

**LOUGHTON  
SCHOOL**



**...INSPIRING CHILDREN**

# **Annual SEND Information Report**



**Deputy Headteacher: Rebekah Green  
Date: January 2018**

Loughton School is **committed to developing the potential** of each member of the school community in a happy, supportive and caring environment. 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.

Loughton School prides itself on being a highly inclusive school; in 2017 we were delighted to receive the Lead Member for Children's Inclusion Award from Milton Keynes Council.

We promote equality of access and opportunity to all areas of the curriculum for all learners. Pupils are taught in an environment where they receive equal respect and in which their individuality is valued. We support each other in experimenting with new ideas, learning both from our successes and failures to **make our learning fresh and vibrant**. We want each new school day to be **an exciting new challenge**, and for all members of the school community to be **curious, questioning and alert**. We believe children learn best in a **safe, secure and happy environment**, and where necessary adapt the school to suit our children's individual needs. We respect and care for each other, **celebrate our diversity**, and learn from each other.

We take responsibility as a whole school to support each and every child reach their own potential through supported and differentiated teaching across the curriculum. We provide to ensure the **best possible outcome for all our children** through an engaging curriculum.

We believe that parents and carers play a vital role in supporting their child's education and we therefore aim to foster positive relationships between school staff, parents and carers during their time at Loughton School.

At Loughton School we aim to:

- identify children with Special Educational Needs and Disabilities (SEND) as early as possible and ensure that their needs are met
- continue the provision for those children who join with an already identified need
- have in place systems whereby teachers are aware of children with SEND
- provide all children with a creative and immersive curriculum that is personalised to the needs of the individual
- have high ambitions and expectations for children with SEND
- work collaboratively with our children, parents and staff to ensure the child's needs are met
- actively engage in support from the Local Authority and outside agencies
- ensure that all children take a full and active part in school life.

## What kinds of Special Educational Needs are provided for at Loughton School?

At Loughton School we offer provision for children with difficulties in the following areas:

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

## How does Loughton School know if children need extra help and what should I do if I think my child may have Special Educational Needs?

Throughout the academic year class teachers undertake a range of different assessments on a termly basis to monitor the progress of all children in reading, writing and maths. At the end of every term, the deputy headteacher analyses data for the whole school, and makes the rest of the teaching team aware of any concerns with individual children's progress.

Termly progress meetings are held for all class teachers with the headteacher and deputy headteacher. During these meetings, the progress of children in their class is discussed. There is then a focus on those that are identified as making less than expected progress and those that have social, emotional or mental health difficulties that are affecting their ability to engage in their learning are discussed.

Strategies that can be used by the class teacher are suggested and then put into place. If appropriate, the class teacher is then referred to the SENDCo for further support. Additional support may be put into place on a 1:1 or small group basis in order to address any specific areas of difficulty.

If concerns are raised by class teachers in relation to a child's academic attainment or progress, the SENDCo and deputy headteacher may decide to refer the child to an outside agency for further specific assessments to be completed and try to identify the cause of any concerns.

We encourage parents to speak openly with class teachers, the SENDCo or a member of the pastoral team about their children's needs and value input from parents. If parents are concerned about their child's progress and they have not already discussed this with their child's class teacher we would encourage them to do so.

## How will I know how my child is doing?

As a school we have an open-door policy and encourage parents to talk to us about how their child is progressing at Loughton.

Our SENDCo is easily contactable via the school office by telephone or email and always responds to parents' correspondence as swiftly as possible.

In addition to this we have a pastoral team (learning mentors, medical TA and deputy headteacher) who are also available to speak to parents at any time.

The learning mentors organise monthly 'coffee and catch up' mornings where parents can come in and discuss any worries, as well as sharing common themes and ideas, in an informal and non-judgemental environment.

Each term class teachers will either hold a Parents' Evening or issue a written report on every child's progress. This will highlight strengths and areas for improvement across the curriculum.

Those children recognised by the school as having a Special Education Need or Disability will be recognised on the school SEND register under the category 'SEND Support', or the pastoral register. For SEND Support children, the SENDCo will aim to contact parents once per term via letter to report on the support which they are receiving.

For children with an Education and Health Care Plan (EHCP), the SENDCo will organise a meeting with parents as required, and a termly report on the additional support which they receive. Where possible, these meetings will also involve any staff working with the child in school. There will also be a formal annual review held in school once per year to review how well the EHCP is meeting the child's needs.

## How will Loughton's teaching and learning provision be matched to my child's needs?

Quality First Teaching is in place in all classes and helps to ensure all children are able to access the curriculum.

Teachers are skilled at developing their teaching to meet the diverse needs of the children in their class. Differentiation is the process by which teachers ensure that tasks are matched to children's abilities. This might involve the use of adult support, different resources being used or different outcomes being expected of the children. At Loughton it is approached in a range of different ways to enable children to access the curriculum and help ensure that all children can experience both success and challenge in their learning.

Grouping arrangements are organised flexibly with opportunities for ability and mixed groups to maximise learning opportunities for all. Our creative and immersive curriculum is accessed by all children. Adaptions are made to support specific curriculum needs, for example where a need to develop more independence is identified, or where a child is working significantly below key stage expectations. As well as teachers, Loughton staffing is made up of Higher Level Teaching Assistants,

Cover Supervisors and Learning Support Assistants. The deputy headteacher, in liaison with the SENDCo, manages these support staff and directs them to work in specific year groups and with specific groups or individual children.

The use of these additional adults is closely monitored by the Teaching and Learning group to ensure maximum impact on learning, progress and engagement. If appropriate, the school will organise specific 1:1 or small group interventions to address specific areas of need. Currently a range of different interventions are delivered throughout the school and these change on a termly basis depending on the needs of the children. English interventions may include 1-to-1 reading, Letters and Sounds, Read/Write/Inc and the Salford Reading Test. Maths interventions may include Numicon or Maths Mastery interventions.

Other interventions also take place to address specific areas of a child's development, for example for fine motor skill development, a programme such as Rainbow Road may be used to develop these skills.

Adaptions to the school or classroom environment may be needed to meet the needs of specific children. This may involve purchasing specialist furniture or developing smaller working zones which can be adapted to suit the needs of specific pupils. For example, the Courtyard has been used as an Early Learning zone.

We also have 'The Sanctuary' which is a room where children can go if they need time away from the classroom. This could be for a sensory break, a relaxation session with one of the learning mentors, the child needs to work in a quiet space with no distractions or that they just need to talk to someone in a calm, relaxing environment. The Sanctuary is overseen by the pastoral team who make sure they are regularly update the resources in the room to support the needs of our children.

### How effective is the SEND provision at Loughton School?

At Loughton School we are always working towards improving our provision to meet the requirements of the changing needs of our children. Every term, following on from discussions with a range of people, including parents, Teachers, Year Leaders and the Headteacher, the deputy headteacher looks closely at the progress of all children on the SEND register.

This enables the progress of these children to be monitored closely and provision is adjusted where needed.

At the end of every term, the deputy headteacher looks at the data for each year group for the three core subjects, Reading, Writing and Maths, and this data is used to monitor and evaluate the overall effectiveness of our school's SEND provision, also utilising external sources such as Analyse School Performance (ASP) for trends compared to national data sets. This is then reported to the Teaching and Learning group, and governors, for further action as required.

### **How will you help me to support my child's learning?**

We operate an open door policy at Loughton School and encourage parents to talk to staff informally or arrange more formal meetings with class teachers as needed to discuss their child's learning. The SENDCo and learning mentors will liaise with parents of those pupils with additional needs as required.

Loughton School is keen to support parents in helping children continue their learning at home and share details of any strategies and interventions used in school with parents so that parents can work towards the same goals at home with their child.

### **What support will there be for my child's overall wellbeing?**

At Loughton School we have a pastoral team, which is made up of Mrs Green (deputy headteacher), Miss Churchman and Mrs Gordge (learning mentors) and Mrs Gates (medical TA). The pastoral team works closely with all staff and children in school to make sure that everyone, including parents, feels happy and safe.

They also monitor children's attendance/lateness and can provide support to parents with this. The pastoral team pride themselves on the successful work they undertake with those children and parents with mental health issues.

We aim to teach children to become respectful, resilient and mindful of others' thoughts and feelings through a consistent approach to expectations of behaviour across all year groups to prevent bullying.

Our Student Voice consists of members from every year group in the school. They meet regularly and work very closely with the pastoral team to ensure that children's views are listened to and considered through the school year.

### **What arrangements are in place for involving SEND children in their own education?**

The class teachers, SENDCo and pastoral team ensure that they communicate very closely with all SEND children. This could be from a conversation in the corridor, through to a chat in The Sanctuary.

We always involve any child with an EHCP in their annual review. What this will actually mean will vary according to the child's special educational needs. Participation can range from the child helping with the preparations, to attending the meet and greet/welcome part of the SEND review meeting, through to the child playing a full part in the entire SEND review meeting. Regardless of whether the child attends the meeting, their views will be sought and recorded before the meeting. The child will record their thoughts, wishes and feelings in an appropriate way depending on their capability. This process will be supported by an adult that has worked closely with the child. These views will then be shared during the meeting.

The deputy headteacher is also the Designated Teacher for Looked After Children (LAC). In order to support the needs of these children, the school liaises closely and seeks support from staff at the Virtual School.

### What support will there be for my child's medical needs?

At Loughton school, we have a medical TA who supports the whole school with any medical needs they may have. She sets up care plans for children with long-term medical needs. She makes sure that all staff are aware of any child's medical need and keeps them regularly updated with any changes. She monitors inhalers and epi-pens to make sure they are in date. She organises any medical training that staff need to undertake. She also liaises with the school nursing team and arranges meetings with them for individual children and families.

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

Our SENDCo seeks advice from the Local Authority Specialist Teacher Team each term. The SENDCo also actively engages with local opportunities to share best practice and keeps up-to-date with current Local and National policies to support children with SEND.

The Local Authority School Nursing Team can support the school with referrals to additional services including Occupational Therapists and Speech and Language Therapists. The school has its own Speech and Language Therapist, and Educational Psychologist, who visit the school regularly.

Our SENDCo supports parents with referrals to community paediatricians and can provide written evidence for parents to detail any provision that a child is having at school. We welcome visits in school from outside professionals involving observations and discussions about individual children and actively use any strategies suggested to us to improve our provision.

### THE LOCAL OFFER

The Local Offer is a directory of information that helps families to find and access support and, through getting families feedback on the Local Offer, will become a useful tool in considering what services need to be changed and developed. All local authorities are required to have their own local offer as part of the government's SEND reforms.

The Local Offer for Milton Keynes can be found on the following website: <http://www.milton-keynes.gov.uk/schools-and-lifelong-learning/specialeducational-needs/SEND-local-offer/further-information-on-the-SEND-local-offer>

The school works closely with agencies delivering the Local Offer and makes reasonable adjustments to support children across other schools.

### **What training have the staff supporting children with SEND had or are having?**

Our deputy headteacher has achieved the Post Graduate National Award for Special Educational Needs Co-ordination and takes advantage of relevant up-to-date training to support her role, and our SENDCo is currently undertaking this course. Our class teachers have collectively received training focusing on a range of different areas of SEND, for example Down's Syndrome, ASD, attachment and dyslexia.

The deputy headteacher also leads whole school training on specific areas of SEND. Our Higher Level Teaching Assistants and Learning Support Assistants have been trained in a range of different 1:1, small group and whole school initiatives that support their day-to-day role. This includes a range of different Maths and English interventions, for example Numicon, and Maths Mastery (led by specialist maths lead from the maths hub), but also programmes focusing on areas such as fine and gross motor skills, for example Rainbow Road.

### **How will I be involved in discussions about the planning for my child's education?**

Our learning mentors have been highly trained in ASD, attachment and mental health areas, to enable them to support children and families to the highest level. Any children with additional needs will have their progress closely monitored by the SENDCo. We welcome parental involvement in any decisions about how to support children in school and aim to keep parents up-to-date with their child's current progress. Our SENDCo is available to meet with parents before, during and after school to discuss their child's needs as requested. Parents of children with EHCPs have regular meetings with the SENDCo as required, to discuss any changes that need to be made to their support. Where possible these meetings will involve the parents, SENDCo, class teacher and any Learning Support Assistants working in school with the child.

### **How will my child be included in activities outside the classroom, including school trips?**

At Loughton School we aim for all pupils to be able to access all trips and visits that take place outside the classroom. Reasonable adjustments will be made to enable any pupil attending Loughton School to fully participate in activities outside of the classroom, including school trips. Risk assessments are carried out and where appropriate are discussed with parents to ensure that where possible all pupils are able to participate in all activities. If it is deemed appropriate that an intensive level of 1:1 support is needed, a parent may be asked to accompany their child during a specific activity.

### **How accessible is the school environment?**

Loughton School teaching areas are all on one level and there are ramps around the school to allow easy access to the main school building. There is an accessibility



toilet on site. Reasonable adjustments would be made to support any children with additional needs in our care from our SEND budget.

### How are the school's resources allocated and matched to children's Special Educational Needs?

The school has a SEND budget allocated each year from the Local Authority. The money is used to provide additional support or resources to support the needs of all children in the school who require it. The deputy headteacher and assistant headteachers complete a termly provision map to monitor how the money is being spent.

The money can be used for:

- Providing specialist equipment to support a specific need
- Providing additional intervention programmes to help children learn and progress
- Providing specialist maths HLTAs to support smaller maths groups
- Provide additional adult help if required
- Creating an immersive and inclusive environment for all our children

### Who can I contact for more information about SEND at Loughton School?

The class teacher relationships are built up between school support staff, teaching staff and parents informally on a day-to-day basis. If any concerns arise about your child's learning or progress, parents are initially encouraged to request a meeting with their child's Class Teacher. Further meetings can be arranged to discuss strategies and progress as required.

**Learning mentors:** Miss Emma Churchman and Mrs Kelly Gordge. The learning mentors offer advice and support for mental health, family issues, pastoral concerns, attendance and general family wellbeing.

**SENDCo (Special Educational Needs and Disabilities Coordinator):** Mrs Kim Millican. Further conversations between the SENDCo, the class teacher and parents can be arranged as appropriate to discuss any developing needs. The SENDCo, in conjunction with the deputy headteacher, is responsible for coordinating any additional support that your child may need.

**Deputy headteacher:** Mrs Rebekah Green. The deputy headteacher oversees inclusion and teaching/learning across the school. If appropriate, the deputy headteacher will be involved in meeting with parents to discuss children's progress and deciding upon how the school can best meet your child's needs.

**SEND Governor:** Mrs Sandy Blackledge. Our SEND Governor supports the school in ensuring that the needs of all children are met in line with the SEND Code of Practice (2014). If you wish to make a complaint about any aspect of the SEND provision at Loughton School, please do so by consulting the procedures detailed in our complaints policy. This can be found on our school website.

## How will the school prepare and support my child when they join Loughton School, transfer to a new school or move on to the next stage of their education?

### Starting in Year 3

For children that start Loughton School in Year 3, parents and carers are offered the following during the Summer Term before they begin in September:

- A visit to Loughton School to see how the school operates during the school day
- There is a good transition programme in place between ourselves and the two main feeder schools. This allows the children opportunities to come and visit the school. Members of the teaching team who will be in year 3 also visit the children in their own schools to get to know them in a familiar setting
- There is a parents evening before the transition day, so parents can come and meet their child's new class teacher
- Children attend a transition day where they get to meet their class teacher
- We hold additional transition afternoons for those children who may need extra support to settle due to any additional needs they may have. These are run by the SENDCo and learning mentors
- The SENDCo, deputy head and learning mentors may also visit children with additional needs in their own setting to get to know them further.
- Meetings are held between the schools SENDCos, medical TAs, class teachers and Child Protection Leads. This is so we can make the transition to Loughton as smooth as possible.

### Joining Loughton School at other times

When children join Loughton School after September, the SENDCo always tries to ensure that they liaise with the child's previous school or setting if they have any additional needs. Where needed, the SENDCo will also contact parents or carers prior to them starting to ensure a smooth start to the school.

For children who have an EHCP, there will be an agreed series of transition visits and meetings organised by the SENDCo to ensure all arrangements are in place for the child's transition into Loughton School. These meetings will involve Loughton School staff, staff from the child's current setting and parents.

### Moving to secondary school

During the summer term the SENDCo will ensure that transition arrangements are in place for pupils with additional needs. Meetings will be held with relevant staff from the secondary school to discuss the children's needs and any additional support they may require.

For those children with an EHCP, transition arrangements will be in place before the summer term. As soon as the child has been allocated a place we start liaising with the secondary school they will be moving to. Relevant staff from the secondary school will be invited to attend annual reviews and a personalised plan will be put in place to support a smooth transition.

All children attend the transition day of their new secondary school.