

Loose Primary School's SEND Local Offer 2023-24

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 school has a team of staff responsible for SEN provision including a SENCo, a pastoral practitioner and a SEND assistant. Our Assistant Headteachers also hold a responsibility for inclusion and oversee vulnerable children with SEN, Pupil Premium, EAL and LAC. These teams work closely with the Families and Community Manager who is also a member of this large group offering support for many pupils to be successful at school.

(January 2024) - At present we have: 9% SEN 2% have EHC Plans 7% SEN Support 2% High Needs Funding

In line with the requirements of the SEN Code of Practice we closely monitor all pupils and when additional needs are identified we record this information on the SEN Register.

Where is the local authority's local offer published?

The local authority's local offer is published on <https://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. Our provision maps and interventions are reviewed with the children in a child-friendly format. Pupil voice is listened to, to ensure that children are actively learning and enjoying their interventions.

We have a very active school council, with representatives from each class including those with SEND. The school council meets regularly and their views are taken seriously by the school leadership team.

Parents are encouraged to meet with their class teacher, their phase lead, or a member of the SEND team. When the necessity arises personalised provision plans or personal support plans (learning, pastoral or behavior) are drawn up with parents and reviewed each term with them. We value parents' views.

For children with an Educational Healthcare Plan (EHCP), review meetings are pupil centered and child and parent views are central to discussions and target setting.

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. *SEN Code of Practice (2014, 6.37)*

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 training is offered to all staff as part of an ongoing cycle of professional development, 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, physical disabilities, 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 (including PD, Visual and auditory impairment), NHS therapists, Virtual Schools Kent, a private speech and language therapist, and a private play therapist both of whom visit Loose to assess and support children and develop required programs for ongoing support.

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 year group provision maps which detail the individual and group provision available. 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. Our aim is almost always to include children in all lessons. We prefer additional provision for the majority of our children to take place in short, effective bursts.

We expect our teachers to 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), advice may be sought via the specialist teaching service either through an anonymised discussion via a virtual surgery or through a referral to the Local Inclusion Forum Team seeking assessment from the Specialist Teaching Service. Referrals may also be made to NHS health services which include speech & language, occupational therapy and pediatricians.

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 with support and evidence from the class team (including 1:1 support staff, year group support staff and the pastoral practitioner)

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. Children with additional needs or those considered vulnerable develop a pupil passport with their existing class team to ensure there is a continuation in resourcing and provision, this is shared with parents/carers. 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 further 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.
- Provision maps are evaluated two/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 2 times a year and highlight areas of need and the action needed to enhance progress and learning.
- Language-link assessments are 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 Language-link advice and resources. Parents are informed and involved in their child's learning by support packages sent home. Year R children are retested to ensure the intervention has had a positive impact on language skills.
- Children with a specific reading difficulties or a reluctance to read can access to a wide range of 'Barrington Stokes' high-interest.

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

Assessment tools:

- LASS 8-11 (Lucid Assessment System for Schools)
- Language for Learning assessments
- **Scholar Within Reading Fluency Assessment Word per minute (WPM)**
- **TAPS Language processing skills assessment**
- Speech Link
- Infant Language Link
- Junior Language Link
- Dyscalculia Portfolio (screening tool)
- Dyslexia Portfolio (screening tool)
- Various reading and spelling assessments.
- British Picture Vocabulary Scales
- Expressive Vocabulary Test
- Ravens progressive matrices
- Neurodiversity, sensory and executive function checklists

Interventions

- Building Reading Stamina (BRS) – structured reading fluency intervention
- Sounds-Write – phonological, multi-sensory intervention to support reading and spelling
- Precision Teaching – supports memory and automaticity of key facts
- Beam – supports gross motor skills and coordination
- Social Use of Language – supports social communication skills
- Clever Fingers- supports the development of fine motor skills and dexterity
- Sensory Circuits – helps develop sensory integration and alertness for learning
- Toe by Toe – structured phonological intervention to support reading and spelling
- Power of 2/Plus 1 – structured number intervention
- Lego Therapy – supports social communication via building of Lego models
- Social Stories – supports understanding of social situations and reduces anxiety
- Circle of Friends – supports development of skills associated with friendships
- Speech link and Language link – structured intervention arising from assessment
- Write from the Start/Start Right Stay Write – supports handwriting
- Colorful Semantics – supports understanding of the meaning of words
- Specific programs for speech sounds based on individual difficulties/speech sound errors
- Transition support