

OLD MILL PRIMARY SCHOOL

Old Mill Primary School Local Offer for SEN and Disability September 2024



Introduction

The aims of Old Mill Primary School are based on the values derived from the Statement of principles adopted by the L.A. and guided by the DFE Code of Practise for SEND.

The school provides a broad and balanced curriculum for all of our pupils including those with Special Educational Needs and Disabilities and ensures full curriculum entitlement and access. We are committed to maximum integration commensurate with meeting individual needs, the highest quality of education for all pupils and the efficient use of resources.

The Old Mill Primary Policy for Special Educational can be accessed on the school website. This policy is reviewed annually. Other documents in school support this policy: Supporting Children's Medical Needs; Use of crutches in school; Individual Care Plans; Behaviour Policy ; Equality and Accessibility Plans and the Symphony Learning Trust SEND Criteria.

The kinds of special educational needs for which provision is made at Old Mill Primary School

Old Mill Primary School is a mainstream setting. Old Mill is an inclusive school which focuses on removing barriers to learning through a Mastery teaching approach. It acknowledges the range of issues to be considered in the process of achievement for all. All pupils are welcome, including those with special educational needs and disabilities, in accordance with the L.A.'s admissions policy.

Policies for the identification and assessment of pupils with special educational needs

The progress of every child with Special Educational Needs is the responsibility of every class teacher and the school leaders. Progress and provision are monitored by our SENDCo. The SENDCo is the professional leader in Special Educational Needs and Disabilities and as such is responsible for:

1. The day to day operation of the School's Educational Needs Policy.
2. Assisting staff in the identification and assessment of pupils with SEND.
3. Advising on classroom and other appropriate strategies.
4. Liaising with external agencies.
5. Maintaining the school's SEND files and records.
6. Informing and advising governors.
7. Contributing to staff training.

Early identification of any Special Educational Need or Disability is a priority at Old Mill. Identification is a three staged process; these stages are School Monitoring, SEND support (which includes Top Up Funding) and Educational Health Care Plan (EHCP).

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Stage one - School Monitoring

This first stage is a school-based stage where it is anticipated the needs of pupils can be met through school-based provision and Quality First Teaching. Each SEND pupil has a 'One-page profile' that identifies their interests, strengths, key target areas for development, ongoing progress data and strategies to support learning. In addition, targets are set using an assess – plan – review process. Children are given regular opportunities to practise their target (at least two times a week) in ten-minute intervention sessions with an adult. Targets are reviewed on a regularly basis by class teachers and parents updated of new targets. Children will be provided with differentiated activities tailored to meet their needs and provided with resources to support their learning.

Children who require tailored teaching strategies or input will be given a support plan, which details how best to meet their need.

Stage two - SEND support plan

If pupils are showing increased levels of need and involvement from external agencies a SEND Support Plan will be put into place to access resources over and above what the school has provided. There are two tiers of SEND Support Plan: our local school support plan identifies strategies to support individual pupils with a diagnosed condition and the L.A. Support Plan which identifies the provision needed to support a pupil as well as setting key target areas for development. This is often a precursor to an EHCP application. Pupil Support Plans and/or a Behaviour Support Plan continue to be utilised where appropriate.

Stage three – E.H.C.P.

Some children will require an Educational Health Care Plan (or Statement) to provide a multi agency approach to their special educational needs. Annual meetings are held to update these E.H.C.P.s but targets are set and reviewed in alignment with all SEND pupils. On occasions the L.A. provide Intervention Funding for a time limited period to support individual children instead of a full EHCP.

The triggers for intervention at any of these stages could be the teacher's or other's concern if the child:

- makes little or no progress even when teaching approaches are targeted particularly in a child's area of weakness.
- shows signs of difficulty in developing literacy or numeracy skills that result in poor attainment in some curriculum areas.
- presents persistent social, emotional or mental health difficulties, which are not met by the behaviour policy employed in school.
- has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment where appropriate.
- has communication and/or interaction difficulties and continues to make little or no progress despite the provision of an adapted curriculum.

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Parents are encouraged to share any concerns that they have about their child so that we can work together to support any issues. The class teacher is the first member of staff to approach and the SENDCo will support liaison if required.

All staff are made aware of their responsibilities towards pupils with SEND. At the start of each school year teachers are equipped with transition information on all their pupils. School has a variety of strategies and systems to assess and track pupil progress to support them with their responsibilities. These include summative assessment, ongoing teacher assessments and more specific language, literacy, and numeracy tests. These are used to identify needs and track progress. The SENDCo and/or external agencies can administer some specialised assessment materials, which can then inform provision planning.

How Old Mill Primary evaluates the effectiveness of its provision for such pupils

Data analysis of all the children in the school ensures individual tracking of progress and attainment. Children already being monitored and those with a SEND support plan or EHCP/Statement will be specifically tracked by the SENDCo. Each term the SENDCo then considers the provision requirements at Old Mill against the needs of the current cohorts of children. This provision can be wide and varied but is specific to each child. The area of need and appropriate level of support will be identified in conjunction with class teachers and may include:

- spelling, writing, reading, maths, in small target groups.
- individual reading support
- the use of intervention programmes
- social skills groups
- support plan
- ELSA sessions
- SEN mentoring support
- physical adjustments

In some cases, if a child is continuing to experience significant difficulties further external expertise may be requested. The school will refer to external agencies for assessments or diagnosis as appropriate following consultation with parents/carers.

The named school governor has the responsibility to monitor the provision and evaluate the impact of this provision. This is completed through school visits and Headteacher / SENCo reports. Annual progress and removal from the SEND register, as well as successful routines and good mental wellbeing and behavior are all recognised as positive evidence of our provision.

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Old Mill Primary arrangements for assessing and reviewing the progress of pupils with special educational needs

Children at all three stages will have their own individual targets, set by their class teacher. These targets will be SMART - short, measureable, achievable, realistic targets and are intended to be specific to each child's needs. Targets are aimed to enable progress to be achieved by the child. These specific targets will be regularly assessed by the class teacher, in conjunction with other mainstream assessment arrangements, and used to inform teaching and provision for next step support. Children will have a short burst, ten-minute intervention three times a week on a one-to-one basis.

To review progress of SEN pupils, the SENDCo meets with each class teacher twice a year to review targets, progress, well-being and to implement any additional support required.

Old Mill Primary approach to teaching pupils with special educational needs

At Old Mill Primary Universal Provision is delivered through 'Quality First Teaching'; this provision is available to all pupils in school, a copy of which can be found on the school website. Class teachers are aware of their responsibilities to all pupils including those with SEND in their class and all planning demonstrates scaffolding or differentiation to meet the learning needs of all pupils. It is expected that within the classroom equal access to learning support from the class teacher is provided for all learners. Similarly, deployment of teaching assistants should also be equally deployed according to the learning. Pupils will have opportunities to work as part of a class, in small groups, in pairs and individually. These groupings may be ability grouped or mixed ability grouped depending upon the activity. SEND pupils will be provided with additional resources to support their learning in class and ensure they make progress from their starting point.

Pupils who have a Local Authority SEND support plan or and Education Health care Plan will have additional support according to their need.

Adaptation of the curriculum and learning environment for pupils with special educational needs

At Old Mill Primary we are committed to maximum integration commensurate with meeting individual needs, the highest quality of education for all pupils and the efficient use of resources.

All class teachers are aware of their responsibilities to all pupils in their class, including those with SEND. Teachers and teaching assistants are provided with specific training needs as required to support them in this area. In order that all children can access the curriculum appropriate adjustments and resources are made in the planning and delivery of lessons by the class teacher.

When appropriate the school seeks advice from external agencies such as occupational therapy, physiotherapy, visual or hearing impairment teams to see what alterations or adaptations we need to make

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to support our pupils. During a site walk with professionals, parents, the pupil and appropriate members of school staff, recommendations are offered and acted upon where at all possible.

Provision for additional support for learning that is available to pupils with special educational needs

Teaching at Old Mill Primary is delivered in three 'waves'.

Wave 1 – Universal intervention based on classroom support through Quality First Teaching – scaffolding and/or differentiation. This is classroom-based support within a class lesson. Classroom support staff assist in the delivery.

Wave 2 – Intervention teaching delivered in 1-2-1 or small group sessions. These are delivered by teaching support staff.

Wave 3 – More individualised and targeted support, sometimes utilising specialist staff. This may or may not include the use of our SEN learning mentor or ELSA. One-to-one intervention sessions on a twice weekly basis will also be provided (short burst sessions).

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	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Wave 1	Quality First Teaching Strategies						
	<p>Cognition and Learning: 'I do, we do, you do' approach for all. Clear learning intents. Increased visual aids. ICT to support learning. Use of writing frames. Flexible teaching arrangements. Visual timetables. Use of resources to scaffold (learning packs). Visual, kinesthetic and auditory learning. Small step planning. Assessment for learning. Explicit teaching of vocabulary. Using examples and non-examples. Using visual representations. Teacher modelling.</p> <p>Behavioural, Social and Emotional: Whole school and class rewards and celebrations, whole school and class rules, whole school behaviour policy, Jigsaw PSHE curriculum delivered across the school</p> <p>Communication and Interaction: Flexible teaching arrangements to include movement/brain breaks. Structured schools routines and class routines. Differentiated curriculum delivery. Increased visual aids and use of emotional regulation resources. Use of visual timetables and symbols.</p>						
Wave 2	Small Group Interventions/Catch-up Programmes						
	Afternoon targeted support with SEN	Writing and Maths precision teaching - assembly times as required.					
	NFL - Language Intervention. Handwriting intervention	SHINE Maths Intervention - involving SEN as appropriate Small Group Phonic Intervention					
Wave 3	1:1 intervention/precision teaching 10 mins x 3 a week.	1:1 intervention/precision teaching 10 mins x 3 a week.	1:1 intervention/precision teaching 10 mins x 3 a week	1:1 intervention/precision teaching 10 mins x 3 a week	1:1 intervention/precision teaching 10 mins x 3 a week	1:1 intervention/precision teaching 10 mins x 3 a week	1:1 intervention/precision teaching 10 mins x 3 a week
	1:1 reading	1:1 reading	1:1 reading	1:1 reading	1:1 reading	1:1 reading	1:1 reading
	Phonic Intervention 1:1			Speeding Reading Intervention 1:1			
	1:1 Support as appropriate for high needs						
	Alternative Provision: Forest School Intervention/Access to continuous provision						
	May include - ELSA Support/SEND Learning Mentor Support						

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Activities available for pupils with special educational needs in addition to those available in accordance with the curriculum

Children with special educational needs have equal access to extra curricular activities and educational trips. The school will consider and endeavour to overcome any difficulties in this area should they arise. Homework Club is available for all pupils from Year 3 upwards upon request. Regular attendance is the only prerequisite.

Support that is available for improving the emotional and social development of pupils with special educational needs

At Old Mill Primary we have a variety of intervention programmes and strategies to support children with emotional or social development. We also work closely with external agencies such as Autism Outreach, Birkett House Outreach, School Nurse to support and guide us in this area. For the past few years we have championed several wellbeing activities across in school, including the introduction of our ELSA, Route to Resilience and our PSHE programme Jigsaw. Child centred roles and responsibilities are utilised across the school to develop self esteem and confidence. All special educational needs children have equal access to these roles.

The name of and contact details of SEN co-ordinator

Miss A. Howlett senco@oldmill.leics.sch.uk

Expertise and training of staff in relation to children and young people with special educational needs

Expert advice can be accessed to the following agencies:

- ✓ Educational Psychology Service
- ✓ Pre School Specialist teaching Service
- ✓ Specialist Teaching Service
- ✓ Speech and Language Service
- ✓ Autism Outreach
- ✓ Behavioral support – Birkett House; Oakfield House
- ✓ School Nurse
- ✓ Pediatricians
- ✓ Attendance Improvement Officer
- ✓ Social care
- ✓ Occupational Therapist / Physiotherapists

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Training and updates in SEND are planned periodically. Our SENCo keeps up to date with new initiatives and updates via links with the Trust SENCo group and TELA. Online training has been more recently utilised as a successful learning method across all staff. Teachers are expected to research areas directly relevant to their class as well as learn from transition colleagues.

Equipment and facilities to support children and young people with special educational needs

The school works with external agencies to identify equipment that will support specific children in their learning. On occasion exercises or routines are also recommended and where appropriate facilitated into the timetable.

The arrangements for consulting parents/carers of children with special educational needs about, and involving such parents/carers in, the education of their child

It is the policy at Old Mill Primary to actively seek to work with parents and value the contribution they make through their unique knowledge, strengths and experience. Parents are invited, and pupils are involved, where appropriate, in all relevant discussions and personal target setting. Parents are updated with termly target evaluations and setting at the two parents evenings held during the year and with the end of year report. Parents are invited to attend all EHCP reviews and transition meetings are arranged to support children with a SEND support plan.

The arrangements for consulting young people with special educational needs about, and involving them in, their education

At Old Mill we endeavour to engage all pupils with their learning and to have a positive attitude towards school. Children should be involved in making decisions where possible right from the start of their education. At Old Mill we encourage pupils to contribute individually by assessing their own skills and needs and where appropriate taking an active part in the setting and monitoring of their own targets. Older pupils are invited to transition meetings at an appropriate time, to share their thoughts and concerns.

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Any arrangements made by the governing body to the treatment of complaints from parents and carers of pupils with special educational needs concerning the provision made at the setting

In the first instance with any concern parents should contact the pupil's teacher. If concerns continue then the SENDCo should be contacted and a meeting set up to discuss concerns further.

We work in collaboration with parents in many ways and are always looking for opportunities to strengthen links with the home. These currently, but not exclusively include:

- Parents Evenings and consultations focused on progress, targets, support and information sharing.
- Regular communications home; these include regular newsletters and text message prompts.
- Phone calls and meetings as appropriate to share information and discuss issues.
- The school APP and the school website – www.oldmill.leics.sch.uk
- Open evenings to share and discuss curriculum.

If parents are still not satisfied the school has a formal complaints procedure which is available on the school website.

How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The governing body have a named governor whose role it is to champion and monitor the provision for SEND in school. Updates for SEND provision are included in a termly report to the LGB.

The contact details of support services for the parents and carers of pupils with special educational needs

Concerns of a pastoral, day to day nature parents should contact their child's teacher first. Meetings can then be arranged between parents and the class teacher to discuss these concerns. The SENDCo or a member of the Senior Leadership team will attend these meeting if required.

There will also be information about services which parents can access to support their child on the SEN Direct website www.SENDirect.com. This website advertises service providers to support parents/carers and educational settings of children with Special Educational Needs. School Nurse details can be accessed from the office.

The local authority's local offer The new SEND code of practice is available for downloading at <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

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Up to date information about Leicestershire's Local Educational Authorities Local Offer can be found at the following web address: <https://www.leicestershire.gov.uk/local-offer>

The setting's arrangements for supporting pupils with special educational needs in transferring between phases of education

The SENCo works closely with the Pre School Specialist Teaching team to discuss and liaise about children entering Foundation Stage who may have triggered concerns or already have an EHCP. Foundation Stage teaching staff also meet with the pre school staff to discuss children entering school in the autumn term. For Year 6 pupils with identified SEND or vulnerability, transition will start with the attendance of the SENCo from the relevant secondary school at the annual review, multi-agency meetings or for those children whose parents have a particular concern about their child's transition to secondary education.

Enhanced transitions are offered by Thomas Estley for vulnerable pupils, where it is felt they would benefit from additional time at the college to experience what is on offer. Inclusion fun days are also put on during the summer time to allow pupils with SEND or anxiety to have further experience of college life. Regular meetings are held between the Inclusion Department at Thomas Estley, Lutterworth schools and Old Mill staff to ensure that they are fully informed of any pupils with SEND who are transferring.

Additional information about transition can be found on the college website.

MEDICAL GUIDANCE

When appropriate an Educational, Health and Care Plan will be drawn up between the parents, the school and medical professionals associated with the needs of the child.

Staff are informed regularly about students with existing or newly diagnosed medical conditions. Additional training for staff or first aiders is arranged via the school nurse or specialist nurse practitioners. External training is also booked through the School Business Manager if required.

The school does not have any health professionals or therapists in residence. Any service can make an appointment to visit a child on site, with parental permission and subject to the school safeguarding procedures. The School Nurse works in conjunction with school, supporting parents as required.

We expect pupils to aim for 100% attendance and to be punctual to school. Where attendance is an area of concern and may be linked to medical needs, the school's Attendance Improvement Office (AIO) can offer welfare support for those pupils who are struggling to attend school.