



SEN Information Report for Loscoe C of E Primary School and Nursery.

As part of the Children and Families Bill (2014), schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs aged 0-25. The information below tells you more about Loscoe and how we can support your child in order to reach their full potential.

At Loscoe Church of England Primary School, we take all possible measures to ensure that all of our children receive the best education possible, in a happy, supportive and inclusive environment.

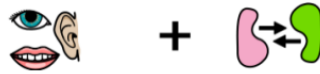
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Areas of need for SEN



Communication and Interaction

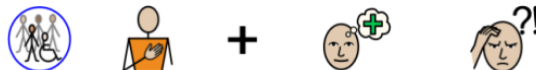
Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.



Cognition and Learning

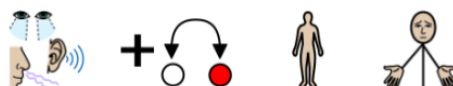
Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD).



Social, Emotional and Mental Health Difficulties

Children with these issues manifest themselves in many different ways. For example, their behaviour may be disruptive or they may become withdrawn. These behaviours often reflect underlying mental health issues such as anxiety or depression, self-harming or physical

symptoms that are medically unexplained. Other children may have disorders such as attention deficit hyperactivity disorder or attachment disorder.



Sensory and/or Physical Needs

Some children require special educational provision because they have a disability, which prevents or hinders them from making the use of the educational facilities generally provided. For example, vision impairment, hearing impairment and multi-sensory impairment.



Identifying Children with SEN

Children are identified as having special educational needs if they need extra support in school which is over and above the support that they would normally receive in class.

Children can be identified as having Special Education Needs in various ways. These are some of the main ways of identification:

- The child is showing difficulties at school in learning and/or social/emotional difficulties.
- Parents of a child are concerned about their child's learning and/or social/difficulties.
- There are medical conditions for which a child may need extra support.
- The child is making less than expected progress, given their age and individual circumstances.
- In the Foundation Stage all children are assessed for speech and language difficulties in the early stages of their entry to school.

If any of these difficulties arise, they will be addressed in line with our identification of SEN schedule (also available on our website). In brief, this comprises:

- The teacher will bring the area of difficulty to the parents' attention.
- The area of difficulty will be brought to the attention of the school SENDCO team (Mrs Lynam and Miss Mackereth).
- After discussion, it will be decided whether or not the child needs a support plan, which is support over and above what is normally available through school's regular resources.
- If a child is on a support plan and is still having difficulties and not making age appropriate progress after 2 terms, then outside professional support will be requested. For example, by contacting the educational psychologist to come and assess the child's needs. .
- If support from the school and additional support from outside professionals is not having enough impact on progress for the child then, the next step is to apply to the local authority for the child to be put onto an Education Health Care (EHC) Plan.



The Orchard

The Orchard is in an internal alternative provision (IAP), which has been set up at Loscoe primary School for children who are not able to access the national curriculum and learning within their class. Children will be selected for IAP based on the following criteria. The children will meet at least three of the following criteria, one of which **must be the outcome data**.

Outcome Data

The AIP is only suitable for children who are working over two years below their national curriculum level or unable to access the national curriculum at all.

Communication and language needs

The child may have significant communication and language needs. This may be expressive or receptive language. The child may be non-verbal or pre-verbal. The child may need support from communication aids including access to a symbol based system.

Sensory Regulation

The child may experience extreme sensory processing difficulties. They may require a structured sensory diet and access to sensory equipment at all times during the day. Their sensory behaviour may present dangers to themselves or others. The child may have an individual sensory plan.

Social Skills

The child may have difficulty in understanding social norms and conventions or may need structured support and tutoring to interact with others. Their behaviour may at times be socially unacceptable and/ or be a danger to themselves or others.

Fixed term Suspension

The child may have been subject to one or more fixed term suspensions due to their behaviour directly linked to their communication (unable to express an unmet need), social or sensory needs.

Part time Timetable

The child may currently be subject to or at risk of being placed on a part time timetable to help them cope with the overwhelming demands of the mainstream classroom.

Children who are accessing the IAP will have a curriculum offer that has been carefully planned to meet their needs for part or all of the day. Some children will return to the mainstream classroom for any parts of the national curriculum they can access (for example physical education)

The curriculum offer will be:

- Linked to individual targets taken from SEND plans and / or EHCPs. (Appendix 1) and have class teacher-led input.
 - Provide opportunities for the children to learn essential life skills and routines.
- Based around The Orchard 'Planning Cycle' (Appendix 2) to ensure continued review and progress for all children accessing the AIP.

The children will receive their education through a combination of 1:1 support, independent access to the provision and small group work. There will be a timetable in place but this will be flexible to allow individual needs to be met.

Teaching Space

The children will have access to a variety of learning spaces including:

- A large whole group teaching space with interactive whiteboard
 - A smaller quiet room with sofa and relaxation equipment
- Two outdoor areas comprising: outdoor decking area and larger grassed area
 - A small teaching space with tables and chairs
- A designated small sensory room equipped with sensory equipment matched to need.





Zones of Regulation

At Loscoe, we understand the importance of developing self-regulation skills and emotional control. Feelings are complicated. They come in different sizes, intensities, and levels of energy that are unique within our brains and bodies. To make them easier to talk about, think about, and regulate, The Zones of Regulation organises our feelings, state of alertness, and energy levels into four coloured Zones – Blue, Green, Yellow, and Red. Zones of Regulation helps make the complex skill of regulation more concrete for both children and staff alike. We learn to regulate our Zones to meet our goals and task demands, as well as support our overall well-being. Zones of Regulation is taught twice weekly across the whole school.



Some feelings in the BLUE ZONE	Some feelings in the GREEN ZONE	Some feelings in the YELLOW ZONE	Some feelings in the RED ZONE
 Bored	 Calm	 Frustrated	 Overjoyed
 Hurt	 Happy	 Worried	 Wild
 Sick	 Okay	 Energetic	 Angry
 Tired	 Focused	 Silly	 Out of Control
 Exhausted	 Proud	 Excited	 Terrified
 Sad	 Relaxed	 Annoyed	 Furious
Low levels of energy and down feelings	Calm energy and a sense of control	Higher energy and stronger feelings	Extremely high energy and strongest feelings



Involvement of Parents and Child

At each stage of identification and support, the class teacher will contact the parent as soon as an area of difficulty arises. Parents must be informed as soon as a child is being considered for a support plan. Parents can also discuss with a teacher what they think should be on the support plan.

Once a child has a support plan, parents will be kept informed on how the child is progressing towards their identified targets. It is also important to involve the child as much as possible in their support plan and for them to help to formulate their targets. Children are invited to meet and to be involved in their target review at the half term point of each full term. The review will be carried out by the class teacher or teaching assistant that works with that child alongside the child themselves; if parents wish, the school SENCO can be present at these meetings.

If a child has an education and health care plan (EHCP), then there will also be an annual review where other professionals involved with supporting the child will also be invited to submit a report and attend the meeting.



Teaching and Learning

The class teacher is responsible for ensuring that all of the children make progress in their class. Quality first teaching has the most impact on a child's ability to progress. Quality first teaching ensures that the child is adequately catered for in the class by adapting every lesson so that all children can progress at their own level. The structure of the day is always displayed, as either a visual timetable in key Stage 1, or a written timetable in Key Stage 2.

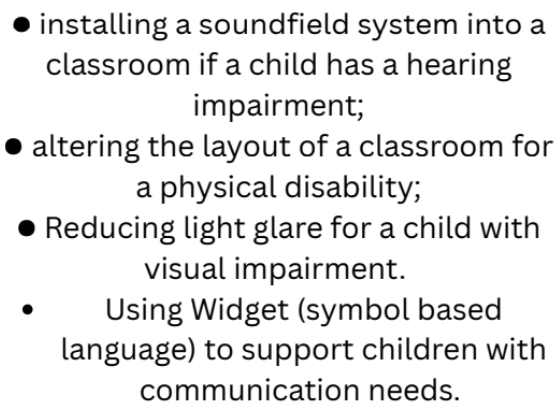
In some instances, other members of staff may teach the child in small intervention groups, but the teacher always retains responsibility for the pupil. The SENCO is there to help and support the teachers with assessing needs, finding resources and as a point of contact for any issues arising.

Subject leaders are all expected to consider suitable adaptations to their subject to ensure all pupils with SEND can have equal access. These adaptations might include:

- Providing children with topic linked word banks/ pre-teaching of key vocabulary;
- Oral presentations/ expectations are supported with diagrams, pictures or real objects to make the information accessible to all;
- Minimisation of handwritten exercises to prevent the writing down of information becoming a barrier to success;
- Chunking of information in to manageable amounts for children with known attention difficulties;
- Providing brightly coloured balls with a bell in to help visually impaired children to access ball games in the P.E curriculum;
- Providing 1:1 TA support in the swimming pool.

Children with SEND at Loscoe Church of England Primary School often make good or outstanding progress as a result of high quality teaching in combination with well-matched support for any additional needs.

If a child needs adaptations to their environment to ensure that they can equally access the curriculum, the school will do everything possible to ensure that this can happen. For example:

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- installing a soundfield system into a classroom if a child has a hearing impairment;
 - altering the layout of a classroom for a physical disability;
 - Reducing light glare for a child with visual impairment.
 - Using Widget (symbol based language) to support children with communication needs.

If a parent feels that their child is not offered equal access to the curriculum please bring it to the attention of the class teacher or SENCO team and steps will be taken to ensure that this is put right.



Adaptations to the Curriculum

We make many adaptations to support pupils' additional needs, this includes adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson.

Different areas of need may require different adaptations, examples of which include:

Communication and Interaction

- modelling language
- repeating back instructions
- visual prompts
- giving processing time
- use of name to engage learner
- visual timetables (whole class or individual)
- first/the board
- social stories
- awareness of environmental barrier to learning (noise, acoustics, temperature, lighting)
- using simple phrases to communicate instructions
- flexible approach to daily transitions
- sensory or movement breaks
- use of alternative methods to communication (Makaton, picture communication through Widget)

Cognition and Learning

- clear simple instructions
- tasks broken down into manageable chunks
- tasks cards
- time to respond to questions
- adapted work and resources
- use of concrete resources
- use of ICT to support learning (e.g. Clicker, individual laptops/ i-pads)
- opportunities for over-learning
- pre-teaching new learning
- use of memory aids (alphabet strips, number squares, post its, word and vocabulary mats)
- consideration to how work is presented (colour, font, size, layout)

Social, Emotional and mental Health

- individual risk assessments
- giving job responsibilities
- use of ABC charts to track and identify triggers
- consistent but flexible approach
- careful consideration of class seating
- being aware of environmental factors affecting individuals including peer relationships
- offering controlled choices
- Zones of Regulation
- transition supports including transition books comic strip strip conversations
- offering quiet, low arousal spaces to the child where they can go when they feel overwhelmed
- a clear consistent structure to the day, supported by a whole class visual timetable

Sensory and Physical

- Time out cards for movement/sensory breaks
- Use of Derbyshire Toolkit to assist with sensory plans
- Ear defenders available for children who need them
- Fidget toys allowed for children who need them
- Chair bands, wobble cushions, peanut balls available
- Communication books/reflection books
- Choice boards
- Busy boxes
- Specific sensory breaks linked to sensory plans (Derbyshire Toolkit)



Monitoring the effectiveness of our provision

Children with SEND are tracked by the SENCO termly to ensure that they are making progress from their individual starting points.

The SENCO reviews support plans termly to ensure that the support plan is still meeting the child's needs. Progress towards targets is discussed with:

- The child;
- The child's class teacher;
- Parents;
- Any other professionals working with the child.

As a school, we acknowledge that children with SEND may make progress at a different rate to a child without SEND; at Loscoe Primary School and Nursery, we celebrate all successes and progress.

Pupil and parental views are important to us and we seek to collect their opinions about the effectiveness of our provision via discussion and questionnaire as part of our annual SEND monitoring cycle.



Participation in extracurricular activities

All children with SEND are welcomed at our breakfast and after school wrap around care provision.

The school also runs a variety of after school clubs that are open to all children including those with SEND.

The school takes part in many local sporting competitions; we always ensure that children with SEND form part of our team. In addition to this, we enter several competitions designed to support success for children with SEND.



Provision for children who to move to our school

We offer all children carefully planned transition when they are joining our school.

If they are joining at the start of their schooling, then they are offered whole class 'get to know you' and meet the teacher sessions within our Early Years Setting. If they have an identified SEN, then extra sessions are organised and parents are offered an appointment with Mrs Lynam and Miss Mackereth (SENCo team) to share information and relevant reports.

If transition occurs mid key stage, we will liaise carefully with the previous or new school and ensure we either send or request all relevant paperwork.



Provision for children as they move to secondary

Children who are on a support plan will be given extra support in year 6 before the move to secondary school. This will include:

- Liaising with the SENCO from the chosen secondary school.
- Visiting the School
- Transition Lessons within School
- Transition Days at the New School

Children who are on an Education and Health Care Plan will receive all the above plus:

A year 5 review to help support their transition, and to support parents in choosing the right secondary school. All key professionals are invited to attend this review and the Local Inclusion Officer.

All children with an EHCP will receive a review of their plan in the Autumn term of Year 6 so as to given the local authority adequate notification of the parent/ carer's preferred secondary school placement.



Training and Professional Development

As part of our professional development, all staff are trained to support children with SEND. There is a programme of professional development and learning planned each year relating to the key priorities.

If a child comes into school with a difficulty that has not been encountered before at school, then the school will immediately ensure that the teacher, teaching assistant and any other relevant adults in the school receive training in the area of need.

The school may also make a referral or seek advice from other relevant professionals. These include:

- The Educational Psychology Service
- Inclusion Support Advisory Service
- Derbyshire Speech and Language Therapy
- Derbyshire Continence Team
- The School Nurse Team

NB: Before referring to any outside service, we will always ask for parental permission first.



Complaints about SEN provision

If you are unhappy about your child's provision, we will make every effort to listen to your concerns and put things right. In the first instance, you should talk to your child's class teacher. After this, if you are still unhappy you should arrange an appointment to see Mrs. Lynam or Miss Mackereth, the school SENCO team.

Email: wlynam@loscoe.derbyshire.sch.uk

kmackereth@loscoe.derbyshire.sch.uk

If the matter is not resolved as you would like, parents can then lodge a formal complaint.

Our full complaints policy is available on the school website.



The Local Offer

Each Local Authority is responsible for writing 'A Local Offer'. This is what is available to children locally. Derbyshire's local offer is available on derbyshiresendlocaloffer.org.



Other Policies

School policies relating to SEN, which are also on the website, are:

- o Special Educational Needs Policy
- o Our school Accessibility Policy
- o School Admissions policy
- o Management of Medical conditions/ administering medicines policy.
- o Looked After Children Policy
- o Curriculum Policy
- o Subject Policies