



Annual SEN Information Report

Assistant Head for Inclusion and KS1: Mrs Lucy Lock

Date: Autumn 2024

Loughton Manor First School is a friendly, caring and vibrant learning environment where mutual respect and high expectation produces resilient, independent learners. We aim to provide a safe and secure environment where children can be happy, creative and confident in their learning and development. We seek to celebrate every individual's talents and successes, developing pride and self-belief. We believe that the environment, experiences and expectation that we provide will allow all children to achieve their potential both academically and personally.

Loughton Manor First School prides itself in being an inclusive school. We promote equality of access and opportunity to all areas of the curriculum for all learners. Pupils are taught in an environment where they receive equal respect and in which their individuality is valued. It is the responsibility of all teachers to help each and every pupil reach their own potential through supported and differentiated teaching across the curriculum.

We believe that parents and carers play a vital role in supporting their child's education and we therefore aim to foster positive relationships between school staff, parents and carers during their time at Loughton Manor First School.

At Loughton Manor First School we aim to:

- identify pupils with Special Educational Needs and Disabilities (SEND) as early as possible and ensure that their needs are met
- have in place systems whereby Teachers are aware of pupils with SEND
- provide all pupils with a broad and balanced curriculum that is differentiated to the needs of the individual
- have high ambitions and expectations for pupils with SEND
- be sympathetic to each pupil's needs by promoting a strong partnership between the pupil, the parent and Loughton Manor First School staff
- actively engage in support from the Local Authority and outside agencies where needed
- ensure that all pupils take a full and active part in school life.

What kinds of Special Educational Needs are provided for at Loughton Manor First School?

At Loughton Manor First School we offer provision for pupils with differences in the following areas:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health needs
- Physical and /or Sensory needs including medical needs

How does Loughton Manor First School know if pupils need extra help, and what should I do if I think my child may have Special Educational Needs?

Throughout the academic year Class Teachers regularly undertake a range of assessments to monitor the progress of all children. Termly progress meetings are

held between the Leadership Team, which includes the Head Teacher, Assistant Head for Inclusion and KS1 and all Class Teachers. During these meetings, the progress of pupils across the school is discussed. There is then a focus on those that are identified as making less than expected progress and those that have social, emotional or mental health difficulties that are affecting their ability to engage in their learning. Strategies that can be used by the Class Teacher are suggested and then put into place. If appropriate, additional support may be put into place on a 1:1 or small group basis in order to address any specific areas of difficulty.

The majority of children and young people with special educational needs and disability will be supported within their mainstream school through the Graduated Approach, quality first teaching, targeted and personalised support. For a few children/young people, external support will be necessary.

If concerns are raised by Class Teachers in relation to a child's academic attainment or progress, discussions will be had with the Assistant Head for Inclusion and recommendations put in place using an Assess Plan Do Review (APDR) cycle. Leading on from this, Class Teachers may be asked to complete the First Assess Communication Tool (FACT) or a Personalised Provision Plan. The FACT has been produced by a range of people working with children and young people with speech, language and communication needs (SLCN) in Milton Keynes. In addition to this, an SEN Support Plan may be put in place after these discussions and APDR cycles. Not all children will require an SEN Support Plan but will continue to require small steps of learning with progress carefully monitored by the Class Teacher in conjunction with the Assistant Head for Inclusion along with parents.

We encourage parents to speak openly with Class Teachers about their children's needs, and we value input from parents. If parents are concerned about their child's progress and they have not already discussed this with their child's Class Teacher, we would encourage them to do so.

How will the learning and development provision be matched to my child's needs?

Quality First Teaching is of paramount importance to us and is in place in all classes across the school. This helps to ensure all pupils are able to access the curriculum. Teachers are skilled at developing their teaching to meet the diverse needs of the pupils in their class.

Personalisation is the process by which Teachers ensure that tasks are matched to pupils' individual needs. This might involve the use of additional adult support, a wider range of supportive resources and adaptive teaching approaches to ensure that all children are able to access the learning. At Loughton Manor First School it is approached in a range of different ways to enable pupils to access the curriculum and help ensure that all pupils can experience both success and challenge in their learning.

Grouping arrangements are organised flexibly with opportunities for ability groups, and mixed ability groups to maximise learning opportunities for all.

Our broad and balanced curriculum is accessed by all pupils. Adaptions are made to support specific curriculum needs, for example where a need to develop more independence is identified.

As well as Teachers, Loughton Manor First School staffing is made up of two Higher Level Teaching Assistant, Teaching Assistants, a Forest School Leader as well as a number of Midday Playworkers. The Assistant Head for Inclusion manages the support staff and directs them to work in specific year groups, with individual pupils and small groups. The use of these additional adults is closely monitored by the Assistant Head for Inclusion to ensure maximum impact on pupil learning, progress and engagement as well as supporting children's independence.

In Foundation Stage a wide range of small group interventions are used, such as Funky Fingers being used to develop fine motor skills. School Start, LIPS and Talking Partners are also used throughout the school depending on the need of or within particular cohorts of children.

Reasonable adjustments to the school or classroom environment may be needed in order to meet the needs of specific pupils. This may involve purchasing specialist furniture or writing equipment, or may involve providing pupils with alternative methods of recording their work, for example an iPad or Talking Tin.

How effective is the SEN provision at Loughton Manor First School?

At Loughton Manor First School we are always working towards improving our provision to meet the requirements of the changing needs of our pupils.

Every half term, following on from discussions with a range of people, including parents, Teachers and the Headteacher, the Assistant Head for Inclusion looks closely at the progress of all pupils classed as SEN Support. This enables provision to be adjusted where progress is not as good as we would like it to be.

At the end of every term, the Assistant Head for Inclusion looks at the data for each year group for the three core subjects, Reading, Writing and Maths, and this data is used to monitor and evaluate the overall effectiveness of our school's SEN provision. This information is then used to inform our planning for the following academic year.

How will you help me to support my child's learning?

We operate an open door policy at Loughton Manor First School and encourage parents to talk to staff informally or arrange more formal meetings with Class Teachers to discuss their child's learning. The Assistant Head for Inclusion will endeavour to liaise with parents of those pupils with long term and complex additional needs on a regular basis; more frequently if required. Loughton Manor First School are keen to support parents in helping children continue their learning at home, and we share details of any strategies and interventions used in school with parents so that parents can work towards the same goals at home with their child.

What support will there be for my child's overall wellbeing?

The Assistant Head for Inclusion works closely with Class Teachers and Teaching Assistants to ensure that pupils feel happy and safe at Loughton Manor First School. We endeavour to actively support any child exhibiting social, emotional and mental health difficulties. The Leadership Team monitor pupils' attendance and can provide support to parents with this in the form of Early Help, and a 1:1 attendance meeting with the Head Teacher.

We aim to teach pupils to become respectful, resilient and mindful of others' thoughts and feelings, through a consistent approach to expectations of behaviour across all year groups in order to prevent bullying. We use Restorative Practice to promote positive behaviour and respectful relationships.

We follow a values PSHE curriculum, covering a different value every half term. Each day children take part in relaxation techniques to enable them to be ready for learning. Examples of this are Relax Kids, relaxation breathing, simple yoga moves or mindfulness activities.

Our school council consists of members from every class in the school. They meet regularly and work closely with the PSHE Subject Leader and the Headteacher to ensure that pupils' views are listened to and considered throughout the school year.

What arrangements are in place for involving SEN children in their own education?

The views of our SEN children at Loughton Manor First School are very important to us. Their views are regularly sought, ranging from our youngest up to our seven year olds. A range of questions are asked (re-worded for different age groups) or answered on their behalf by their parent or teacher if it is felt the child is unable to answer at this stage in their learning journey. Photos of the children engaging in their learning are used to help gather their views.

We always involve any child with an EHCP in their annual review. What this will actually mean will vary according to the child's age and their Special Educational Need and/or Disability. At this young age, participation is usually the gathering of pupil voice (as above). Regardless of whether the child attends the meeting, their views, thoughts, wishes and feelings will be sought in an appropriate way depending on their capability. This process will be supported by an adult that has worked closely with the child. These views will then be shared during the meeting.

What specialist services and expertise are available at or accessed by the school?

Our Assistant Head for KS1 and Inclusion seeks advice from the Local Authority Inclusion and Intervention team on a regular basis. She actively engages with local opportunities to share best practice and keeps up-to-date with current Local and National policies to support pupils with SEN. All staff are encouraged to, and are aware of, using the Local Offer to access relevant materials in relation to SEN.

Milton Keynes Local Authority Local Offer

Milton Keynes Local Authority has devised a [Local Offer](#). This has been written in order to show the availability of provision within the Milton Keynes area and to support parents/carers with more information on SEN procedures. The school works closely with agencies delivering the Local Offer.

The Local Authority School Nursing Team is able to support the school with referrals to additional services including Occupational Therapists, Community Paediatricians and other health professionals. Our Assistant Head for Inclusion is able to support these referrals and provide written evidence for parents to detail any provision that a child is receiving at school. We welcome visits in school from outside professionals involving observations and discussions about individual children, and we actively use any strategies suggested to us to improve our provision.

Loughton Manor First School works closely alongside the Milton Keynes Speech and Language Therapy NHS Service for Schools in supporting school aged children with their continued speech, language and communication skills. If school believe a child would benefit from the support of the Speech and Language Therapy Team, class teachers and/or the Assistant Head for Inclusion will meet with parents to discuss their concerns, a First Assess Communication Tool (FACT) will be completed for the child and outcomes set using the Assess Plan Do Review cycle. If progress is limited, a referral to the team will be made in consultation with parents.

Our school can also access the support of the Milton Keynes Educational Psychology Service through the Milton Keynes Local Offer.

What training have the staff supporting children with SEN had or are having?

Our Assistant Head for Inclusion has achieved the Post Graduate National Award for Special Educational Needs Co-ordination and takes advantage of relevant up-to-date training to support her role. She is a specialist teacher and assessor for dyslexia, having achieved a Diploma from the Institute of Education (London) in Specific Learning Difficulties, namely Dyslexia. She is currently completing a Postgraduate Certificate in Understanding Autism and Inclusive Learning with Liverpool Hope University.

Our teachers and teaching assistants have collectively received training focusing on a range of different areas of SEN which is monitored closely and areas for training highlighted and acted upon.

Specific members of staff have received Level 1 and Level 2 Team Teach training by a local specialist school; Romansfield. Advice and support is sought from their outreach team and individual and small groups of staff have received training through this resource.

How will my child be included in activities outside the classroom, including school trips?

At Loughton Manor First School we aim for all pupils to be able to access all trips and visits that take place outside the classroom. Reasonable adjustments will be made to enable any pupil attending Loughton Manor First School to fully participate in activities

outside of the classroom, including school trips. Risk assessments are carried out and, where appropriate, are discussed with parents to ensure that whenever possible and with reasonable adjustments; *all* pupils are able to participate. If it is deemed appropriate that an intensive level of 1:1 support is needed, on occasion a parent may be asked to accompany their child during a specific activity.

How accessible is the school environment?

Loughton Manor First School teaching areas are all on one level. There are two disabled toilets on site. Reasonable adjustments would be made to support any children with additional needs in our care through our SEN Notional budget.

Who can I contact for more information about SEN at Loughton Manor First School?

The Class Teacher

Relationships are built up between school support staff, teaching staff and parents informally on a day-to-day basis. If any concerns arise about a child's learning or progress, parents are initially encouraged to request a meeting with their child's Class Teacher. Further meetings can be arranged to discuss strategies and progress as required.

Assistant Head for KS1 and Inclusion: Mrs Lucy Lock

Further conversations between the Assistant Head for Inclusion, the Class Teacher and parents can be arranged as appropriate to discuss any developing needs. The Assistant Head for Inclusion is responsible for overseeing the coordination of any additional support that your child may need.

Headteacher: Mrs Daniela Thompson

The Headteacher oversees all areas of the school's provision. If appropriate, the Headteacher will be involved in meeting with parents to discuss children's progress and deciding upon how the school can best meet a child's needs.

Inclusion Governor: Rosie Crook

Our Inclusion Governor supports the school in ensuring that the needs of all children are met in line with the SEN Code of Practice (2014).

Please follow this [link](#) to our school website where you will find the following policies and procedures that you may wish to read:

- Inclusion Policy
- Relationships Policy
- Child Protection and Safeguarding Policy

If you wish to make a complaint about any aspect of the SEN provision at Loughton Manor First School, please do so by consulting the procedures detailed in our Complaints Policy.

How will I know how my child is doing?

As a school we have an open door policy and encourage parents to talk to us about how their child is progressing at Loughton Manor First School. As mentioned above in the first instance, parents are encouraged to the Class Teacher.

Our Assistant Head for Inclusion is easily contactable via the school office by telephone or email and responds to parents' correspondence as swiftly as possible. In addition to this the Assistant Head for Inclusion is available to speak to parents openly or more privately during the week. She currently works Monday to Friday.

Those pupils recognised by the school as having a Special Education Need and/or Disability will be recognised on the school SEN register under the category 'SEN Support'.

Each term, Class Teachers will either hold a Parents' Consultation Evening or issue a written report on every pupil's progress. This will highlight strengths and areas for improvement across the curriculum.

For pupils with an Education and Health Care Plan (EHCP), which involves more individualised/personalised support, the class teacher, will organise a meeting with parents once per term and include the Assistant Head for Inclusion if required. There will also be a formal annual review held in school to review how well the EHCP is meeting the pupils' needs. Where possible, these meetings will also involve any staff working with the pupil in school and external professionals as required.

Joining Loughton Manor First School at other times

When pupils join Loughton Manor First School in-year, the Assistant Head for Inclusion always tries to ensure that we liaise with the child's previous school if the child has any additional needs. The Assistant Head for Inclusion aims to meet with the pupil's parents prior to them starting at Loughton Manor First School if possible. This helps to ensure a smooth transition and helps the school prepare for the pupil starting Loughton Manor First School.

For pupils who have an EHCP, there will be an agreed series of transition visits and meetings organised by the Assistant Head for Inclusion to ensure that arrangements are in place for the child's transition into Loughton Manor First School. These meetings will involve Loughton Manor First School staff, staff from the pupil's previous setting and parents.

For those pupils transferring to other schools, the Assistant Head for Inclusion will liaise with the SENCo/Inclusion Manager from these schools to organise an individual transition schedule appropriate to the needs of the pupil.

How are the school's resources allocated and matched to children's Special Educational Needs?

Loughton Manor First School has a limited SEN Notional Budget allocated each financial year. The money is used to provide additional support or resources to enable the needs of children to be met.

This money can be used for:

- Providing additional intervention programmes either in the classroom as part of Quality First Teaching or outside of the classroom as more targeted support to this to help a child learn and progress
- Providing a Teaching Assistant to support individuals or small group
- Providing additional resources or specialist equipment to support learning
- Provide training for staff to ensure they support children effectively

Updated Autumn 2024
Lucy Lock
Assistant Head for Inclusion and KS1