

Loose Primary School's SEND Local Offer 2020

We want the children who attend Loose Primary School to leave us in Year 6 with the skills and positive thinking needed to achieve their ambitions and to lead happy, successful lives. We believe all children's potential is limitless and encourage children to exceed their own expectations. We hold this as true for every child who attends our school, regardless of background or special need.

The SEN Register has been modified in line with the requirements of the new SEN Code of Practice.

The school has a Head of School responsible for Inclusion and a SENCo. The roles oversee vulnerable children with SEN, Pupil Premium, EAL and LAC. The Head of School responsible for Inclusion and SENCo work closely with the Families and Community Manager.

At present we have: 10% SEN, 2% have EHC Plans and 7% SEN Support

Where Is the Local Authority's Local Offer Published?

The local authority's local offer is published on <http://www.kent.gov.uk/education-and-children/special-educational-needs>

Giving Children and Parents a Voice

We believe that it is important that children and parents are listened to and have a part in understanding and forming the provision at our school. Parents are informed about the targets, Outcomes and provision put in place for their child and suggested ways to help the child at home are given. Our provision maps and interventions are reviewed with the children in child-friendly format. Pupil voice is assessed to ensure that children are actively learning and enjoying their interventions.

In addition, we have a school council, with representatives from each class. The school council meets regularly and their views are taken seriously by the school leadership team.

Parents are encouraged to meet with the SENCo or our Families and Communities Manager. When the necessity arises personalised provision plans or personal support plans (learning, pastoral or behaviour) are drawn up with parents and reviewed each term with them. We value parents' views.

What do we do to help Children with SEN?

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. SEN Code of Practice (2014, 6.37).

SEN training is offered to all staff and we also ensure that specific members of staff attend tailored training where necessary. We have members of staff trained to work with children with Autism, ADHD, speech and language difficulties, specific learning, fine and gross motor difficulties and we ensure that this is updated as needed. We make full use of advice and training offered to us particularly from Five Acre Wood, the Specialist Teaching Service, NHS therapists, and a private speech and language therapist who visits Loose termly to assess children and develop programmes.

We aim to help children with SEN achieve independence and so we do not always simply place a child with SEN with an adult in lessons. We carefully consider their provision and build in times of scaffolded

independent learning for either part of the day or part of each lesson. Where a child does need 1:1 support, we ensure that this is closely overseen by his or her teacher as well as the SENCO.

We have class provision maps which detail the individual and group provision available in the class. The provision is planned by the class teacher in consultation with parents, the SENCo, the child and other involved adults such as the Specialist Teaching Service. It is checked and overseen by the SENCo. This provision may include but is not limited to reading (1:1 and group reading, phonics), handwriting, motor skills, language groups, learning mentor sessions, maths catch-up and pre-learning and more. However, our aim is almost always to include children. We prefer additional provision for the majority of our children to take place in short, effective bursts.

We expect our teachers to differentiate and adapt their teaching and for SEN children to be carefully considered and catered for in all lessons.

Pupil Progress Meetings are held at least 3 times a year with class teachers and the Senior Leadership Team analysing formative and summative data so that additional provision can be put in place immediately if deemed necessary.

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice. In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one support, small group teaching, use of ICT software. When it is evident that a child may have specific needs which are limiting progress (identified through the use of specific assessments and a 'plan do review' approach), a referral may be made to the Local Inclusion Forum Team for assessments from the Specialist Teaching Service. Referrals may also be made to NHS health services.

How we adapt our Curriculum and Resources for Children with SEN

We make planning and resource decisions based on a child's personal targets and on ongoing specialist advice. It is the class teacher's responsibility to plan and resource lessons effectively for all children. For those children being identified over time as having a level of special education needs (SEN) that requires a personalised and high level of provision, High Needs Funding is applied for through the Kent Online System. The top-up funding is agreed for one year but the provision for your child will be reviewed three times during the school year. If a high level of provision is still required after a year, the school will reapply for funding,

This is overseen by the SENCO.

How we prepare Children joining our School and Leaving our School

Transitions are important and we take them seriously. We liaise closely with staff at other pre-schools and schools and with parents. Children with special needs receive additional visits to the school or bespoke transition activities. We make use of social stories, visuals and photos to help children make sense of the change ahead. We use similar strategies for children leaving us. Transition is overseen by our Families and Community Manager as well as Year R and Year 6 class teachers. The SENCO is involved in transition for children with SEN.

Outcomes and Actions

- The SEN Policy has been written in accordance with statutory requirements. It has been reviewed by Trustees and is on the website.

- A new statutory policy has been written and subsequently reviewed by governors named, 'Supporting Children with Medical needs'. The health plans, a statutory requirement, are in place.
- Requests for Educational Health Care Plans have been made where it is deemed that a child needs specialist teaching, resources and provision.
- Staff are regularly informed about the Code of Practice; there is emphasis on the teacher being responsible for children with SEN in their class. Planning, provision mapping and pupil progress meetings reflect this.
- Training is constantly being made available for support staff. Courses at Five Acre have been accessed and TAs have disseminated the training back at TA meetings. The school now runs an Outstanding Teaching Assistant programme each year, with bi-weekly training sessions for all TAs run by in-house staff as well as external trainers.
- Provision maps are evaluated three times per year – targets are evaluated by teachers, who also consider whether the intervention has had wider impact on the pupil's participation and performance back in the classroom; they use this information to inform the next provision map.
- Pupil Progress Meetings are held at least 3 times a year and highlight areas of need and the action needed to enhance progress and learning. Primarily decisions are made for effective intervention, making referrals or involving outside agencies.
- LanguageLink assessments were completed at the beginning of Year R for children identified as at risk of having possible difficulties with language; interventions are immediately put in place using the LanguageLink advice and resources. Parents are informed and involved in their child's learning by support packages sent home. Year R children are retested and the impact of this intervention has been assessed.
- Lexia is being frequently throughout the school. Children are able to access this resource at home to enhance their spelling skills.
- Bug Club is a valuable reading programme which the children are accessing and clearly enjoying. We anticipate that the impact of this will enhance reading throughout the school.

Examples of further assessments and interventions we offer at Loose are:

Assessment tools:

- Lucid COPS (Cognitive Profiling System)
- LASS 8-11 (Lucid Assessment System for Schools)
- Language for Learning assessments
- Speech Link
- Infant Language Link
- Junior Language Link
- Dyscalculia Portfolio
- Various reading and spelling assessments.
- Lexia for reading weaknesses
- BPVS
- EVT
- Ravens

Interventions:

- Beat Dyslexia
- BRS
- Sounds Write
- Attack
- Beam
- Sulp
- Clever Fingers
- Sensory Circuits
- Numberbox
- Toe by Toe
- Power of 2
- Five Minute Box
- Lego Therapy
- Social Stories
- Circle of Friends
- Speechlink and LanguageLink
- Write from the Start
- Transition support

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