



Loudwater Combined School SEN information Report

September 2020

Mission Statement

Loudwater School is a place of learning where everyone is valued, achievements are celebrated and differences are respected.

Special Educational Needs

At Loudwater Combined School we aim to support all our children to enable them to achieve their potential through quality teaching. We recognise that some children will require additional support at some stage in order to do this.

Some children may need a targeted intervention at some point during their schooling, this may be in a small group or 1:1 in the first instance this would be monitored using an intervention monitoring form, to ensure that it was enabling the child to make progress in the area targeted. Sometimes it may be felt that a child needs support in several areas of their learning in this case the interventions they are receiving would be recorded on a provision map. If the need for this support is prolonged or ongoing, or outside agency support is sought then these children would be placed on a support plan

Due to COVID 19 we are currently assessing missed learning for all children across all year groups, this may result in interventions not being set up as soon as they normally would. Any interventions that are carried out will be in line with our government guidelines and work within our year group bubbles.

A few of our children have Education Health Care Plans, for needs which include:

- Sensory and Physical difficulties
- Social, Emotional and Mental Wellbeing
- Cognition and Learning
- Communication and Interaction

Currently we have three children who have an Education Health Care Plan and six who have a Support Plan. In addition to this two of these children also have a behaviour plan.

If a child has a medical need that impacts on their education this will be included on their Education Health Care Plan with support from the school nurse and parents.

SEND provision

Our SEND provision is based on individual needs and includes:

- An OT (Occupational Therapy) club which runs two days a week for fine motor skills and two days a week for gross motor skills before school starts
- Our Explorers group which nurtures self-esteem and develops social and behavioural skills for Year 1 children

Due to the current situation with COVID 19 these groups are unable to run at this time, alternative arrangements are being made for identified children that work within year group bubbles.

Working with parents

Parents are invited to discuss their child's progress and any concerns are shared. From this discussion, parental views are included on the provision map which is reviewed termly. Parents are advised how they may help their child at home. Parents are always consulted before outside agencies are contacted and they have the opportunity to meet with them. Parents receive copies of any reports and have the opportunity to discuss outcomes.

Meetings are organised so that parents can meet with their child's support assistant and discuss their work informally. The SENCo is available at parents' evenings, as are school Governors, including the SEN Governor. Parents receive a letter when there is cause for celebration! Parents are given the opportunity to express their views in regular surveys which are anonymous.

We are also keen to support families. We run a parenting class in school and we can direct other parents to courses run by outside agencies. Through our school Family Support Adviser we have links with the Family Support Service and other support for families and we have used 'Holding Hands' for families of our very young children.

Due to the current situation with COVID 19 these groups are unable to run at this time. However our Family Support Adviser is outside the school during school drop off 3 mornings a week, as is the SENCo, for any parents who would like a quick chat about a concern or to arrange a suitable time to talk.

Involving the child

Our children are encouraged to take an active role in their learning. They help to set their own targets and have opportunities to discuss their progress with teachers and support assistants.

Children are always invited to Annual Reviews and provide their own written report wherever possible or their views are obtained on a 'talking mat'. Children receive certificates at our weekly achievement assembly or end of term assemblies if progress is over a longer period of time.

Some children with Special Educational Needs have received our 'Learning Champion' T-shirt which they wear with pride.

The views of all our children are given through the School Council and the children complete anonymous surveys about the school and their learning.

The teaching of children with Special Educational Needs

Our children are very accommodating of each other's needs and our teaching methods are always as inclusive as possible. Children are supported within the classroom whenever possible. Occasionally, children are withdrawn for 1:1 interventions. Resources are used according to the needs of the child and we follow strategies and programmes as recommended by outside agencies.

In Maths and English, the children are taught in mixed ability groups. Some children may receive 1:1 or small group support from a support assistant. The children's learning in other subjects is integrated into a topic approach, although where possible the children are applying skills they have learned in English and Maths. The curriculum is not differentiated however

outcomes are reflected by a child's capabilities and, while we encourage independence, children may be supported by resources or staff. Methods of recording may be adapted, prompt sheets given or extra visual aids used.

Children's needs may be met by appropriate seating positions in class. Some children use special equipment from the Occupational Therapy Department or the Hearing Impairment Service.

Identification and monitoring

Some children have identified needs before coming to Loudwater, in which case we liaise with their previous setting and the relevant outside agencies.

All children's progress is tracked rigorously and this tracking, as well as teachers' observations, enables us to identify that a child may need extra provision. We then follow the ASSESS, PLAN, DO, REVIEW model, where we assess the most appropriate intervention for that child and create a provision map. Before we begin interventions, the children are assessed to provide a baseline from which their progress during the intervention can be monitored and targets are set. The child's progress is then reviewed. Success is celebrated and provision is changed or removed as appropriate.

In some cases it may be necessary to progress to a Support Plan which could lead to an Education Health Care Plan if appropriate.

Inclusion

We ensure that our children who have Special Educational Needs are fully integrated into the life of the school and given equal opportunities. This includes making special arrangements on school trips, including residential visits, regarding extra staffing and equipment. We also encourage our children to take part in activities organised by outside agencies.

Support for Emotional, Mental and Social Needs

Children who need support with emotional, mental and social development have the opportunity to attend our Nurture Group which we call 'Explorers'. We also have a weekly Café Club, where children can drop in to discuss any concerns with a drink and a biscuit. Each lunch time, one member of staff is available for 'Listening Ears'. Some children have had outreach support from Woodlands PRU who have also worked with whole classes doing Circle Time activities. We have involved the Educational Psychology Service to set up a 'Circle of Friends'. We have also used CAMHS, Buckinghamshire MIND and Bucks Young Carers to support children and families.

Our Family Support Adviser has undergone ELSA training (Emotionally Literate Support Assistant). She uses this approach, amongst others, to work with children who may need additional support. She also offers a range of courses for parents including Incredible Years parenting, Anxiety for Parents, Mindfulness for Parents and Children as well as monthly coffee morning drop in sessions.

The school has links with the Virtual School and we have meetings regarding children in care who may or may not have Special Educational Needs. We take steps to ensure that emotional needs are met and that provision is put in place to close any gaps in learning.

As a school, we treat bullying as a very serious issue and as a result have seen incidences of bullying reduce significantly. One child told a visitor "Our teachers wouldn't let it happen".

Transition Arrangements

Before a child who has identified Special Educational Needs arrives at Loudwater School in our Foundation Stage, the SENCo visits the pre-school setting to meet the child and the support assistant. We then make transition plans which may involve contacting outside agencies, adapting our building or providing additional staff. The child is invited to make extra visits to our school in the summer term, accompanied by the parent and/or support assistant. Photographs are taken to make a transition booklet for the child.

Primary/Secondary transfer arrangements begin in Year 5 when parents are encouraged to visit a range of schools. Sometimes the child's support assistant goes along too, to support the parent. For pupils who have an Education Health Care Plan, we hold a Transition Review when the views of the child, the parents, school staff and outside agencies meet to discuss the most appropriate placement. Once that decision has been made, staff from the chosen school will attend the child's Year 6 Annual Review. Towards the end of the summer term, extra visits will be made to the chosen secondary school, supported by staff and parents. Photographs are taken to make a transition booklet for the child.

Transition support is available to all children who may need it to prepare the way for a happy and smooth transition. Secondary staff visit Loudwater School and discuss the needs of the children with their teacher and the SENDCo and details of provision are passed on.

Evaluating the effectiveness of our provision

We evaluate the effectiveness of our provision in a number of ways:

- Prior to the start of an intervention a baseline is established. Interventions are monitored at the end of each term to identify their impact. Reference is made to the success criteria included on the provision map. Provision maps are updated termly.
- The group of pupils with additional needs are monitored as a distinct group on the school's tracking system (Target Tracker) to identify the progress made and their next steps. Every half term their progress is assessed and updated by their teacher and pupil progress meetings are held to discuss individual progress.
- We make a distinction as to whether the learning from a target has been embedded so that it is applied independently in the classroom or whether the child needs additional practise before this is the case.
- If children are not making progress we will look carefully at the support that has been put in place and see if anything needs changing or adapting.
- We will report formally once a year on the progress of all children, including those with SEND to the governing board through the end of year Raising Achievement Committee although more frequent updates will be given in the termly Head teacher's report to the Governing Board.

Outside agencies

We have very positive links with outside agencies including, Speech and Language, the Specialist Teaching Service (e.g. Hearing Impairment), Woodlands Pupil Referral Unit, and Occupational Therapists and the Dyslexia Research Trust.

We are also supported by the

Educational Psychology Department and the Cognition and Learning Team.

We have also used CAMHS, Buckinghamshire MIND and Bucks Young Carers to support children and families.

Staff training

Internal and external training is given to all staff.

Individual staff are trained according to the specific needs of the children they teach and should this have an impact on the whole school, all staff receive training, e.g. Makaton signing and Team Teach.

Outside agencies come into school to demonstrate how to use and take care of equipment, for example, hearing aids.

Support assistants follow the advice of other specialist teachers e.g. Speech and Language.

Key staff

Head teacher: Mrs Clare Cunnington

SENCo: Mrs Eve Heard

SEN Governor: Mr Andy McNeil

Contact details: Via Loudwater School office

Email: office@loudwater.bucks.sch.uk

Tel: 01494 524919

Support Services for Parents of Children with SEND

SENDIAS service – email: sendias@buckscc.gov.uk tel: 01296 383754

SENDIAS provides advice and support about SEND. It offers free information, advice and support about SEND issues

<https://www.buckscc.gov.uk/media/4512609/sendias-service-leaflet.pdf>

On the above website there are links to a range of other websites parents may find helpful.

Policies

Our SEN policy can be found on the school website in the Documents and Policies section.

Related policies include our Accessibility policy, Complaints policy and Inclusion Policy. The School's link to the Bucks Local Offer Information for the Local Offer for Buckinghamshire County Council is available at www.bucksfamilyinfo.org/localoffer

Complaints

Should parents have complaints about any aspect of their child's provision, we have a policy to follow. However, most issues are solved through discussion with relevant professionals and, in some cases, school governors. Please see our Complaints policy for more information. This is available on our website:

http://www.loudwater.bucks.sch.uk/website/organisational_policies/37611