



## Loughton School

Meeting the Needs of Pupils with Special Educational Needs and Disabilities

Annual SEND Information Report 2023-2024

### Information and Guidance

Who we are and what we do:

#### **Class teacher**

He / she is responsible for:

- Adapting and refining the curriculum to respond to strengths and needs of all pupils. Checking on the progress of your child, identifying and planning the delivery of any additional support. (CT may not be delivering this support)
- Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning.
- Applying the school's SEND / Inclusion policy.
- Ensuring that parents are:
  - Involved in supporting their child's learning and access to the curriculum
  - Kept informed about the range and level of support offered to their child
  - Included in reviewing how their child is doing
  - Consulted about planning successful movement transition to a new class or school

If you have concerns about your child, you should speak to your child's class teacher first. You may then be directed to the SENDCo.



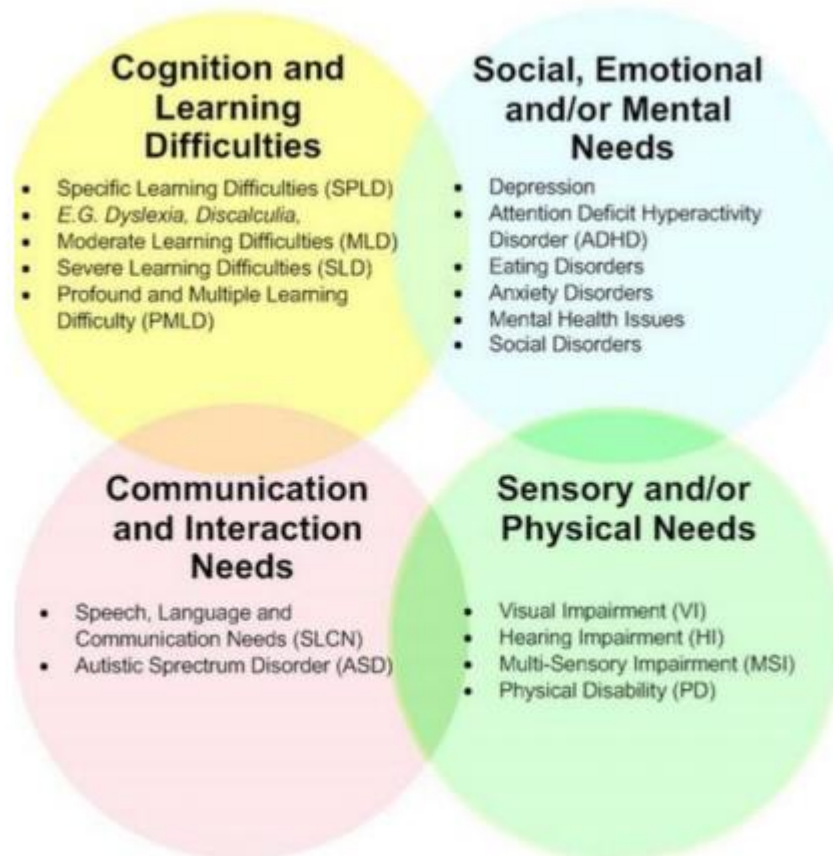
<p><b>SENDCO</b></p> <p>Mrs Caroline Ramsden  <a href="#">Nina</a></p>	<p>Responsible for</p> <ul style="list-style-type: none"> <li>➤ Coordinating provision for children with SEND and developing the school's SEND policy.</li> <li>➤ Liaising with a range of agencies who can offer advice and support to help pupils overcome any difficulties such as Educational Psychologists, Specialist Teachers, Speech and Language Therapists. This is always done in partnership with parents.</li> <li>➤ Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.</li> <li>➤ Ensuring that the school 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.</li> <li>➤ Strategic development of the School's Special Educational Needs and disability (SEND) Policy and inclusive provision.</li> </ul>
<p><b>Pastoral team</b></p> <p>Miss Nana Brago – Mental Health/SEMH Lead</p> <p>Miss Emma Churchman – Family Support Worker</p>	<p>Responsible for:</p> <ul style="list-style-type: none"> <li>➤ Supporting children's mental well-being including anxiety, bereavement, emotional based school avoidance (EBSA) and attendance.</li> </ul>
<p><b>SEN Governor</b></p> <p>Mr David Brown</p>	<p>Responsible for:</p> <ul style="list-style-type: none"> <li>➤ Supporting school to evaluate and develop quality and impact of provision for pupils with SEND across the school.</li> </ul>



## Types of SEND at Loughton School

### What types of need can be provided for at Loughton School?

We cater for the four areas of need listed in the SEND Code of Practice (2015)



All children with SEND are welcome to apply for a place at our school, including those with an Education, Health and Care Plan (EHCP)

## Our approach to SEND

### Our principle of teaching pupils with SEND

We believe all children, including those with SEND, should be given the opportunity to reach their full potential in all areas of their development.



- They are entitled to have full access to the curriculum, promoting personal development and preparing them for adult life. Individual needs should not constrain any educational entitlement.
- We believe that developing independence, self-advocacy, respect for others and the development and maintenance of self-esteem are integral parts of the educational entitlement for all children but particularly those with SEND. A key focus of the support we provide focuses on increasing children's levels of independence and their resilience.
- We place great emphasis on creating a calm, happy, sensitive, secure and nurturing environment for all of our children, including those with SEND.
- We believe all children should be given opportunities to experience success and to feel proud. Therefore, we recognise the importance of incorporating wider activities into the provision for children with SEND in addition to traditional academic learning.
- Provision for children with SEND is a matter for the school as a whole. This whole school approach to SEND means that every member of staff takes responsibility for every pupil that they teach. The SENDCo and the SEND Team, together with the Head teacher and the governing body, provide advice, guidance and support where necessary. Teaching such children is a whole school responsibility.

### **Our approach in practice**

- Knowing our children
- Understanding their SEND
- Being prepared to try different strategies and approaches
- Thinking creatively and being solution focussed
- Listening to our children, our parents and other professionals
- Working together
- Continually adapting provision to best support the child



## Our SEND processes

### Identification of SEND

#### **Definitions of SEND**

##### Special Educational Needs

A child or young person has special educational needs (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

##### Learning difficulty

A child has a learning difficulty if they have a significantly greater difficulty in learning than the majority of others the same age. These children can be initially identified as making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly below age related expectation
- fails to match or better their previous rates of progress
- widens the attainment gap between them and their peers

It can include progress in areas other than attainment – for instance, where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

##### Special Educational Provision

Special educational provision is provision needed for children to make and maintain progress that is additional to or different from the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

This additional provision should not be just 'more literacy' or 'more maths' - it is more than offering targeted support or interventions personalised to gaps in children's learning, which are methods of differentiating the usual school curriculum as part of 'Quality First Teaching.' Learners requiring special educational provision need individual interventions or support strategies, particular to them, in order to address their underlying learning needs and enable or improve access to the curriculum.

Low attainment/being academically further behind or making slow progress does not automatically mean a child has SEND. Many children [can](#) receive the support they need to



make progress through adaptations made as part of the 'Quality First Teaching' within the classroom on offer to all children.

**The different levels of additional support at Loughton School**

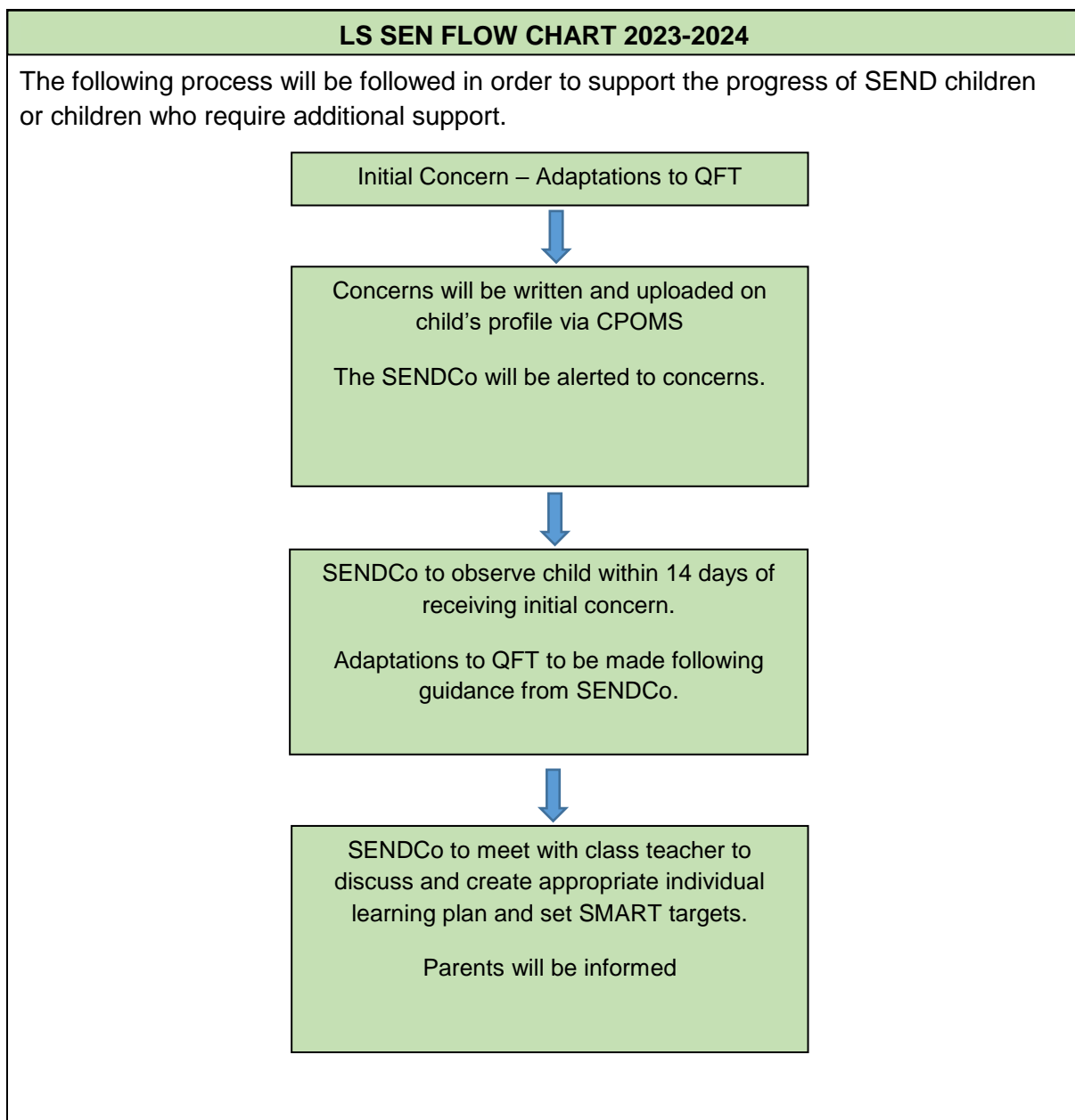
<b>Class support</b>	Additional strategies, support, adjustments and targeted class based interventions are put in place by the class teacher as part of quality first teaching, focusing on key areas of concern.
<b>Class support with SENDCO involvement</b>	Advice from the SENDCO is sought when reviews of current class support show provision and interventions are not having the desired impact on progress and on addressing difficulties and needs. Further adaptations to quality first teaching are made under the guidance of the SENDCO.
<b>SEND support</b>	The child moves onto the SEND register as additional provision in place is now deemed to be <b><u>additional to</u></b> or <b><u>different from</u></b> the usual class support provision that would be provided. Individual learning plans will be written detailing the child's difficulties, the desired outcomes and the provision required for them to meet these targets. Targets are reviewed half-termly.
<b>SEND support (Support Plan)</b>	The SENDCO refers to external agencies for additional advice on appropriate provision due to limited progress being made towards the desired outcomes, despite having the additional to and different from provision. A Support Plan will be written detailing the child's strengths, difficulties and the support that has been provided. SMART targets will be set. This is a collaborative document, created in partnership with parents and external agencies.
<b>Education, Health and Care Plan (EHCP)</b>	The local authority have issued an EHCP as the child has met the criteria for this highest level of support. The child's needs are deemed to be long term and complex, impacting significantly on progress, requiring sustained high levels of support and involvement from professionals. The EHCP states the outcomes the child needs to work on and gives detail of the provision that school needs to put in place. Details from the plan are transferred to an individual learning plan, which is reviewed half-termly. The EHCP is formally reviewed annually.



## What happens when a child is identified as needing additional support?

[\(Edukey software is used to record SEND provision and impacts\)](#)

The flow chart on the following page exemplifies the process that happens when staff and/ or parents have concerns about a child's lack of progress, engagement or about their behaviour.





Each SEND child should have on their profile on Edukey / CPOMS. Information uploaded may include:

- Initial concerns
- Observations made by SENDCo
- FACT / FACT+
- APDR cycles
- Provisions/Interventions in place
- External paper work such as referrals, paediatric / GP notes, SALT or other agencies
- One Page Profile

## LS SEN FLOW CHART 2023-2024

### **School Monitoring/Individual Learning Plan**

- During initial assessment process, short term targets are set to focus on children's needs. An individual learning plan is created.
- Class teacher to create plan with assistance from SENDCo if needed.
- Plan to be saved to Edukey. Parents MUST be contacted and given electronic log in.
- Parent MUST leave acknowledgement and / or comment.
- Plans MUST be reviewed and updated accordingly to school calendar.
- This should be a short term, one cycle plan.
- Child should either have achieved targets or be reassessed and new outcomes set. Child may move onto a SEND Support Plan. This will be decided with SENDCo.

### **SEND Support Plan**

- For children who have identified SEND need:
  - Communication and Interaction.
  - Cognition and Learning.
  - Social, Emotional and Mental Health difficulties.
  - Sensory and / or Physical Needs.
- Class teacher to create plan with assistance from the SENDCo.
- Plan to be saved to Edukey/CPOMS. Parents MUST be contacted and given electronic log in.
- Parents MUST leave acknowledgement and / or comment.
- Plans MUST be reviewed and updated according to school calendar.

### **Mental Health and Wellbeing Support Plan**



- For children who require additional mental health and wellbeing support outside of quality first classroom support.
- These plans WILL be shared with parents so please only put confidential information into the safeguarding section of CPOMS.
- Plan to be saved to Edukey. Parents MUST be contacted and given electronic log in.
- Parents MUST leave acknowledgement and / or comment.
- Plans MUST be reviewed and updated according to school calendar.

#### **Behaviour Support Plan**

- For children who require additional support for repeated behaviours.
- Mental Health (SEMH) / Behaviour Lead to create plan with class teacher and parents.
- Plan to be saved to CPOMS. Parents MUST be contacted.
- Plans MUST be reviewed and updated according to school calendar.

#### **EBSA Support Plan**

- For children who require additional support for repeated behaviours.
- Mental Health (SEMH) / Behaviour Lead to create plan with SENDCo and/or class teacher and parents.
- Plan to be saved to CPOMS. Parents MUST be contacted.
- Plans MUST be reviewed and updated according to school calendar.

All plans should be saved electronically on CPOMS.

#### **One Page Profiles**

One Page Profiles is a 1-page document that is a personalised document to keep in your classroom or folder to ensure that all staff members are aware of a child's needs. Any child with a support will need a one page profile and these will need to be reviewed termly and updated before if required

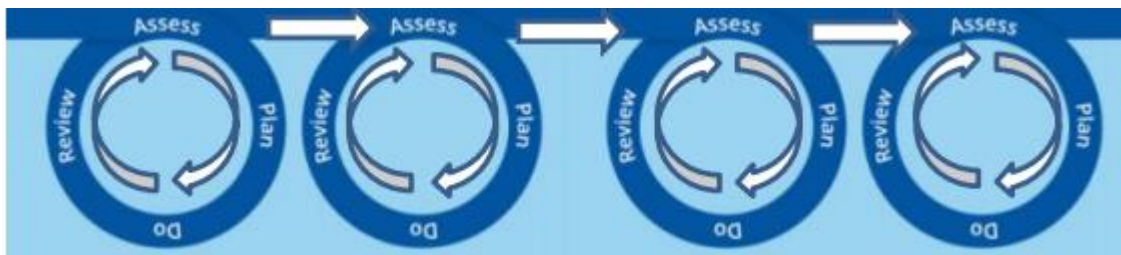


## Our SEND Process

### Assessing and reviewing the progress of SEND pupils

Once SEND has been identified and the child is put onto the SEND register, the child begins to receive SEND support.

This SEND support takes the form of a four-part rolling cycle: Assess, Plan, Do, Review (The Graduated Approach) that the class teacher is responsible for implementing, with guidance and support from the SENDCo.



Earlier decisions and actions regarding the strategies and provision required to support the child to make progress are revisited, refined, refreshed and revised each time the cycle is followed. This is as a result of a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes is identified.

The planned provision, which will be actioned in the 'Do' part of the cycle is captured in an individual learning plan.

The plans will state: the child's needs and their difficulties; the provision required to overcome these (any adaptations to teaching strategies, the curriculum, the environment, any resources or any interventions that are needed); and the desired outcomes of that provision.

Each half term, the individual learning plans are reviewed. The desired outcomes stated on the plans are reviewed to see whether the provision put in place has been effective.



Provision will be adapted accordingly and new desired outcomes will be set for the child as appropriate.

If after repeated changes to provision there seems to be little or no progress towards the desired outcomes, the SENDCo – with parental consent – will refer to an appropriate external agency for additional advice.

## **Our SEND process**

### **Evaluating the effectiveness of SEND provision**

The quality first teaching, provided to all children as well as those with SEND, is monitored in a number of ways by the leadership team:

- A cycle of lesson observations and learning walks
- Scrutiny of children's work
- Scrutiny of planning
  
- Pupil voice
- Teacher meetings with the SENDCo for advice and guidance
- Monitoring of progress data

Leaders give advice to all staff on how the quality of their teaching could be made even better. Support is provided to staff where leaders feel the quality of teaching requires significant improvement.

Half-termly pupil progress meetings are used to discuss the progress of all children, including those with SEND. Where limited progress is being made, class support and SEND support provision in place is reviewed and discussed. Where senior leaders have concerns about the provision and progress, this is shared with the SENDCo and triangulated with the monitoring of provision.

#### Monitoring

- Together with the Inclusion Team, the SENDCo monitors the effectiveness of SEND provision across the whole school.
- The SENDCo monitors the individual learning plans written by the class teachers and the effectiveness of the wide range of strategies being used with each child, not just the intervention groups they attend.
- Where targeted intervention programmes are running, the SENDCo monitors the start and end data to decide whether new interventions need implementing.
- Together with the 'Behaviour Lead', the SENDCo analyses logged behaviour incidents to identify where additional provision may need to be put in place for SEND children or where current provision may not be working.



The SENDCo uses the information from provision monitoring to make decisions about the strategic deployment of learning support assistants across the school.

### **Our SEND Provision**

#### **Adaptations to teaching**

The following strategies can be used with individual children during whole class teaching:

- Scaffolding learning
- Quality first teaching is in place in all classes for all pupils to access and is monitored regularly by the senior leadership team to ensure that this remains the case.
- Using the information from ongoing monitoring and classroom assessments, teachers identify which children need additional scaffolding to ensure that they can access the curriculum content for their year group to help ensure that they do not fall further behind.

Scaffolding helps move student learning from where it is to where it needs to be. Typically, it involves breaking up a learning experience, concept, or skill into small discrete parts, and then giving students the assistance they need to learn each part.

- This assistance may involve: the use of modelled examples, concrete resources, visual prompts, step by step task checklists or worked examples, sentence structures/starters, cloze procedure or forward and backward chaining of tasks.
- Scaffolding can also be used to develop children's use of language, teaching them how to respond appropriately by modelling and extending their responses - preventing cognitive overload
- Working memory is used to support our learning process but it has a finite capacity and overloading it can impede learning. For many children with SEND, teaching can overwhelm the working memory capacity, if the complexity of the instruction and instructional materials are not properly managed, expecting learners to think about far too many things all at once. The following strategies can be used to prevent this:
  - Instructions given one at a time/broken down into small steps
  - Simplifying our language and limiting the number of information carrying words
  - Using closed questions where a choice of answers are given
  - Giving children longer processing time before expecting a response



- Reducing the amount of information children have to sit and listen to all at once in a lesson i.e. chunking the lesson into lots of short teaching inputs and interspersing these with activities for the children to complete
- Adapting the way written information is presented e.g. reducing the number of questions presented on a worksheet/ making information visual
- The use of controlled choices as part of learning activities can be particularly useful for promoting engagement in reluctant or demand avoidant learners.

### **Our SEND Provision**

#### ➤ **Providing recommended aids**

Specific resources tailored to meet different types of need will be provided to children as required in order to make lessons accessible and to promote and develop independent learning. These may include:

- Alternative methods of recording instead of writing such as the use of photographs and voice recorders, use of Clickr on laptops/iPads
- Coloured overlays
- Pencil grips
- Writing slopes and screens
- Wobble cushions
- Sand timers
- Voice recorders
- Sensory/Fiddle toys
- Chew toys
- Sensory toys
- Theraputty/playdoh
- Weighted items when recommended by an occupational therapist
- Ear defenders
- Visual timetables and work schedules/Task plans
- Now and next boards
- Mirroring software installed on a personal iPad for a child with visual impairments or a closed circuit television for magnification when recommended by a specialist teacher for visual impairment
- Enlarged font size
- Radio aids for children with hearing impairments when recommended by a specialist teacher of the deaf

### **Our SEND Provision**

#### **Adaptations to the learning environment**



### Adaptations within the classroom and the shared areas

- -Adapting seating plans
- Individual desks and screens to reduce distractions
- Work stations – to promote independence and/or to address anxieties/stress around completing learning– e.g. personal visual timetable, task checklists, now and next boards, start and finishing trays
- Safe/calm down spaces and earning spaces outside of the classroom e.g. the Sanctuary/Sensory Stations for each year group in the shared area

### **Our SEND Provision**

#### **Adaptations to the curriculum**

We aim to ensure that all children, including those with SEND, access learning in all areas of the curriculum. The following adaptations are in place to support us achieve this aim:

- Changing the context – In English lessons, the context of writing tasks can be completely personalised to match the interests of the learner to promote engagement and to improve the volume of writing produced and the likelihood of task completion.
- Adapting content –Where appropriate, we adapt the knowledge and skills to be learned within a curriculum topic for individuals. This could involve reducing the number of facts a child with SEND has to learn or giving them different facts to learn that will be easier for them to understand linked to the topic in its broadest sense. It might involve the child focusing on only one skill and mastering it in depth. Where teachers identify that a child has gaps in understanding in English and Maths, curriculum content from younger year groups will be revisited to plug these and help the child catch up.
- Developing key life skills – We adapt our curriculum offer when appropriate to incorporate activities for our SEND children which focus on developing essential key skills that will help prepare them for adult life. These focus on the following:
  - Communicating
  - Speaking
  - Listening
  - Conversation and discussion skills - Learning with others
  - Learning as part of a group
  - Being a good member of a social group - Developing independence and responsibility
  - Developing the ability to act independently
  - Taking individual responsibility for ourselves and others - Developing a sense of self worth
  - Recognising feelings and understanding emotions
  - Managing one's moral and social development
  - Stress management and conflict resolution
  - Developing a positive sense of one's self - Improving own learning and performance Organisation and planning skills



- How I learn and how I develop
- Monitoring and evaluating own learning - Information processing and evaluation
- Recording, presenting and evaluating information
- Interpreting and analysing information
- Locating and collecting information - Reasoning and enquiry
- Making judgements and justifying opinions
- Inference and deduction
- Research skills - Creative thinking and problem solving
- Problem investigation
- Creativity and innovation

These key skills can provide relevant and achievable learning focuses for SEND children within the broader context of different curriculum subjects. They can allow SEND children to participate in full curriculum subject study even when particular National Curriculum knowledge and skills may be out of their reach.

Personalised curriculum - Where children have been identified as having severe or complex needs, a completely personalised curriculum timetable may be implemented matched to the child's developmental stage and their interests.

### **Our SEND Provision**

#### **Intervention – what additional support is available?**

#### Communication and interaction difficulties

- Targeted speech and language intervention programmes and resources recommended by the speech and language therapy service (SALT)
- Makaton/Sign language
- Phonological Awareness (Little Wandle Rapid Catch Up)
- Colourful semantics
- Social stories
- Social skills programmes
- Lego Therapy

#### Cognition and learning difficulties:

- Booster groups targeting maths and English
- Additional phonics (Little Wandle Rapid Catch Up)
- Toe by Toe intervention
- Pre-teaching sessions focusing on vocabulary
- Pre and Post-teaching 'keep up' sessions to ensure children's understanding is at the point it needs to be before the next lesson
- Precision Teaching - activities that provide multi-sensory over learning opportunities e.g. spelling, number facts etc.
- Additional maths fluency sessions
- Additional opportunities to use web programmes to for maths fluency and spelling practice
- Additional 1:1 and small group reading sessions



- Opportunities to use ICT to aid learning e.g. Clickr used in writing sessions

Social, emotional and mental health difficulties:

- Social skills programmes and structured adult led group activities to put the skills into practice•
- Self esteem programmes and activities, which allow children to experience success to build up their confidence
  - Emotional regulation programme – Zones of regulation
  - Feelings thermometer/5 point scale to support emotional identification and regulation
  - Programmes which focus on managing anxiety: meditation, Starving the Anxiety Gremlin
  - Daily check in time with a trusted adult
  - Sensory/ timeout/ relaxation/ movement breaks

Sensory and/ or physical difficulties:

- Fine motor skills / dysgraphia intervention
- Fine motor skills activities e.g. threading, Lego, cutting
- Gross motor skills
- Letter formation and handwriting
- Daily sensory circuits
- Sensory and physical activity breaks

**Our SEND Provision**

**Learning Support Assistants**

We have 12 Learning Support Assistants (including 2 part time supervision cover LSAs) who are deployed across the school according to the level of need in each year group. Because of this, there may be some year groups that have more LSAs working in them than others. Sometimes they will support children in class and sometimes in our shared areas. They also deliver the interventions listed in the previous section. The use of LSAs forms one part of our graduated approach to supporting children with SEND. Many adaptations and adjustments can be made to the curriculum, the teaching and lesson structure and to the environment before a LSA is deployed to provide additional support for a child.

**Our SEND Provision**

**Adaptations to extra-curricular activities/ trips/ visits**



All of our extra-curricular activities and school visits are available to all our pupils. No pupil is ever excluded from taking part in these activities because of their SEN or disability

Trip, visit and activity providers are briefed fully about the needs of the children so they can make any relevant adjustments to ensure children can access the experience fully.

Risk assessments are carried out and are discussed with parents and measures are put in place to reduce levels of risk. In exceptional circumstances, where the risks are deemed very high, a parent or carer may be asked to accompany their child during a specific activity.

All pupils are encouraged to take part in sports day, school productions and workshops/assemblies from visitors. If necessary, they are offered alternative ways to participate.

### **Well-being, emotional and social support for children with SEND**

At Loughton School, we pride ourselves on outstanding pastoral support and acknowledge that at some time within their school life, all children may need extra support from their class teacher and other members of staff. Further support is provided through a range of means:

- We believe in the principles of nurture and place great emphasis on offering a safe and supportive learning environment for children, achieved through the strong nurturing relationships adults build with them and through the routines and experiences that the adults provide the children. Creating this environment allows children to experience an increased sense of security and self-worth. These feelings allow children to accept support and guidance to improve their level of skill in different aspects of early social and emotional development where they may have gaps, which are hindering their engagement and involvement with their current learning.
- Well-being check-ins can be set up with a key adult (normally one of our Family Support Workers). These provide the child with regular, protected time to share their feelings with a trusted adult.
- Our PSHE curriculum provides pupils with the skills and knowledge needed to enhance and maintain their social, emotional knowledge and wellbeing provides pupils with the skills and knowledge needed to enhance and maintain their social, emotional knowledge and wellbeing.
- Sensory breaks are provided for children who struggle with self-regulation as a tool to support them manage their anxiety.
- Personalized reward systems are used to support children with low levels of self-esteem and motivation.
- Opportunities to experience success are timetabled in for children with more extreme learning difficulties who may find all aspects of the school day incredibly challenging due to their very low levels of cognition. This may simply be a colouring activity or some time playing with some Lego.
- We take a zero tolerance approach towards bullying.



## Our Facilities

### How accessible is the school environment?

- Wide doors
- Accessible toilet
- Wheelchair accessible ramps
- Disabled spaces marked out in the school car park
- Environmental audits are conducted by a Habilitation Specialist and the environment is altered according to recommendations

## Funding

The school has a notional SEN budget set by the local authority each year. It states the amount of money the school is expected to use from within the total budget it receives from the local authority.

• The money is used to provide the following aspects of our provision to support a child's needs and to help them learn and progress:

- Providing recommended aids
- Intervention
- Learning support assistants

Where a child's needs result in school needing to use a significant amount of funding from the notional SEN budget on their provision, in consultation with parents, the school may decide to apply for an Education Health and Care Plan (EHCP) for the child. These are issued by the local authority and come with additional 'top up' funding that the school can put towards the cost of delivering the provision required for that child. EHCPs are designed to support children and young people with long term and complex needs that are impacting on their ability to access learning and develop independence. The EHCP will set out a child's educational, health and care needs, and the provision they require in order to make progress.

- In order to obtain an EHCP, with its additional funding, schools must submit detailed paperwork on a child's needs, the support they receive and the progress they have made, to the local authority, requesting that they carry out an EHC needs assessment. The local authority will review the evidence submitted and decide whether or not to start the assessment process. The decision is not always a yes. If it is decided that an assessment is necessary, this will be carried out by relevant professionals, including an educational psychologist. Once complete, the local authority review the evidence found and decide whether or not to issue an EHCP.



- The school can apply for additional top up funding when they are using a large proportion of their notional SEN budget to provide the appropriate provision for children with EHCPs.
- The school can apply for top up funding to purchase equipment that has been recommended for a child by a specialist teacher, or if additional 1:1 support is needed.

### **Consulting and involving SEND pupils and their parents/carers**

#### Parents/carers of pupils with SEND

We value the information and insight parents/carers can give us on their child so we know how best we can support them in all areas of the curriculum, school life and in their emotional and social development.

Teachers at the school operate an open door policy, and if parents/carers wish to discuss their child's progress at any time, an appointment can be made with the teacher.

Parents' evenings are held during the Autumn, Spring and Summer terms.

At these meetings, which take place with the child's class teacher, the child's SEND provision will be discussed including what provision is currently in place and how well this is going in terms of the progress the child has made towards the desired outcomes. Through these discussions, parents/carers become part of the reviewing process and their comments and views feed into the next cycle of outcome setting and planning. It also gives parents/carers an awareness of how they can support their child at home.

In addition to this, the SENDCo holds two SEND 'drop in' sessions in the Autumn and Spring term in conjunction with parents evening for parents/carers who wish to discuss their child's need further. Meetings with her can also be made at any point throughout the year.

Where a child works for the vast majority of the time with 1:1 support from an LSA, more frequent communication with parents/carers will take place.

Personalised communication systems can also be set up if necessary e.g. weekly phone calls home or emails. These can be set up upon request of school staff or parents/carers.

The SENDCo will also signpost you to any specific workshops or training aimed at the families of SEND children run by external providers that may be relevant, for example, the annual MK SEND Information Day.

#### Pupils with SEND



Loughton School adopts a child centred approach to the support it provides to children with special educational needs. Every effort is made to gather your child's views about support that is planned for them, and regular reviews of their viewpoint on the support are sought; if they are not engaged with a particular provision, it is unlikely that it will work for them. Views are sought through discussion with the child and their most trusted adult. For children who are unable to articulate their views, their patterns of behaviour are observed instead as this can indicate their feelings about their provision even if they are unable to express them verbally.

### Working with external professionals

Loughton School works in partnership with professionals from external agencies and other bodies to help meet the needs of SEND pupils and their families. External support for meeting the needs of SEND pupils that can be accessed by school referral.

### SEN Support

Who they are

A team of specialist teachers who provide support to school staff to help raise standard and improve outcomes for children and young people with SEND using a child centred approach.

This is made up of:

#### **Inclusion Specialist Teachers**

If your child lives in Milton Keynes but attends a school or setting outside of Milton Keynes, advice and support can be sought by the setting within the local authority it is located.

They work across Milton Keynes supporting children and young people from two to 19 years old - and their families - to enjoy and achieve in their learning, whilst developing greater independence. The team provides:

- specialist teachers who promote inclusion in partnership with educational settings to raise standards and improve outcomes for children and young people with SEND using a child centred



consultation approach

- inclusion practitioners who work directly with children and young people with SEND and their families to deliver intervention in a child centred and focused way, listening, observing, giving advice, information and support within their educational or home setting
- training sessions for schools

In consultation with the setting or school to achieve the agreed outcome for a child or young person or group of children and young people with SEND, the type of support offered by the Inclusion Specialist Teaching Team could include:

- One off consultation
- Consultation with review
- Observation/s
- One off or a package of modelled strategies and interventions
- Specific direct work with the CYP or family to support engagement and access to education, working alongside the setting/school

### **Educational Psychologists**

They are a team of Educational Psychologists, Trainee Educational Psychologists and Psychology Assistants who apply psychological theories and approaches to promote positive outcomes for children, young people and their families.

We support children and young people with a range of different communication, learning, social-emotional, and physical needs. In addition to supporting at an individual level, we are also involved in group and systems-wide work.

### **EHC Specialist Teaching Team**

The EHC Specialist Teaching Team are a service that work with children and families that are new to Milton Keynes, are not in a full time setting with an EHCP or are attending a main stream setting and they have requested additional support. The team forms part of the whole SEND Service.

In both areas of work, they work from outcomes set on the EHCP focusing on the child/young person's primary learning needs, working towards enabling the child/ young person to be ready for their next stage of education, whether that be transitioning into a main stream setting or specialist provision. For children and young people who are awaiting a school place the team will deliver direct sessions with the child/ young person and also will liaise with a range of educational providers, organising a range of learning based activities. This will ensure each child or young person has a well-balanced offer of education and social opportunities so the child/young person makes progress against their EHC Outcomes. This



is with the aim of preparing individuals in transitioning into their next educational provision. When a suitable setting is identified the team continue their work with individuals, through offering transitional support for the child/ young person as they settle into their new setting.

When the team work with schools, they offer through either a consultation model, direct work or joint working with staff additional strategies and ideas to enable a well-balanced curriculum tailored to the child/ young person's needs. The team will support schools and families at their annual review advising on appropriate outcomes and strategies to achieve the outcomes set.

The first point of call when requesting involvement from the EHC Specialist Teaching Team is to contact our SEND Support Line on 01908 657825 or via email: [SENDsupport@milton-keynes.gov.uk](mailto:SENDsupport@milton-keynes.gov.uk).

### **Sensory Team:**

The Sensory Team works with children and young people (CYP) aged 0 to 25 years old with **sensory, hearing, vision and multi-sensory (deaf - blind) need**, their families and other partners to promote positive outcomes for children, young people and their families throughout Milton Keynes. They are employed by St. Paul's Catholic School and commissioned in by Milton Keynes Local Authority.

The Sensory Team are a team of Specialist Teachers and Teaching Staff who support access to learning and development, promote good outcomes and achievement. They have a statutory role to ensure children and young people, their families and setting staff have access, support and advice to remove the barriers to learning, support the additional curriculum and develop independence.

They work with other partners in health, education and care to ensure the needs of the child/young person can be met.

The Sensory Team consists of:

- Qualified/Teachers of the Deaf,
- Qualified/Teachers of Vision Impairment,
- Qualified/Teacher of Multisensory Impairment,
- Curriculum Access Specialists for Vision Impairment,
- ICT Specialist for Vision Impairment and
- Habilitation Specialist for Vision Impairment

The Sensory Team also:

- Provide family-focused support from the confirmation of a sensory need,



- Support, advise and empower staff in schools and settings to understand the needs of children and young people with a sensory need,
- Provide assessment and advice in relation to the child / young person's sensory need,
- Monitor and record progress with written reports as necessary,
- contribute to annual review, review meetings and multi-professional meetings,
- Ensure the views, wishes, perspectives and experiences of the children and young people and are understood,
- Support children and young people to develop a positive understanding of their own sensory needs,
- Carry out assessments and training in relation to specialist equipment,
- support transitions from home into an educational setting as well as from one educational setting to another

They base their work on the strongest evidence base recognising that there are other approaches.

#### **How they work**

The Sensory Team understands the importance of early identification and early intervention work in supporting children and young people with sensory needs. They are committed to ensuring there is equity of access to Sensory Team involvement, and that children and young people can access the support they need using the National Eligibility Framework for Scoring Support Levels produced by the National Sensory Impairment Partnership (NatSIP).

To enable the Sensory Team to support children and young people with their hearing, vision or multisensory needs they work closely with their families and Health partners. The support, advice and information they provide is available once they have medical information of the child/young person's hearing, vision or multi-sensory needs.

We use the most up-to-date medical information to ensure we are providing the most accurate information to support children and young people, their parents/carers and setting staff.

They provide advice, information and support for settings ensuring reasonable adjustments are made so children and young people can achieve their potential.

#### **Who they work with**



	<ul style="list-style-type: none"> <li>• Children and young people aged 0 to 25 years old and their parents/carers</li> <li>• Parents/Carers in the home</li> <li>• Educational settings, including early years settings, schools and colleges</li> <li>• Other health, educational and care partner</li> <li>• Charitable and voluntary organisations supporting the children and young people with hearing, vision and multi-sensory needs.</li> </ul> <p><b>Assessment Team</b></p> <p>The Assessment team are part of the whole SEND services with responsibility for the 20 week Education, Health and Care (EHC) needs assessment timeline.</p> <p>They work to process all new referrals liaising with families, schools and setting to ensure all information is collated and produced at the Local Authority SEND inclusion forum. Following on from the forum assessment decision they feedback outcomes to families, schools and setting and if appropriate ensure that the assessment timeline continues liaising with a range of health services and other professionals to enable an assessment to proceed.</p> <p>As part of a co-production meeting they then work with families to produce a draft EHC, ensuring that the outcomes and provision reflect the child / young persons strengths and areas of needs and that it enables them to make progress within their education. They consult with schools and other educational settings, discussing funding needs and other sources of support that may be required to meet a child's need. They act as a point of contact for families working through an EHC needs assessment process.</p> <p>As a team, they also take responsibility for the Local Authority's SEND inclusion forum. The forum is made up from a variety of representatives from SEND service, health, schools and settings and allows transparent decision making to take place around assessment processes, funding and placement of children.</p>
<p>How can this support be accessed</p>	<p>The SENDCo and parents can call the SEND Support Line: 01908 252222</p> <p>The SENDCo and parents can email: <a href="mailto:SENDSupport@milton-keynes.gov.uk">SENDSupport@milton-keynes.gov.uk</a></p>



### School Nurse

Who they are and what support they offer

School nurses are qualified nurses who hold an additional post graduate qualification in Specialist Community Public Health. School nurses support the holistic assessment of health and wellbeing of school aged children; through health promotion, ill health prevention and early intervention strategies. School Nurses support individual children and families through either direct support or referral to another service or Profession. The School Nurse is supported in their role by Registered Nurses and Health Care Assistants. The school nursing team can support with the following:

- Healthy lifestyle, including weight and healthy eating
- Body changes, puberty and hygiene
- Support and advice regarding health conditions such as asthma, anaphylaxis etc
- Reassurance about a health worry
- Stress at home or at school, including bullying
- Poor sleeping patterns
- Concerns regarding vision and hearing
- Bedwetting/Continence issues
- Mental and emotional health and wellbeing
- Information regarding smoking, alcohol and drugs
- Relationships and sexual health
- Information about immunisations
- Information about other services and where necessary refer to other health professionals or services, **including the community paediatrician if school and parents suspect the child may have a neurodevelopmental difficulty such as social and communication difficulties, Autism Spectrum Disorder (ASD), developmental delay, or motor coordination difficulties**

*Please note this is not an exhaustive list*

How can this support be accessed

The SENDCO or Family Champion can complete a referral form giving details of the reason for the referral and what they want to happen as a result of the referral.

Parents/carers can also contact our service directly on 01908 725100 Monday to Friday between 9.30am and 4.30pm or email [cnw-tr.0-19adminhub.mk@nhs.net](mailto:cnw-tr.0-19adminhub.mk@nhs.net) to find out more about what we offer or to make an appointment for their child.



Other professionals involved with SEND pupils that the school may work with

The school will liaise with any professionals involved with a child with SEND as and when required to ensure that they are following any recommended advice given to support the child's needs. These could be:

- Occupational therapists
- Physiotherapists
- Specialist Medical Professionals
- Children with Disabilities team
- Children and Families Practice (CFP)
- Children's social care (CSC)



### Milton Keynes Schools Speech and Language Therapy Team (SLT)

<b>Who they are and what support they offer</b>	<p>Milton Keynes Schools Speech and Language Therapy Team provides services to all primary and secondary schools within Milton Keynes, to help support children with developmental and acquired speech and language difficulties.</p> <p>The service is delivered by therapists with specialist or highly specialist knowledge of a wide range of conditions, developmental and learning needs which impact upon a child's communicative competence and performance within an educational and social context.</p> <p>The support provided to schools takes the form of specialist assessment, consultations, modelling interventions and advising on specific strategies for the classroom to enable children to learn and join in with others.</p> <p>The therapist's role is to identify a child's needs and support the school to implement advice. Some children may benefit from specific interventions that are delivered by the school and/or the SLT team and this is outlined in a child's Education, Health and Care Plan (EHCP) or in the SLT report and recommendations following assessment.</p>
<b>How can this support be accessed</b>	<p>The SENDCO can refer a child to this service using a request for involvement form. The form requires the following information to be provided:</p> <ul style="list-style-type: none"><li>• The child's performance and progress in relation to peers</li><li>• The child's participation in learning and their concentration</li><li>• The child's social integration in class</li><li>• Any concerns about the child's wellbeing</li><li>• Details of the provision currently in place –<ul style="list-style-type: none"><li>➢ Strategies being used in the classroom to support the child</li><li>➢ The targeted intervention programme currently in place including how long they have been accessing the intervention and how they have responded to it.</li></ul></li><li>• Family information to be completed by the parent/carer</li></ul>



### Child and Adolescent Mental Health Service

Who they are and what support they offer

Milton Keynes Specialist CAMHS provides support to children and young people up to the age of 18 who may be experiencing mental health difficulties and are causing a high level of concern to parents/carers, family and professionals around them due to a significant change in the child/young person's mood and/or behaviour.

Some of the difficulties this team can help with include:

- Significant Behaviour Problems associated with moderate to severe mental health problems
- Depression and other mood disorders
- Self Harm
- Anxiety Disorders (including phobias)
- Obsession/Compulsion
- Tic Disorders
- Attention Deficit Hyperactivity Disorder (ADHD)
- Eating Disorders
- Family Relationship Problems ( Family Relate)
- Trauma, including Post-Traumatic Stress Disorder (PTSD)
- Psychosis





## Transitions for children with SEND

When starting Loughton School:

Prior to transition day, the school arranges 'meet the teacher' sessions before the child starts in September. The year 3 teachers will visit the feeder schools where a teaching session will take place. The children may also be invited to visit the school for a story to be read to them by their new class teacher.

On transition day, the senior leadership team will introduce themselves to the parents/carers before the children their way to their new classrooms.

As part of the transition process, the Inclusion Team will talk to previous settings about any special arrangements and support that may have been in place and the child's previous targets. The previous schools will send any educational records to us.

The parents will also have an opportunity to meet with the SENDCo prior to starting to discuss the child's current needs and provision where appropriate.

Depending on the need of the child, it may be suitable to start the child initially on a reduced timetable, building their time up as quickly as possible.

When starting at our school having attended another school:

The SENDCo will meet/have a discussion with parents/carers to discuss the child's current needs and provision.

We also ask parents/carers to bring the child for a look around the school. This gives the school a brief chance to meet the child.

The SENDCo will telephone or arrange a meeting with the previous school to discuss provision that was in place.

Depending on the need of the child, it may be suitable to start the child initially on a reduced timetable, building their time up as quickly as possible.

A 'buddy' may be assigned to the child to support them in making friends.

A key adult will be assigned to the child to support them with the transition. How much support and what this support will look like will depend on the child's need.

When moving to secondary school



Each secondary school provides paper work for us to complete. The child's needs are explained on here and the nature and level of support which has had the most impact is also shared.

The SENDCo ensures contact has been made with the new school SENDCO or an appropriate member of staff to arrange a time to talk through the information on the forms as appropriate. As a school, we always request that this is done in a face to face meeting.

In some cases, it may be appropriate to arrange a meeting with the parents/carers, the new school and our staff.

We pass on any reports we may have received from external agencies or other professionals. In some cases, a meeting may be arranged with these professionals and the new school.

If a child has an EHCP, links will have already been made with the secondary school of choice when the child is in year 5.

Each secondary school will have their own procedures for transition, for example transition day(s). Where appropriate, we may recommend a more detailed transition plan including more visits to the new school, perhaps accompanied by the child's key member of staff and/or additional visits from the new school to see the child in their current setting.

The majority of our children transition to Denbigh.

#### **Staff training and expertise**

Staff receive regular support and training from the SENDCo and from any external agencies that are involved with the children in their class. Specialist training is booked for staff relating to the specific needs of the individuals they may currently be supporting.

#### **Complaints Procedure**

At Loughton School, we endeavour to get it right as we unashamedly put the needs of the pupils first. Our staff have also earned a reputation for being very approachable and good listeners. Our families are positively encouraged to contact the school to talk about any aspect of their child's education. Initial contact is usually made through the child's class teacher, and in the vast majority of cases, concerns or anxieties are usually resolved at this stage, where necessary with the involvement of the SENDCo. However, if these fail



and a parent wishes to make a formal complaint, the full complaints procedure can be found in the policies section of our website. →

The parents of pupils with disabilities have the right to make disability discrimination complaints to the first-tier SEND tribunal if they believe that our school has discriminated against their children.

They can make a claim about alleged discrimination regarding:

- Exclusions →
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids
- Parents can also appeal to the first-tier SEND tribunal if they disagree with a decision that the local authority has made about an education, health and care plan (EHCP) You can find out more about appealing to the SEND Tribunal at: [SEN Tribunal](#)

### **Where to look for further support**

#### **SEND Local Offer**

The purpose of the SEND Local Offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. Knowing what is available and how it is accessed gives more choice and control over what support is right for your child.

The Milton Keynes SEND Local Offer can be accessed here:



<https://www.mksendlocaloffer.co.uk/>

Welcome to  
**Milton Keynes**  
**City Council**  
**SEND Local Offer**

Search



## SENDIAS



[Contact our team](#)

Search



## SEND Information, Advice & Support Service

Supporting children and young people as well as their parents and carers.





## Glossary of Terms

ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
APS	Average Points Score
ASD	Autistic Spectrum Disorder
BESD	Behavioural Emotional and Social Difficulties
BST	Behaviour Support Team
CAMHs	Child and Adolescent Mental Health Service
CFP	Children and Families Practice
COP	Code of Practice
CP	Child Protection
CSC	Children's Social Care
DCD	Developmental Coordination Disorder
DfE	Department for Education
EAL	English as an Additional Language
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
FSM	Free School Meal
HI	Hearing Impairment
IEP	Individual Education Plan
KS	Key Stage
LAC	Looked After Child
LA	Local Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PD	Physical Difficulty



PRU	Pupil Referral Unit
PSP	Pastoral Support Plan
PT	Physiotherapy
SLCN	Speech, Language and Communication Need
SLD	Specific Learning Difficulty
SLT	Speech and Language Therapist
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SENCO	Special Needs Coordinator
SPLD	Specific Learning Difficulty
TAC	Team Around the Child
TAF	Team Around the Family
TA	Teaching Assistant
VI	Visual Impairment