

## SEN INFORMATION REPORT

Headteacher - Mr Neil Aiken 01536 710175

Senco - Miss Beth Cook 01536 710175

SEND Governor -



### What kind of Special Educational Needs provision is available for children at Loddington?

Loddington Primary School is an inclusive school that caters for diverse needs, ensuring that all children reach their potential. We offer a broad and balanced curriculum and have high expectations of all children. We offer provisions throughout school which cover the four broad areas of need - communication and interaction, cognition and learning, social, emotional and mental health, sensory and/or physical needs. The Government define a child as having Special Educational Needs if they have a learning difficulty or disability which requires support additional to or different from provision compared to the majority of their peers.

#### PROVISION

Individual Education Plans are developed with the class teacher to provide early intervention and remove barriers to learning. Children are supported in the classroom, initially through quality first teaching, differentiated work and individual programmes administered by a team of highly effective teaching assistants.

#### EFFECTIVENESS OF PROVISION

This may be measured through assessment results, by reduced behaviour incidents being recorded, by talking to parents and children.

#### INTERVENTIONS

A range of interventions are provided by the school to ensure that all the children's needs are being met and that all children reach their potential. Parents are consulted at every stage and are encouraged to actively support the school in securing the learning of their children.

The school provides a number of specific interventions:

- Speech and Language therapy - a speech therapist currently comes to school once a week to work with specific children, teaching assistants continue the work on a daily basis.



- Daily individual programmes - eg 1:1 maths precision teaching, 1:1 phonics, Toe by Toe, daily reading, fresh start, RWInc catch up. These programmes are very successful in establishing sound knowledge of basic facts. We incorporate ICT as well during these sessions if appropriate.
- Social stories
- Individual programmes to recognise behaviour difficulties and ways to overcome these

The school provides extra support at lunchtimes and breaktimes for those children who find unstructured times difficult.

### **Who are the other people providing services to children with Special Educational Needs in school?**

If we feel that additional support for children is needed, referrals to external agencies can be made, including Educational Psychologists, Speech and Language Therapists, Paediatrician, Dyslexia Specialist and Specialist Advisory Teachers.

### **How do we assess and identify children with Special Educational Needs?**

We strive for early identification of special educational needs to ensure that the child is supported and their needs are being met. It is the responsibility of all members of teaching staff to ensure that each child is receiving quality first teaching, that learning is differentiated and children's progress is closely monitored. The Special Educational Needs Co-ordinator (SENCo) is informed if they feel additional support is required.

Throughout school the following assessments take place:

- Baseline assessment as children enter Foundation Stage
- Detailed assessments carried out three times per year in Reading and Mathematics
- Pieces of writing are assessed throughout the year, at least two pieces per half term
- Ongoing formative assessments both during the day to day activities and at key points throughout the year
- Pupil progress meetings are held throughout the year, the Head teacher and SENCo hold these meetings with each class teacher to identify those children who are not making expected progress
- Children identified from pupil progress meetings as not making expected progress or working below expectations are carefully monitored, if they are not already on interventions.



Additional assessments may be carried out by the SENCo or by an external agency if a need has been identified and we need further clarification on the next steps needed to support the child.

### **How have you made the school accessible to children with Special Educational Needs?**

All children, irrespective of any additional needs, are able to access all areas of the curriculum, lessons can be highly differentiated where necessary to ensure complete inclusion. Previously, children with additional needs have attended residentials and where necessary adaptations have been made to the activities to ensure they can access everything along with their peers. As a school, we have ensured that Wrap Around Care is inclusive - providing a range of activities. They are able to attend any after school activities alongside their peers.

### **How are parents involved?**

We hold meetings at least three times a year with parents to evaluate IEP targets and set new ones. We will always discuss any concerns with parents as they arise. Pupils and parents are involved in decision making and if a referral is made to the Educational Psychologist then the SENCO will work with parents to ensure 'the big picture' is available to the EP before the assessment begins. Pupils are involved as appropriate to their age.

### **How will you support my child when they are leaving this school or moving to another year?**

To ensure that children feel comfortable and confident before starting school in Reception, a member of staff visits the children in their preschool setting. Alongside this, the children do come into school for four afternoons at the end of the summer term (before transition day) to ease them into routines and enable them to become familiar with the school environment.

If a child with additional needs is joining our school, we will arrange meetings between the SENCo, head teacher and parents to ensure that we meet the child's needs. Additional visits can be arranged to help the child feel settled and familiar with the new environment.



To support transition between moving into new year groups and across key stages, teachers have meetings to discuss individual children sharing relevant information and strategies that have worked well with each child throughout the year. Social stories can be used to further support children who will find the transition challenging.

When transferring to a new school, we want to ensure that all children are prepared for their transition. We have good links with the local Secondary Schools. When the Secondary Schools visit our school, all relevant information is shared and they will speak to the children who will be going to their school, so that each child will have a point of contact on their first visit. For those children who may need additional visits to a Secondary School, this can be arranged and the SENCo will liaise with the Secondary School SENCo to ensure that this is possible.

### **Who are the best people to talk to in this school about my child's Special Educational Needs?**

If you have any concerns about your child, please make an appointment to speak to one of the following people:

Mr Neil Aiken - Head teacher

Mrs Helen Dowsett - Deputy Head

Miss Beth Cook - SENCo

Mrs Sophie Lewis - SEND Governor

### **Training that teachers have**

Throughout school, the staff have a wealth of experience and training. Where a training need is identified, as a school, we are committed to ensuring the training gap is quickly addressed. If required, outside agencies will be contacted to provide further support for staff and children.

### **Local Offer**

The link to Northamptonshire's local offer:

<https://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer>