Special Educational Needs and Disabilities (SEND) Local Offer and Provider's SEN Information Report

Add setting name

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Type of Early Years Setting:	Maintained Mainstream Primary and Nursery School

1. Identifying special educational needs and disabilities (SEND)

a. What kinds of special educational needs and disabilities does the setting provide for?

At Larchfield, we put our children at the heart of all we do. As our school vision statement reads, 'Our children are central to all that we do; nurturing, caring and preparing them to add value to an ever-changing world.

This vision outlines our commitment to all children, irrespective of their ability. Every effort is made to ensure children identified as having Special Educational Needs and/or a disability are fully included in the life of the school. We identify the children's needs early and working alongside our families, we always aim to ensure appropriate support is in place so that every child is able to reach their potential.

We currently have children with a wide variety of special educational needs and disabilities in our school family, and aim to cater for all their needs to the best of our ability. We currently have children with Cognition and Learning needs, Communication and Interaction needs, Social, Emotional and Mental Health Needs, Physical/Sensory needs, and a combination of needs across these areas.

All children identified with a special educational need are placed on the school's Special Educational Needs (SEN) register and if the need is appropriate, the SENCo, teachers, in conjunction with the child's parents, create a SEND Support Arrangements Plan for the child, which outlines the child's areas of strength and need across the four areas of the Special Educational Needs Code of Practice 0-25 years (1st September 2014). Objectives are set for the child to achieve in order to address their areas of need and support arrangements are put in place to support the child in meeting the objectives that have been set. Their progress against these objectives is reviewed termly. Targets are set and reviewed in October, February and May of each year.

All staff are aware of SEND within the school and receive high quality information and training. We aim to identify pupils, who are making limited progress and provide interventions and support to meet their needs. We are a fully inclusive school and work alongside the Local Authority, Health Professionals and community organisations to find the most appropriate and effective support for pupils within our care.

b. How does the setting know if children and young people have special educational needs and disabilities and need extra help?

Concerns regarding special education needs and disability may be raised by the class teacher, parents/carers, a previous education setting, medical professional or a professional external to the school who has been involved with the child. Teachers, when they have a concern, complete the 'SEND Pupil Referral' form which highlights which of the four areas is a concern i.e. Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; Sensory and/or Physical. The SENCo then observes the pupil and asks the class teacher to monitor and feedback regularly.

Ongoing observations, alongside our rigorous teacher assessments, are carried out to enable the class teacher and Special Educational Needs Coordinator (SENCo) to clarify areas of concern and identify appropriate interventions and support. If the SENCo feels there is a need the parents are invited in for a meeting with the class teacher and SENCo and will ask if their chid can be put on the SEN register to give them more support.
Teacher assessment is carried out every term. These assessments allow us to identify children's attainment level and the progress they are making. This is monitored in pupil progress meetings where all class teachers meet with the assessment coordinator and SENCo to discuss how best to support our learners.

Each pupil's progress is monitored closely with individual targets being regularly set and monitored, with work in class differentiated as appropriate and, where possible, equipment provided to support the child in reaching their full potential. If further intervention is required the SENCo, class teacher and parents/carers will meet and discuss further support that can be put in place, which may involve an external support service. The school and parents/carers work in collaboration with identified services to access further support, all the while monitoring and reviewing each child's progress using an assess, plan, do, review approach.

For children starting the school in Reception, a home visit is arranged by the class teacher and any concerns or needs are discussed with the SENCO/FLSW. Any child joining our school during the year, no matter which year group, will be invited to a meeting with the Headteacher to discuss their needs.

Where children with special educational needs or disabilities join our school from another school, the school will contact the child's previous school and request a copy of any documents that provide information and guidance on the child's needs and how best to support them.

If you think that your child may have special educational needs, talk to your child's class teacher.
At Larchfield, we have Parents' Evening sessions twice a year, but teachers and the SENCo are always happy to meet with parents outside of these times if they are concerned about any aspect of their child. For some children who are on the SEN register, parents will have an additional three meetings per year to review and set targets for their child. This regular communication with your child's class teacher allows you to discuss progress, identify next step targets and raise any concerns. Teachers provide an Interim Report sheet to parents/carers prior to Parents' Evenings with an overview of how your child is attaining, attitude to learning and suggested next steps. The school has an online tool for tracking and monitoring who our SEN children are, their targets, interventions and progress made. Parents are also able to contact the school's SENCo directly using the SENCo email address which is freely provided to parents/carers by the school.

In between Parents' Evening meetings, the child's class teacher should be the initial point of contact if you have a concern regarding special educational needs and/or disability. This will then be discussed with the SENCo and a meeting can be arranged via the school office or SENCo email if it is deemed appropriate.

2. Support the setting provides for children and young people with SEND

a. What teaching strategies do you use to support children with special educational needs and disabilities?

At Larchfield, we are committed to meeting the needs of all of our learners, including those with SEND (Special Educational Needs and Disability). We have a range of strategies that we use, dependent on the needs of the individual child. These include:

<u>Environment supporting learning for all</u>

- Visual timetables
- Visual prompts, e.g. ASD cards
- School success plans
- Easily accessible resources to support learning – children know how to access them
- Key words displayed
- Word banks
- Reminder posters, e.g. for b and d
- Help cards for use by children
- Target posters
- Considered seating position within the classroom
- Careful consideration of groupings within the classroom
- Provision of suitable equipment such as 'wobble cushions', pencil grips, timers, sensory equipment, standing desks etc

<u>Quality First Teaching</u>

- Differentiation/ adaptation/use of additional adult support/questioning
- In the moment marking/verbal feedback
- Paired work/peer mentoring with other children - including learning partners in class
- Multi-sensory approaches
- Real life – objects, scenarios, in context
- Promoting independence/self esteem
- Positive praise

<u>Personalised learning</u>

- Task boards
- Reward charts
- Whiteboards for note taking
- Now and next boards or Now, Next, Then boards
- Fiddle toys
- Use of computers for pupils with working memory/Literacy needs
- Separate copies of tasks
- Nurture group
- ELSA Support
- Speech and Language support
- Makaton
- Use of adult mentors
- Individual or small group work to support learning in English and Maths
- Social stories
- Positive behaviour reinforcement including the use of stickers, sticker charts for motivational purposes
- Buddy 'learning' mentors
- Transition arrangements for individuals
- Interventions to suit the need of the child; Maths; English; Handwriting; Spelling; Phonics; Pets as Therapy; Touch Typing; Circle of Friends; small group sports session.

b. What additional support is available to help my child with their learning including specific interventions provided and adaptations to the curriculum and learning environment?

Every class has a Teaching Assistant for at least part of the day who supports the teacher in supporting the children and the progress they make with their learning. We have Teaching Support Assistants who lead sessions to accelerate progress and attainment across the school by supporting small groups and individual children. Teaching Assistants are directed by the class teacher, and the SENCo is able to offer support and guidance as appropriate. The support provided can occur within class or is timetabled out of class where appropriate. This support may be to follow a specific 'off the shelf' intervention or, more usually, to work on a specific area of need for a particular child/group of children. The SENCo meets with the Teaching Assistants carrying out interventions every term to track pupil progress.

Within class, the learning is differentiated to meet the needs of all children and where appropriate, the learning environment will also be adapted to meet the needs of all children, as will the curriculum as described above.

Furthermore, we have a Family Learning Support Advisor who works with children and families. The Family Learning Support Advisor is also a trained Emotional Literacy Support Assistant (ELSA), who provides support to children in groups and individually, as well as a trained Nurture Lead.

Adults working with a child will receive appropriate training in order to best meet the needs of the child.

c. How is the decision made about what type and how much support my child or young person will receive?

Teachers assess all children in their class each term, and data collected for reading, writing and maths is analysed and decisions are made as to whether a child is 'on track' 'exceeding expectations' or is 'not on track'. This decision is made using both formative observations and summative assessments. This is then discussed with teachers at a pupil progress meeting with the assessment coordinator and SENCo and where there are concerns about the attainment and/or progress of a child, it is agreed at this meeting what support will be put in place in order to support the child in improving their attainment and/or progress in the curriculum areas of reading, writing and maths.

The type of support each child gets across the school, including those with SEND is dependent on the child's individual needs. Class teachers, in collaboration with the parents/carers and SENCo and in some cases, external agencies, will set targets for each child on a SEN Support Arrangements form. This is completed jointly with parents/carers, with objectives and agreed methods of support set for the child. Interventions and targeted support is then put in place. An online tool is used to keep track of what additional support a child receives and SEN support arrangements reviewed termly in Oct/Feb/May.

d. How will I (the parent) be involved in planning for and supporting my child or young person's learning?

Interim reports are shared two times a year with parents/carers, and children, prior to Parents' Evening.

Where outside agencies are involved, Parents/carers are invited to attend meetings alongside the class teacher, SENCo and outside agency. Our focus for these meetings is to discuss priority areas, targets and progress made towards the targets.

The SENCo is also available for consultation and advice, just request an appointment at the school office or email using the SENCo email.

Parents/carers will jointly review and set new outcomes for their child on their child's SEN Support Arrangements (as described above).

The school will also signpost parents to any suitable workshops that will enable them to support their child, that are being run by external providers and charities, where the school has been made aware of the training. Parents are sometimes invited in by the class teacher or SENCo to model something the school use with their child in order for them to do this at home to further support them.

e. How will my child be involved in his/her own learning and decisions made about their learning?

Class teachers regularly involve pupils across the school in assessing their progress and setting next step targets.

Pupil voice is always heard and taken into account when setting targets for young people about their education. They have an opportunity to have their views heard at review meetings by discussing them in advance with a member of staff. We listen carefully to their opinions and interests and plan learning opportunities accordingly.

In early years, children are able to make choices about their learning through the free flow play and exploration nature of the curriculum and through the keeping of learning journeys.

3. Children and young people's progress

a. How do you check and review my child or young person's progress?

Children are assessed by Teacher Assessments every term (3 times a year), with their ongoing learning in the classroom. This assessment information, provided by the class teacher, is discussed at our pupil progress meetings. All teaching staff, including the SENCo, attend pupil progress meetings which allows staff to discuss, if identified, any barriers to learning and identify successful strategies to move the children forward.

Children with an Education, Health and Care Plan (EHCP) or a statement of SEN will have a formal annual review where all professionals involved with the child and parents/carers are invited to attend and/or contribute.

SEN Support Arrangements are reviewed with parents/carers termly (Oct/Feb/May).

Children with an individual speech therapy plan will work with the Teaching Assistant in the school, who oversees the speech and language programmes set by SALT, working with children on specific speech and language targets. The teaching assistant will liaise with the SENCo, who in turn, will liaise with the Speech and Language Therapy Service and request a review of the child's needs, with more targets being set if appropriate. The SENCo meets with the SALT Teaching Assistant termly to review targets in order to assess progress against them.

For some interventions, such as our nurture group and ELSA sessions, a baseline assessment will be carried out before taking part in the sessions. This will then be repeated at the end of the series of sessions in order to compare and analyse progress and the impact of the intervention.

We have a subscription to Boxall online, an assessment tool linked to Social, emotional, mental health (SEMH) and these are completed for those children of concern twice a year, following an initial baseline where all children had a Boxall completed for them in the school. These are used to inform decisions of who receives ELSA and Nurture sessions for the following term.

Other interventions, which have been recorded on our online tool, will be reviewed at their end date with a score of -2 (well below expected progress) to +2 (well above expected progress) recorded against each intervention and child.

b. How do you involve my child or young person and parents in those reviews?

All parents/carers are expected to attend our Parents' Evenings with their child's class teacher.

In cases where external agencies are involved, we believe it is paramount to success that parents/carers are involved as much as possible when discussing and reviewing each child and parents will be invited in to review meetings as and when it is appropriate to hold these. Where it is more convenient for a parent to meet virtually, this is arranged.

Where a child has a statement or EHCP you will be invited to attend your child's annual review. You will be given an opportunity to make contributions prior to the review if you would like to. At the end of the review the SENCo will record what has been discussed and any outcomes we have agreed. Parents will be given this to read and agree, before it is sent to the schools Assessment Coordinator for the RBWM Children will also be asked to contribute to their Annual review through completion of Appendix 1 – a questionnaire enabling them to reflect on the past year.

Parents/Carers meet with their class teacher termly to review their child's SEN Support Arrangements.

For children who are looked after, termly Personal Education Plan (PEP) review meetings are held, to which the children attend (where appropriate) and contribute through answering a series of questions prior to the meeting. These meetings are referred to as 'celebration meetings' to the children when discussing them with them.

c. How do you know if the provision for children and young people with SEND at your setting is working?

Our online tool tracks the provision provided for children across the school. We implement an Assess, Plan, Do, Review cycle. Teachers identify a need, plan the interventions which are then carried out with the appropriate member of staff and then staff involved review the progress made across the intervention. Further plans are then put in place as appropriate in this cyclical manner. Our interventions are targeted with a clear start point and a review date. Each time an adult works with a child on one of their outcomes, they record the child's level of achievement on the school's intervention record sheets. Review of these gives an indication of how well the provision has met the child's need. If possible, a baseline assessment is made prior to commencing an intervention and on completion of it, with a comparison of the assessments made in order to assess the success of the intervention.

If an external professional is involved with the child, they may carry out further observations/review meetings with school staff and parents/carers to assess whether the additional provision in place is working.

The school assesses and analyses children's attainment and progress regularly to help inform whether the provision in place for a child is having a positive impact.

4. Support for overall wellbeing

a. What support is available to promote my child or young person's emotional and social development?

As a school, we work hard to foster a nurturing environment where the children feel safe and happy. It is the ethos of the whole school and all staff to ensure children feel happy and safe to maximise their potential to learn during their time at Larchfield.

Within the school, we have an Emotional Literacy Support Assistants (ELSA) who works with children 1:1 and in small groups on emotional and social development issues specific to the child or group.

The Family Learning Support Advisor is in a supporting role for families and works in collaboration with professionals and our SENCo to ensure the children's, and their family's needs are met.

Each class has one PSHE lesson per week to support children in developing their understanding and skills in dealing with emotions, relationships and social skills.

The children are taught to express their emotions using common language through our 'What colour is your Dragon?' scheme to improve their emotional literacy and regulation. Individual support for those with emotional needs includes the use of feelings thermometers and emotional check ins with the class teacher or another named adult.

Responsibilities are also given to children in Year 6 – Head Girl, Boy, House Captains and School Ambassadors and in Year 5 we have Wellbeing Champions. Year 5 and 6 children take on the responsibility of Librarians. Responsibilities are also given to children in other classes for 'jobs' inside the classroom and all classes have representatives on The School Council.

Children with high emotional needs may be assigned a 'buddy' from another year group.

Assemblies allow children time for reflection and to listen to stories with morals, to sing together and listen to others. This includes a weekly 'celebration' assembly where children are awarded 'commendations'. All things positive, no matter how big or small, are celebrated and acknowledged at Larchfield.

Where a child is struggling with their emotional wellbeing, they may be assigned an adult Mentor or, in discussion with parents/cares, a referral may be made to the Mental Health in Schools Team (MHST) who provide the school with a link Education Mental Health Practitioner (EHMP).

Where a child is struggling to gain and maintain friendships, a 'Circle of Friends' may be set up for them with their class.

The school has purchased a range of playground equipment for use at break and lunch times, as well as upgraded its playground markings, in order to help children with their social development, as well as their general health.

5. Preparation for new and next steps

a. How will you help and prepare my child to join your setting?

The school considers the transition of all children into the school, key to the success at school and emotional wellbeing. Therefore, all children and their parents/carers are invited for a visit to the school prior to them starting. For Reception children, this is a Teddy's Bear Picnic run after school in the second half of the summer term.

In collaboration with parents/carers, before a child with SEND joins our school, the SENCo and receiving class teacher gather paperwork from previous settings and professionals and where possible meet to discuss the child's needs. Parents/carers and the child will have undertaken a preliminary visit to the school including being introduced to staff, peers and their classroom.

If required, school provide a booklet with useful information and photographs of key adults to aid the transition and/or home visits, transition timetables etc.

b. How will you prepare my child young people to join their next year group, school, college, stage of education or life?

In partnership with parents/carers and their new school, we ensure a transition plan is in place. This includes close liaison from school staff to their next setting including a handover meeting (via either phone or in person). We run transition programmes to secondary school with the help of external professionals where a need for this has been identified.

All class teachers have a transition meeting with the child's next class teacher to discuss each child's needs and strategies to support them.

Children who have needs will have a transition book about their new class and teacher before the summer holidays, and take this home with them at the end of the school year, to refer to over the summer holidays. This transition booklet makes them feel more at ease about starting a new year group.

Where appropriate, an individualised transition plan will be put in place for an individual child, which may involve additional visits to their new class or school.

6. Accessibility and specialist equipment

a. How accessible is the setting environment?
Do you have an accessibility plan?

- **Is your school wheelchair accessible?**
  Our school is wheelchair accessible. There are no automatic doors.

- **Have adaptations been made to the auditory and visual environment?**
  We had a child in Nursery who was deaf. An Audio Selector was professionally fitted to allow the interactive whiteboard to link with the child's personal radio wave. This child has now moved away.

- **What changing & toilet facilities does the school have for children and young people with SEND?** The school has one accessible toilet. Toilets throughout the school are at an appropriate height for the children using them.

- **Do you have disabled car parking for parents?**
  We have one disabled car parking space in our car park immediately outside the entrance to the school.

b. What if my child needs specialist equipment or facilities?

We will make every reasonable effort to provide the equipment and resources your child needs.

c. How will my child or young person be included in activities outside the classroom including physical activities, clubs and trips?

As part of our inclusive practice, all clubs and trips are made accessible to all children including those with SEND. School, in consultation with parents/carers, will put in place additional support to ensure that no opportunity is missed. When planning a school trip we will talk to parents/carers in the early stages to ensure your child will be able to participate and will be safe.

7. Training for staff, specialist services and further support

a. With regard to staff who support children with SEND, what expertise do they have and what training have they undertaken?

We have one LSFW who isa fully trained ELSA specialist. The SENCo is in receipt of the National SENCo award. The TA who is in charge of all the SALT programmes will receive informal support and training from the school's SENCo, along with demonstrations from the SALT service where this is available.

The school has at least one adult who is paediatric first aid trained, epi-pen trained and de-fib trained. Some Teaching Assistants have had asthma training.

Twelve members of staff. Including all of SLT, completed the Team Teach Course which provided training on safer positive handling of children who are in crisis or dysregulated.

The Leadership team, and the SENCo audit the needs of pupils across the school and in line with the school development plan, ensure that the expertise across the school can support the needs of the children. This is regularly reviewed and training for staff is planned in advance, either through staff insets held within school or through accessing specialist training outside of school.

b. What other agencies do you involve to meet the needs of my child or young person and how can I access support from these agencies?

We involve other agencies to help us meet your child's needs as required. If there is a need for a service to be involved with a child or young person, the SENCo, class teacher and parents/carers would work together to discuss the case and make a referral.

Agencies we use include the Early Help service, Educational Psychology Service, the School Nurse, Speech and Language Therapist, Occupational Therapist, SHINE (for pupils with ASD, SEMH Support service and SEMH Coach Mentors, Child and Adolescent Mental Health Service (CAMHS) and CYPDS (Children/Young Persons Disability Service).

c. Who should I contact to find out about other support for parents, carers and families of children and young people with SEND?

You can contact the Information, Advice and Support Service for Windsor and Maidenhead who provide impartial information and advice on matters relating to Special Educational Needs and Disabilities for children and young people aged 0-25 and their families
Tel: 01628 683182
Email: ias@rbwm.gov.uk Website: https://www.ias-rbwm.info

Please follow this link to the Royal Borough of Windsor and Maidenhead's Local Offer for information about other services that might be available to support your child/young person:
https://rbwm.afcinfo.org.uk/local_offer

The school SENCo and Family Learning Support Worker may also be able to provide information to parents and carers as to other support they may be able to access, for example Parenting Special Children, GEMS, The Autism Group and Autism Berkshire.

8. Policies

a. Are you aware or familiar with the requirements of the Disability Discrimination Act 1995 (Special Educational Needs & Disabilities Act 2001) and the Equality Act 2010?

Yes

b. Where can I find other setting policies relating to SEND?

The following SEND policies are available on the school website at the following link:

www.larchfieldschool.co.uk

- Accessibility Plan
- Safeguarding Policy
- Equal Opportunities
- Medical conditions policy

Other policies are available at your request from the school office.

9. Additional Information

a. Do you provide any other resources for children and young people with SEND?

Our provision across the school, in keeping with our inclusive ethos, is accessible for children with SEND – including breakfast club and afterschool clubs.

10 . Feedback and complaints

a. What do I need to do if I have a concern or complaint about the setting and its provision for my child or young person?

Initially we would ask you to discuss your concern with your child's class teacher. In most cases, we hope the class teacher is able to address concerns and deal with complaints quickly and effectively. If you would still like to proceed with a formal complaint, then please follow the complaints procedure - a copy can be obtained from the school office.

11. Glossary

Terms used in this document	Description/explanation of term
SEND	Special Educational Needs and Disability
SENCo	Special Educational Needs Coordinator; The member of staff at school who has responsibility for coordinating special education needs provision within the school.
ELSA (Emotional Literacy Assistant	A member of staff who has received extra training to support the emotional wellbeing of children and young people.
FLSW	Family Learning Support Worker
SLT	Senior Leadership Team
SEMH	Social, emotional, mental health

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Date of next review: January 2027