



SEND Provision at Laughton Junior and Infant School



Respect Reflect Resilience



School Staff Training

Recent training:

- Team Teach
- Boxall Profiles
- Autism and PDA

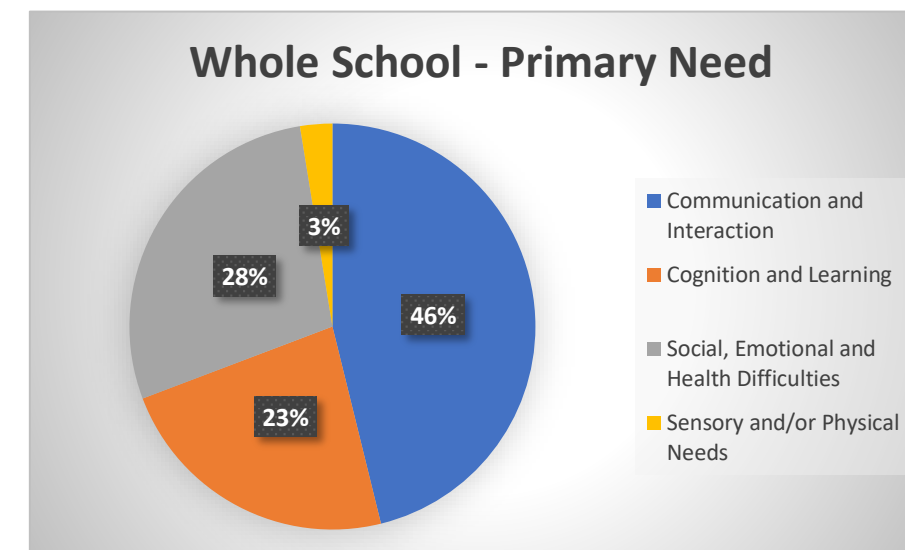
Upcoming training:

- Clicker

OFSTED said:

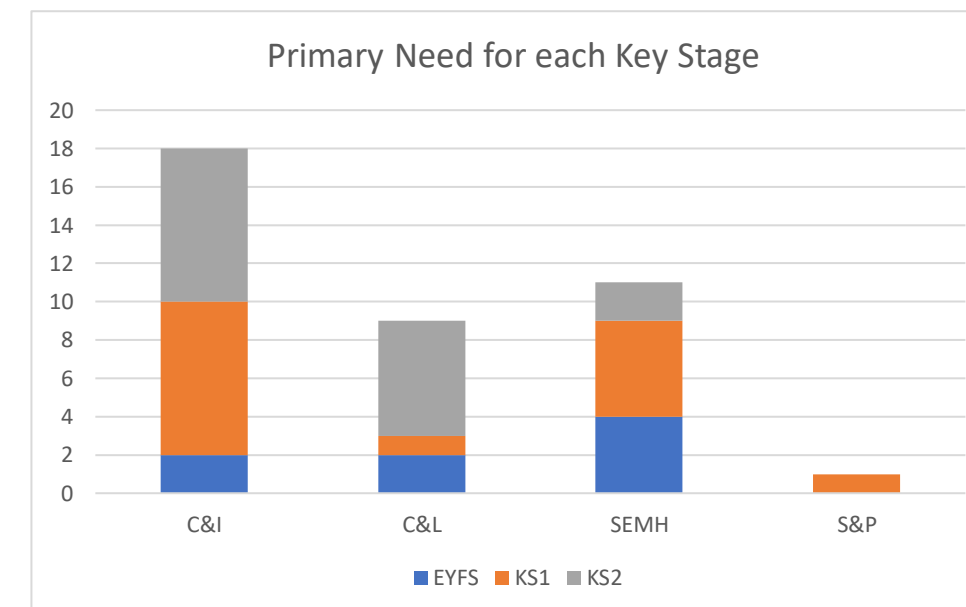
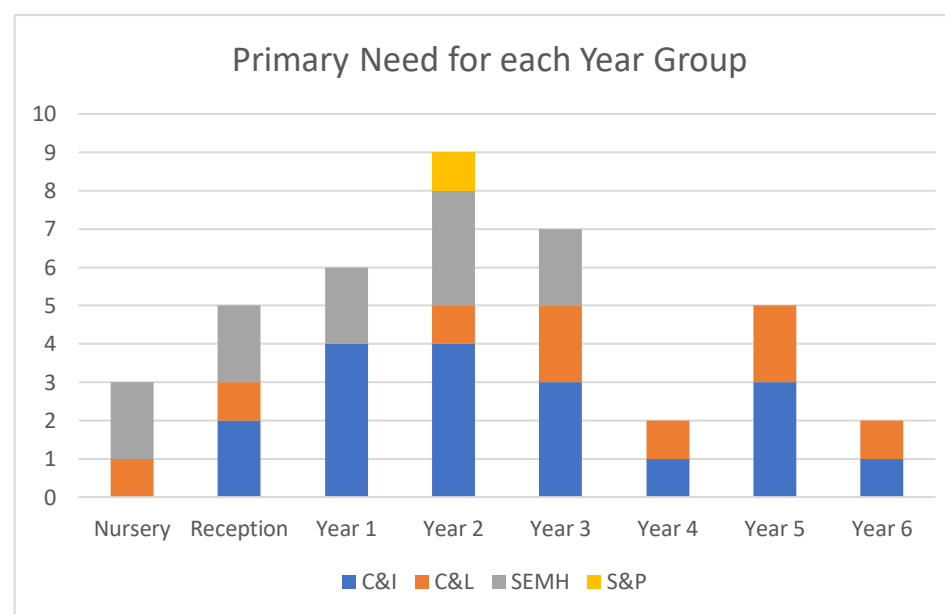
Leaders have high expectations for all pupils to achieve, including pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils.

Leaders ensure that pupils with SEND access the same curriculum as other pupils. They identify any pupils who may benefit from additional support. Teachers and external specialists provide carefully matched activities to support pupils with SEND effectively. The curriculum is skilfully adapted to meet the pupils' needs.



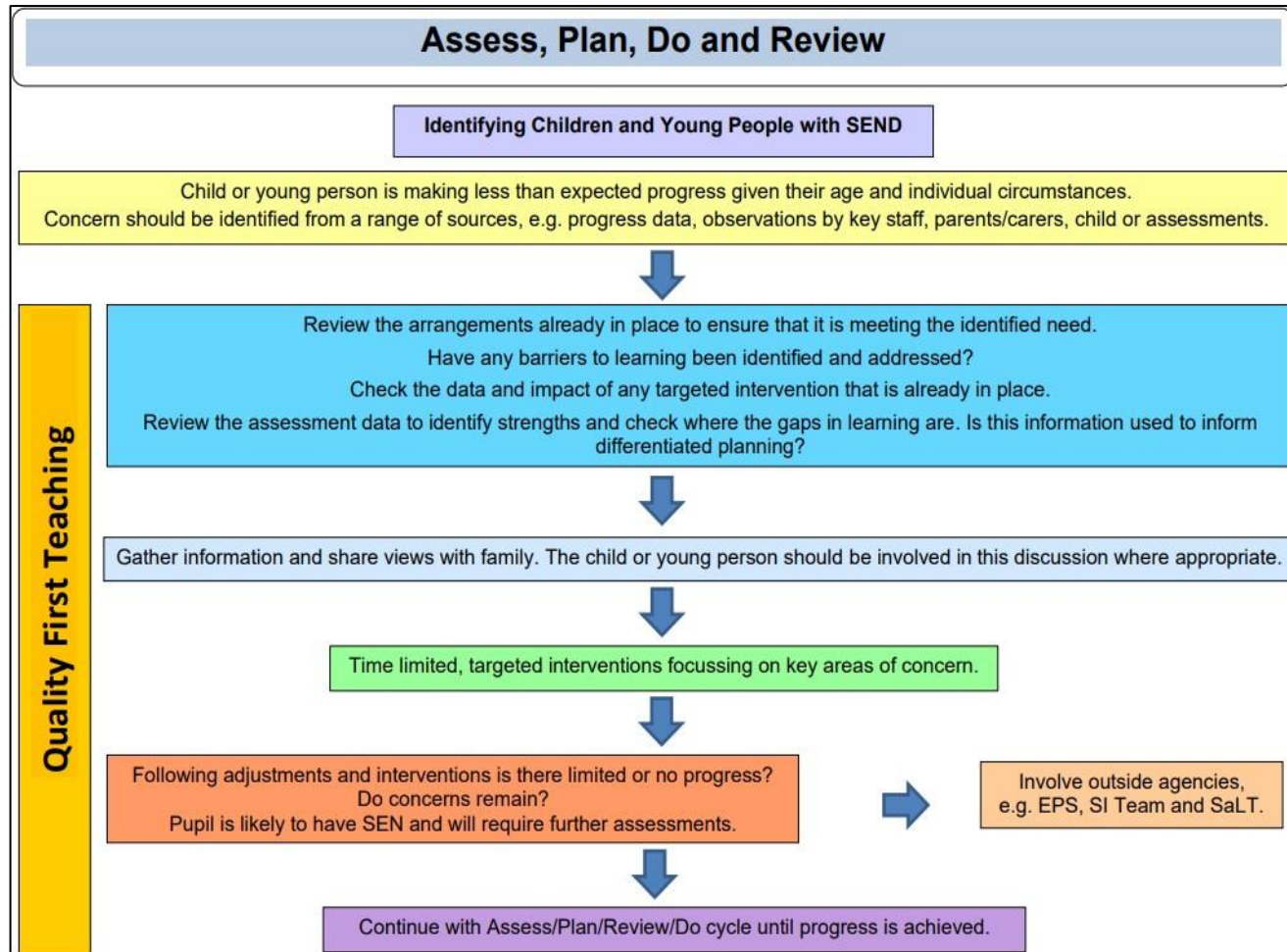
School Staff Expertise

- Relationship and behaviour policy build on regulation and restorative practice.
- Strong working relationships with external professionals.
- Educational Psychologist supports staff in day-to-day teaching.
- Emotional wellbeing at the heart of all provision.
- Team Teach trained staff.
- Family Liaison Support Assistant to support families.
- Intervention Support Assistant delivering ELSA and LEGO Therapy



Laughton Junior and Infant school has 16.4% level of SEND compared to 17% nationally. We have 9 children with EHCPs in school, which is in line with the national average and our attendance is 95%. Over the last 2 years we have seen a higher proportion of pupils on the SEND register with identified needs around communication & interaction and SEMH, which has led to us seeking more regular external specialist support. This helps us to manage provision for these needs well. 10% of our pupils are registered as Pupil Premium, compared to the national average of 26.7%. However, while there is a lot of affluence in the immediate area, there are also pockets of more deprived areas in the village and surrounding areas.

Intent: We want them to develop key life skills in order for them to be able to face the realities of the world we live in and we want each and every child to reach their full potential whilst having an enjoyable and memorable time at school. We aim to develop the children's **resilience** and encourage them to ask questions, solve problems and **reflect** on their learning. We want to develop inquisitive minds and promote a deeper philosophical level of thinking where everyone's views are listened to and valued. Our links with the local community are strong and the positive partnership developed between home and school enables our children to thrive in all areas whilst valuing diversity and promoting mutual **respect** for each other. We understand the importance of positive mental health and the need for children to feel happy, safe and secure if they are to grow into confident individuals. As a result of this we work closely with the children, families and outside agencies in order to support in this area.



Assess - A clear analysis is made of needs based on:

- Views of the pupil and their parents/carers
- Teacher assessments and observations
- Pupil's current attainment
- Pupil's previous progress and attainment
- Tracking of progress and comparisons with national data
- Assessments by external agencies if appropriate

Plan - Following assessment, the teacher, SENDCo, parent/carers and pupil agree on a plan of action to include:

- Time limited outcomes for the pupil
 - The adjustments, support and interventions to be put in place
 - A date for review
- All planning must be pupil centred and outcomes focused and recorded.

Do - All the pupil's teachers and support staff are made aware of the plan and implement the adjustments, support and interventions.

- Teachers are responsible for:
- Differentiating and personalising the curriculum
 - Delivery of 'additional and different' provision for a pupil with SEN
 - Planning, support and impact measurement of all group and one-to-one interventions delivered by support staff linking interventions to classroom teaching
 - The SENDCo supports teachers in the effective implementation of the provision.



Review - The quality, effectiveness and impact of provision is evaluated by the review date.

- This includes sharing information with the pupil and parent/carers and seeking their views.

If the pupil still has SEN following intervention, then the cycle begins again using the information gained from the review as the starting point. Ensure that the support in place is adapted to meet their needs and it becomes more personalised and targeted as required with input from the appropriate services.

At all times provision starts with [Quality First Teaching](#).

Implementation: School Steps to Success				
Provision	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and Physical
Universal	Quality First Teaching Meeting with parents Communication in Print Clicker Same-day intervention.	Quality First Teaching Meeting with parents Communication in Print Clicker Same-day intervention	Quality First Teaching Meeting with parents Communication in Print Clicker Same-day intervention	Quality First Teaching Meeting with parents Communication in Print Clicker Same-day intervention
Targeted	As above and also: Regular meetings with parents SALT programmes Teacher-devised specific interventions. Specific support for language and communication difficulties. Early Help if applicable.	As above and also: Regular meetings with parents Teacher-devised specific interventions. Published support programmes. Early Help if applicable.	As above and also: Regular meetings with parents Teacher-devised specific interventions Published support programmes (e.g. Lego therapy, Anger Gremlins, Emotional Scales. ELSA) Early Help if applicable.	As above and also: Regular meetings with parents Teacher-devised specific interventions OT devised programmes. Early Help if applicable.
Specialist	As above and also: Fusion LSS Autism SALT support EPS	As above and also Fusion LSS EPS	As above and also: Behaviour Support e.g. Aspire Outreach EPS Bereavement support	As above and also: Occupational Therapy Hearing and Visual Impairment Team

Impact: As a result:

- Children feel happy, safe and respected.
- Behaviour is good and children understand the school values and rules.
- Children demonstrate high levels of engagement and there is a 'scaffold up' approach to learning which supports children with SEND.
- We have supportive and trained staff who plan appropriately for the children's individual needs.
- Children with SEND make good progress from their starting points due to Quality First Teaching and to the use of resources and bespoke small group intervention which meet the needs of the pupils.
- On leaving our school children, with SEND have developed good independence and life skills.
- Children are supported to make secure transitions between classes and educational providers e.g. EYFS or High School.