

LOUGHTON
SCHOOL



...INSPIRING CHILDREN

Annual SEND Information Report 2019-20



Loughton School's Special Educational Needs and Disabilities Coordinator (SENDCo) is Mrs Kim Millican (Inclusion Champion).

As defined by Section 20 of the Children and Families Act. 2014, used in conjunction with the Special Educational Needs and Disability Code of Practice: 0-25 years, July 2014:

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or young person has a learning difficulty or disability if he or she:
 - Has a significantly greater difficulty in learning than the majority of others of the same age, or
 - Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- For children aged two or more, special educational provision is educational or training provision that is 'additional to' or 'different from' that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

Many children and young people who have SEN may have a disability. As defined by the Equality Act 2010 – a disability is '*...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities*'.

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

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 assessment lead 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

year leader. 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. During this meeting, strategies may be discussed to support these children further. All relevant information from the meeting will be passed onto the Inclusion Champion so they can offer further support if needed.

In addition to these meetings, the class teachers will also meet with the deputy head and Inclusion Champion (SENDCo.) to discuss children they are concerned about. During this meeting, strategies that can be used by the class teacher are suggested and then put into place. From this meeting, 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 Inclusion Champion (SENDCo) or the 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 Inclusion Champion (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.

For further information related to our 'graduated response' please refer to our Inclusion Policy, found on the school website.

How will I know how my child is doing?

At Loughton, we have an open-door policy and encourage parents to talk to us about how their child is progressing.

Our SENDCo (Inclusion Champion), Kim Millican, is easily contactable via the school office by telephone or email (details found on the school website) and always responds to parents' correspondence, within 48 hrs.

In addition to this we have a pastoral team. This team is made up of the Headteacher, (Mental Health Lead), two Family Support workers, a medical LSA and our Pastoral Champion. The team meets weekly to discuss any children who we have concerns about. Our team are available to speak to parents on appointment.

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, parents will be updated once per term via letter or parents' evenings 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. Professionals working with children who have an EHCP, including paediatricians and

health care professionals, will also be invited to contribute to this meeting.

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 Headteacher, in liaison with the Inclusion Champion (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 and Read, Write Inc. 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, or 'language for thinking' may be used to support children's language development.

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 family workers, 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.

The School follows the Local authority's policy to support children with dyslexia.

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, the Inclusion Champion (SENDCo) and the head teacher look 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 Inclusion Champion (SENDCo) and the 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 Inclusion Champion (SENDCo) and family support workers 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?

The Headteacher, Rebekah Green, is the lead for Social, Emotional, Mental Health, who, in conjunction with the pastoral team, works closely with all staff and children in school to make sure that everyone, including parents, feels happy and safe, in a caring environment.

Members of the pastoral team have undertaken training in attachment, bereavement trauma and mental health first aid.

The family support workers, alongside the Headteacher, 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 across 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, Inclusion Champion (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.

Children with SEND are involved heavily in writing their own pupil passport, so that their voice is heard. Staff are aware of strengths and difficulties that the young person may face, as well as strategies used to support them and to help themselves. All SEN Support children are involved in creating and reviewing personal targets, set intermily through the term.

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

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

At Loughton school, our medical LSA 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.

For further information related to medicines, please refer to our 'managing medicines' and 'medical conditions' policies, found on our school website.

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

Our Inclusion Champion (SENDCo) seeks advice from the Local Authority Specialist Teacher Team each term. She 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 Educational Psychologist and Counsellor, who visit the school regularly.

Our Inclusion Champion (SENDCo) supports parents with referrals to community paediatricians and CAMHs 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 Inclusion Champion (SENDCo) and Headteacher have both achieved the Post Graduate National Award for Special Educational Needs Co-ordination. Our Inclusion Champion (SENDCo) has also taken advantage of relevant up-to-date training including accreditations in TEACCH, AET level 2, ELKLAN and NATSIP to support her role.

Members of the pastoral team have undertaken training in attachment, bereavement trauma and mental health first aid.

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 Headteacher and Inclusion Champion (SENDCo) also lead 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 family support workers 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 Inclusion Champion (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. She is available to meet with parents before, during and after school to discuss their child's needs as requested. Please contact the school office to book an appointment or contact her directly via email.

Parents of children with EHCPs have regular meetings with the Inclusion Champion (SENDCo) as required, to discuss any changes that need to be made to their support. Where possible, these meetings will involve the parents, 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, however a child with SEND will not be intentionally excluded from activities as in accordance with the Equality Act 2010.

How accessible is the school environment?

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

Loughton School teaching areas are all on one level and there are 2 ramps around the school (lower school and upper school) to allow easy access to the main school building. There is an accessibility toilet on site and two disabled bays available in the staff car park for easy accessibility onto the schools' premises. One classroom in each year group is fitted with a hearing loop to support children with a hearing impairment.

An annual audit is taken to Identifying 'Barriers to Access' and minimise/ remove where possible. Please see the Appendix 1.

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 Inclusion Champion (SENDCo) completes 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

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 Inclusion Champion (SENDCo), family support workers or LSAs.
- The Inclusion Champion (SENDCo), Headteacher and family support workers 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 LSAs, class teachers and Child Protection Leads. This is so we can make the transition to Loughton as smooth as possible. Our Headteacher also attends all of these meetings.

Joining Loughton School at other times

When children join Loughton School after September, the Inclusion Champion (SENDCo) always liaises with the child's previous school or setting if they have any additional needs. Where needed, the Inclusion Champion (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 Inclusion Champion (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 Inclusion Champion (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.

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

Contact details:

First point of contact will be your child's class teacher either in person or by phone.

This relationship is 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

Second point of contact will be your child's year leader.

Leader of Year 3: Mrs Charlie McNeaney

Leader of Year 4: Mr Dale Drewe

Leader of Year 5: Mrs Samantha Ruggles

Leader of Year 6: Miss Nana Brago

Meetings can also be arranged with the Medical LSA, Family Support Workers, Pastoral Champion, the Inclusion Champion (SENDCo) or the Headteacher (Mental Health Lead), if you require further or specific support.

Medical LSA: Mrs Sarah Gates. The medical coordinator supports the whole school with any medical needs that your child may have.

Family Support Workers: Miss Emma Churchman and Mrs Kelly Gordge. The family support workers offer advice and support for mental health, family issues, pastoral concerns, attendance and general family wellbeing.

Inclusion Champion (SENDCo): 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 Headteacher, is responsible for coordinating any additional support that your child may need.

Pastoral Champion: Miss Nana Brago. The pastoral champion supports behaviour across the school. She can also support with any pastoral concerns you may have as a family.

Headteacher: Mrs Rebekah Green. The Headteacher oversees inclusion, mental health and teaching & learning across the school. She leads the weekly pastoral meetings so she can support her staff and children fully. If appropriate, the 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 Emma Allen. 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.

External Agencies:

Milton Keynes Council SEN team - 01908 253414
Milton Keynes Independent Advisory Support Service (SENDIASS) - 01908 254518
Parents and Carers Alliance MK (PACA MK) - 07852 526057

Educational Psychology Service – 01908 367333
Children's and Families Practices – 01908253169
Speech and Language Therapy Team – 01908 209305
Children and Adolescent Mental Health Services – 01908 607501
MK Sensory Team - Tel: 01908 669735 ext. 147

Further contact information for external agencies is available in the Local Authority's Local Offer

Appendix 1

Loughton School Identifying Barriers to Access 19-20

Section 1: How does Loughton deliver the curriculum?

| Question | In Place? | Notes |
|---|-----------|---|
| Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils? | ✓ | Yes, delegated to Inclusion Champion (SENDCo) and Headteacher |
| Are your classrooms optimally organised for disabled pupils? | ✓ | Classroom will be organised to meet needs, as part of FQT. |
| Do lessons provide opportunities for all pupils to achieve? | ✓ | Yes, we monitor this through observation of lessons, books and data. |
| Are lessons responsive to pupil diversity? | ✓ | Yes, we monitor this through observation of lessons, books and data. PSHE lessons and assemblies also reflect neurodiversity. |
| Do lessons involve work to be done by individuals, pairs, groups and the whole class? | ✓ | Yes, we monitor this through observation of lessons, books and data. |
| Are all pupils encouraged to take part in music, drama and physical activities? | ✓ | Yes, the school takes particular pride in its teaching of the wider curriculum. Specialist HLTA in school provide specialist teaching in their subject. |
| Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading? | ✓ | Yes, we monitor this through observation of lessons, books and data. |
| Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work? | ✓ | Yes, extra time is planned in for pupils and staff. |
| Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education? | ✓ | Yes, the curriculum is differentiated for pupils who cannot access it. |
| Do you provide access to computer technology appropriate for students with disabilities? | ✓ | Yes, the school has a wide variety of devices to assist appropriate pupils. Where appropriate, LA specialist teacher support is also available. |
| Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment? | ✓ | Yes, all pupils can attend all trips within their year group. Equal opportunities are also given for residential in and out of the UK. |
| Are there high expectations of all pupils? | ✓ | Yes, we monitor this through observation of lessons, books and data. |
| Do staff seek to remove all barriers to learning and participation? | ✓ | Yes, we monitor this through observation of lessons, books and data. |

Section 2: Is Loughton designed to meet the needs of all pupils?

| Question | In Place? | Notes |
|--|-----------|---|
| Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all pupils? | X | The school has ground floor access. Not all classes have wheelchair access to outside. One area requires a ramp. To be reviewed annually or if we take in a pupil who needs access. Current students have ramp access in their current classrooms, to allow accessibility out of the back door. |
| Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers? | ✓ | Staff are aware of accessibility for wheelchairs/frames for physical support. Occupational Health have fitted specialist seating on the accessibility toilet to support personalised needs of students. |
| Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed? | ✓ | Accessibility access parking access in the school carpark is well signed for visitors and families of pupils with impaired physical access. |
| Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components? | X | Fire/evacuation alarm has no visual signal. |
| Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons? | ✓ | Some. Pictorial signs (e.g. PECs) are some areas. This needs to be improved for common areas of the school/ |
| Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy? | ✓ | No, we cater very carefully for our ASD pupils. VI FQT strategies are used to support VI pupils. |
| Are areas to which pupils should have access well lit? | ✓ | Yes |
| Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment? | ✓ | HI FQT strategies are used, inline with NATSIP guidelines. |
| Is furniture and equipment selected, adjusted and located appropriately? | ✓ | Yes. Specialist workstations are used, where appropriate as part of personalised teaching. |

Section 3: How does Loughton deliver materials in other formats?

| Question | In Place? | Notes |
|---|-----------|---|
| Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information? | ✓ | Yes |
| Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams? | ✓ | Yes, as required. |
| Do you have the facilities such as ICT to produce written information in different formats? | ✓ | Laptops and iPads are used to capture ideas. Clicker 7 is used for pupils who prefer a speech to text means to capture their ideas. |
| Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities | ✓ | Training provided by Visual Impairment and ICT specialist teaching team as required. |