report

September 2016



The principles of Loughton School:

Our aim is that every child will achieve their highest possible academic attainment at this school, providing a sound foundation for future educational, social and occupational opportunities. However, we recognise that every child is unique and will have talents and skills that cannot necessarily be fostered academically or measured through standard forms of testing.

SEN Provision at Loughton School

We provide excellent provision for children who are across the broad range of SEN needs, including those who are Looked After. These pupils are evaluated as being able to learn within the mainstream setting and include pupils who have the following needs: speech, language and communication; communication and interaction; cognition and learning; social, emotional and mental health.

The Sanctuary

As a school we recognise that we want to support all of our children with their learning in a holistic manner. We are passionate about providing an outstanding education for all our children and it is because of this that we decided to dedicate a room for children to go to when they need a break from their academic studies. The Sanctuary is a room that supports all our children but particularly those with sensory needs. We also developed a pastoral care team run by the Deputy Head and SENCo; the team is made up of a learning mentor, a TA in charge of ASD and behaviour, and a TA in charge of speech and language as well as the 1:1 TA's we have working with our children. See below for more details of our Pastoral Care team.

The Sanctuary is a safe space for children to go to have sensory breaks, time out or a quiet space to work. There are different sensory elements in the room - touch, sound & light. We have work stations so that those children who get easily distracted can come and work in a calm and tranquil environment.

We have children who regularly use the room and they have their own drawer in the room. It contains things in it that helps them calm down when they are feeling

anxious or upset. We are trying to teach the children a life skill in becoming independent in learning how to calm down when they feel anxious or angry.

How we identify if your child has SEN

Mrs Rebekah Green (DEPUTY HEAD) or

Mrs Caroline Ramsden (SENCo)

It is my job to ensure that we follow the SEN Code of Practice (revised 2014) which provides guidance about how we should offer a clear and structured approach to supporting children with identified Special Educational Needs. I am involved in the strategic development of the school's Special Educational Needs (SEN) Policy and inclusive provision. In addition to this I also oversee the Personal Development, Behaviour and Welfare section of the school SEF.

I lead the Pastoral Care Team in school and oversee 'The Sanctuary'. The Sanctuary provides us with an additional space where we can support specific children outside of the classroom. I am responsible for the co-ordination of Additional Educational Needs throughout the school. This includes children with Special Educational Needs and/or a disability, English as an Additional Language (EAL) and those entitled to Pupil Premium funding.

I also liaise regularly with staff and parents to ensure that children are given the most appropriate support/resources for their individual needs.

A key part of my role is to work closely with external agencies such as Educational Psychologists, Specialist Teachers, Speech and Language Therapists. This is always done in partnership with parents.

In addition to this I also oversee Child Protection issues, bereavement, and any other personal issues that families may have. I am also the Designated Teacher for Looked After Children.

1. How do we know if your child needs extra help?

We know a child needs help when:

- Concerns are raised by parents/carers, teaching staff, pre-school, previous school(s).
- There is a lack of progress
- There is a change in the child's behaviour which impacts on learning

2. What should I do if I think my child has Special Educational Needs?

If you have any concerns regarding your child`s progress or well-being, then please drop in to see your child`s class teacher. The teacher is generally available at the end of the school day.

The next step may be a further meeting with Rebekah Green or Caroline Ramsden

3. How will Loughton School support my child and what are the arrangements for consulting parents?

You will be kept informed about your child`s progress and their support in the following ways:

- The school has an open door policy – it is important that you tell us about any worries you may have regarding your child. In the same way, we will tell you if we have any concerns about their learning or well-being.
- The class teacher will have overall responsibility for the planning and teaching of the curriculum for all children which is monitored by senior leaders throughout the school.
- The class teacher meets termly with the SENCo and discusses the needs of their class. From this meeting any additional support your child may need will be decided upon.
- Should your child require additional support they may be included in an intervention group or have a 1:1 intervention. This may be run by a teacher or teaching assistant in liaison with the class teacher.
All interventions for a class are recorded on a Class Provision Map. The impact of interventions are monitored by the SENCo and then further discussed with the class teacher.
- Parents will also be made aware of the intervention their child is having through conversations with the class teacher at parents evening or conversations with the SENCo.
- Children are included in the review of their targets and objectives.
- For children who receive support at the SEN support level or have a Statement of Special Educational Needs/Education Health Care Plan, they may be involved in an intervention group as well as having an individual target to work on each half term.
The individual targets are reviewed every half term. These will be discussed with you at termly parents evenings.
- If your child`s class teacher is concerned about your child`s progress and/or well-being but they do not at this stage require an individual target, then you will be invited in to school to discuss strategies that will be put in place to support him/her. The impact of these will be reviewed in partnership with parents.
- Occasionally, a child or family may need more specialist support from an outside agency. If the advice of a Specialist Teacher is required, parents` consent will initially be required for the needs of their child to be discussed at

termly Joint Planning Meetings. This will then trigger the involvement of the relevant Specialist Teacher.

For other external agencies such as Educational Psychologists, Speech and Language Therapists, parents` consent will initially be required and a consultation appointment will be arranged.

The involvement of external agencies and the co-ordination of meetings is part of the role of the SENCo.

- If your child has a Statement of Special Educational Need/Educational Health Care Plan, then parents are invited to a post- statement planning meeting, Annual Reviews, Transition Reviews, as required. This process is co-ordinated by the SENCo.
- The Governors of Loughton School are responsible for entrusting a named person to monitor Safeguarding and Child Protection procedures. This is currently the head teacher.

The Governors ensure that Loughton is as inclusive as possible and treat all children and staff in an equitable way.

They also monitor and review the Accessibility Plan and all other statutory policies defined by the DfE.

4. How will the curriculum be matched to my child`s needs?

- All children are entitled to *quality first teaching*, adapted to children`s individual needs to enable them to access the curriculum.
- Teachers and/or teaching assistants may be allocated to work with your child 1:1, or in a small group to target more specific needs.
- If appropriate, specialist equipment may be provided for your child. This may be a coloured overlay, pencil grip, a fiddle toy etc
- In the afternoons, a number of children with specific needs are educated in the Sanctuary using the PSED strand of the Early Learning Goals as a guideline. This is a story-based approach where the activities are linked to a common theme each week.

5. How will I know how my child is doing?

- Your child`s class teacher is available at the end of the day if you want to have an informal chat. If you want to have a more detailed conversation, please make an appointment in consultation with the SENCo.
- You will be kept informed of your child`s progress through Parent Consultations and your child`s Annual School Report.
- If we are concerned about your child`s progress or well-being, then we will invite you in to school for a chat so that together we can put in place

strategies that will support your child at school/home. This is often referred to as early intervention.

6. How will you support me to help my child?

- The class teacher may suggest ways of supporting your child's learning at home.
- Rebekah Green, Caroline Ramsden (SENCo), Kelly Gordge (Learning Mentor) or Emma Churchman (TA in charge of ASD and behaviour) may meet with you to suggest ways in which you can support your child at home. In addition, they will signpost you to other professionals for further advice/support.
- If external agencies are involved with your child, then a report is usually provided with recommendations that can be used at home as well as in school.

7. How will my child be prepared and supported during the transition to and from Loughton School?

Loughton School understands that moving school or provision can be quite a challenging time for some pupils and puts a number of strategies in place to make the transition as smooth as possible. These include:

- As pupils move on to Junior School, the receiving Y3 leader and SENCo are invited to attend meetings as a way of starting to plan for pupils transferring.
- We have a transition programme in place where the children will come and complete an art session and a sports session at our school before the main transition day in July. We also offer additional visits for those children who may need more time to get used to the change in schools. On these visits they will take a tour of the areas they will be using in year 3 and meet some of the key adults in school.
- We hold a parents evening for parents to come and meet the class teacher and see their child's classroom before the transition day in July. The SENCo is also available to talk to parents on this evening.
- We are also firmly committed to aiding pupils' transitions between classes within the school and transition booklets may be produced for some pupils to help reduce anxiety.
- On transferring to secondary school the SENCo will hold meetings with the SENCo of the main secondary schools (into which we feed).
- Class teachers are asked to complete forms from the secondary school about the children which are then passed on to the relevant people.
- There are extra transition days put on for any children who we feel would benefit from them before the main transition day in July.

7. What support will there be for my child`s overall well-being?

(Pastoral, medical, social/emotional/, behaviour and attendance)

We offer a variety of support for all children. This may include:

- Opportunities for children to talk with members of staff
- Some children may be targeted in the morning and be given 1:1 time with a familiar teaching assistant.
- Some children will have access to the Learning Mentor to promote confidence and self-esteem.
- Some children will be included in intervention groups to promote social skills.
- Some children may be placed on a behaviour chart to help monitor their progress
- Some children will have a Personal Learning Plan if they need individual support

Children with medical needs

We support children who have medical needs in the following way. Please speak to Mrs Roffey if you need more information about this.

- Epi pen
- Care plans
- Inhalers
- Storage
- Accessibility adaptations at the school
- Training specific to needs
- Medication
- Allergies
- Dietary requirements
- Medical risk assessments
- Medical Co-ordinator
- School nurse links
- Parental/ carer reviews and consultations to ensure up to date and accurate provision in place.
- First Aid training regularly updated

8. What specialist services are available at Loughton School or can be accessed by the school?

- Educational Psychologists
- Speech and language therapists

- Specialist teachers of communication and interaction, cognition and learning, sensory impairment, mental and emotional health
- CAMHS children and adolescent mental health service
- School nurse
- Children and Family Practices
- Young Family Practices
- Social Services
- SEND local authority case workers
- Physiotherapists and occupational therapists

9. What training has been provided for the staff supporting children with SEND?

- All staff receive access to regular training related to special educational needs and disabilities.
- Our SENCo has completed the National Award of SEN Coordination and been awarded a Postgraduate Certificate in Special Educational Need Coordination.
- Access to local authority training as appropriate.

10. How will my child be included in activities outside the classroom?

Activities and school trips are available to all.

- Risk assessments are carried out and procedures put in place to enable all children to participate at the schools discretion and with consultation of parent/ carers.
- If a health and safety risk assessment suggests that an intensive level of 1-1 support is required, a parent or carer may also be asked to accompany their child during the activity in addition to the usual staff.

11. How accessible is the school environment?

At Loughton School we are happy to discuss individual access requirements and make reasonable adjustments to meet these needs.

- We have an up to date Accessibility Plan and we are actively planning further improvements to make the School more accessible, e.g. the building of a disabled toilet in the new entrance.

Facilities at present include:-

- Ramps into school to make the building accessible to all.
- Children's disabled toilet.

- Signs are displayed at different levels to ensure they are visible for wheel chair users.

13. How are school resources allocated and matched to children's SEN?

- The SEN Budget is allocated each financial year to support additional needs throughout the school. The money is used to provide additional resources or support, dependent on need. Support for individual children would be decided after discussion held with relevant parties.
- Specialist advice/support may be bought in to support individual children as appropriate.

14. How's the decision made about how much support a child will receive?

- When children first join school, additional support is allocated according to the information provided by the previous education setting and external agencies as appropriate, for pupils with Additional Educational Needs. Children with a statement will be allocated appropriate resources as specified. The class teacher will carefully monitor progress and then consult with the Senior Assistant Head - Inclusion if they feel additional support is required.
- During their school life, if further concerns are identified due to the pupil's lack of progress or well-being, the class teacher, together with the Senior Assistant Head - Inclusion, will adjust the level of support accordingly.
- The support allocated for each child will be shared with all relevant parties as appropriate.

15. How will I be involved in discussions and planning for my child?

All parents are encouraged to contribute to their child's education. This may be through:

- Discussion with the child's class teacher.
- Parent consultations.
- Meeting with the Senior Assistant Head - Inclusion or other professionals.
- Open door policy

16. Who can I contact for further information?

If you wish to discuss your child's education further or are unhappy with something regarding your child's schooling please contact:-

- Rebekah Green – Deputy Head
- Caroline Ramsden - SENCo
- Andy George - Head Teacher
- Mark Duggan - Chair of Governors
- Andrew Smith - SEN governor

We hope this has answered any queries you may have but do not hesitate to contact the school if you have further questions.

What is the Local Offer?

The Local Offer was first introduced in the Green Paper (March 2011) *“as a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options to support families who need additional help to care for their child.”*

What will it do?

With regard to Education, the Denbigh Liaison Group (of which Loughton School is part), intends the Local Offer to let parents/carers and young people know how schools will support them and the provision that is available across local settings.

17 questions have been devised in consultation with parents/carers and other agencies which reflect their concerns and interests.

The responses to these questions are intended to provide information to parents and carers so that they feel confident about how their child`s needs are met within school or to enable them to make informed decisions about the type of provision that would support their child`s needs.

Glossary

Loughton School appreciates that effective communication is key for collaborative practice within our schools, with our parents and external agencies. We are aware of the numerous acronyms that are frequently used which can lead to confusion for everyone involved.

Below is a glossary of the most frequently used terms in the area of Special Educational Needs/Disability as an attempt to eliminate any confusion which might impede healthy communication.

acronym	terminology
ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASD	Autistic Spectrum Disorder

BESD	Behaviour, Emotional and Social Difficulties
CAMHS	Child & Adolescent Mental Health Services
C and YFP	Children and Young Families Practices
CoP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
DfE	Department for Education
EAL	English as an Additional Language
EHCP	Educational Health Care Plan
EP	Educational Psychologist
FSM	Free School Meals
G&T	Gifted & Talented
HI	Hearing Impairment
IEP	Individual Education Plan
LA	Local Authority
LAC	Looked After Child
MLD	Moderate Learning Difficulty
OCD	Obsessive Compulsive Disorder
ODD	Opposite Defiance Disorder
OT	Occupational Therapy
PRU	Pupil Referral Unit
PSP	Pastoral Support Plan
SLT	Speech and Language Therapy
SEND	Special Educational Needs & Disability
SENDIS	Special Educational Needs and Disability Integrated Service
SLCN	Speech, Language and Communication Need
SLD	Severe Learning Difficulty
SpLD	Specific Learning Difficulty
TAC	Team around the child
TAF	Team around the family
TA	Teaching Assistant
VI	Visual Impairment

The Pastoral Care Team

Who we are and what we do:

Mrs Rebekah Green (Deputy Head)

I lead the Pastoral Care Team in school and oversee 'The Sanctuary'. The Sanctuary provides us with an additional space where we can support specific children outside of the classroom. I am responsible for the co-ordination of Additional Educational Needs throughout the school. This includes children with Special Educational Needs and/or a disability, English as an Additional Language (EAL) and those entitled to Pupil Premium funding. It is my job to ensure that we follow the Code of Practice (revised 2014) which provides guidance about how we should offer a clear and structured approach to supporting children with identified Special Educational Needs.

I am involved in the strategic development of the school's Special Educational Needs (SEN) Policy and inclusive provision. In addition to this I also oversee the Personal Development, Behaviour and Welfare section of the school SEF.

In addition to this I also oversee Child Protection issues, bereavement, and any other personal issues that families may have. I am also the Designated Teacher for Looked After Children.

Mrs Caroline Ramsden (SENCo)

I also liaise regularly with staff and parents to ensure that children are given the most appropriate support/resources for their individual needs.

A key part of my role is to work closely with external agencies such as Educational Psychologists, Specialist Teachers, Speech and Language Therapists. This is always done in partnership with parents.

Mrs Kelly Gordge (Learning Mentor)

Mrs Gordge works very much in a supportive role with families experiencing difficulties. This includes Child Protection issues, attendance and lateness concerns, deprivation issues and parents who may wish to discuss personal family concerns confidentially.

Mrs Gordge also works to support children in school identified as benefitting from receiving support with social skills, low self-esteem, anxiety issues, bereavement, pupil premium funding and other areas. She has a large part to play in the daily running of 'The Sanctuary'.

Miss Emma Churchman (TA in charge of ASD and Behaviour)

Miss Churchman works in a supportive role with our families of children who have ASD or behavioural difficulties. She supports TA's and children in school to make sure we are providing the best possible learning experience for those children in our care who have ASD. She also has a large part to play in the daily running of 'The Sanctuary'.

Mrs Jane Nabbs (English as an Additional Language HLTA)

Mrs Nabbs works very much in a supportive role with children who have English as an Additional Language as well as Pupil Premium children. She will either work with children on an individual basis or in a small group. She also goes into class and supports children in their lessons so they can access the curriculum.

Mrs Nabbs supports mainly in reading, writing and maths.

Miss Ellie Frost (Teacher in charge of Pupil Premium)

This year Miss Frost is in charge of monitoring the academic progress of any child who is entitled to Pupil Premium. She will be working closely with the SENCo to make sure the children are receiving the correct intervention to help them within school.

She will also be liaising with class teachers to ensure the overall well-being of the child.

Mrs Anne-Marie Hill (Year 3 TA & speech and language TA)

Mrs Hill is one of our TA's who supports children in English and Maths lessons as well as having reading and spelling groups.

Mrs Hill has completed Elkan 'Speech and Language Support for 5-11 year olds' Level 3 and Elkan Supporting Children with Unclear Speech. She runs small speech and language groups and works alongside Miss Churchman with the ASD children developing their speech and language skills.

Mrs Claire Roffey (Medical Co-ordinator)

Mrs Roffey is our medical co-ordinator. Her role is to look after the children who have injured themselves or who are feeling poorly. She is also in charge of giving children medicine if they need to take it. If your child does have to take any medicine you will need to see Mrs Roffey to complete a consent form. She also completes care plans with parents for children who have specific medical conditions.

Mrs Roffey also updates the medical board we have in the staff room so all the staff who work in the school know the medical needs of our children.

She liaises with the feeder schools to make sure we are fully aware of the medical needs of the children who transfer over to us in year 3.