

1. What kind of SEND do we have provision to support?

- 1.1. Communication and interaction. A young person may have speech, language and communication difficulties which make it difficult for them to make sense of language and understand how to communicate effectively and appropriately with others
- 1.2. Cognition and learning. A young person may learn at a different pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, have a specific difficulty affecting one element of their learning for example literacy or numeracy
- 1.3. Social, emotional, and mental health difficulties. A young person may have difficulty managing their relationships with other people, behave in ways that may hinder their and other children's learning or impact on their health and wellbeing
- 1.4. Sensory and/or physical needs. A young person may have a vision impairment, hearing impairments or have a physical need that means they must have additional ongoing support and equipment or have difficulties with processing sensory inputs which can anxiety and ability to learn.

2. Who should I contact about my child's difficulties?

- 2.1. Head teacher and SENCO
- 2.2. Class Teacher
- 2.3. Teaching Assistants

3. How do we identify and assess students with SEND?

- 3.1. Parent carers are encouraged to raise concerns about their child with staff at Lokrum Fields. Discussion between staff and commissioned professionals at Lokrum Fields may raise SEND needs.
- 3.2. Observations of students, assessments/testing within Lokrum Fields, assessments carried out by external professionals

4. What is our approach to teaching students with SEND?

Lokrum Fields supports the learning of all students. This is achieved through quality first teaching, differentiation, and a multi-sensory approach to learning. Learning takes place in a range of environments, encouraging the generalisation of skills across contexts including the local community. We use a range of technology not only to record work but

to also ensure curriculum work is accessible. A high staff to student ratio ensures the students receive support to access learning whilst also promoting independence.

5. How do we adapt the curriculum and learning environment for students with SEND?

- 5.1. High staff to student ratio
- 5.2. Access arrangements for exams
- 5.3. Personalised transition into, setting, between key stages and onto next setting
- 5.4. Careers advice to raise awareness of opportunities
- 5.5. Sensory room, light area and dark area
- 5.6. Intervention, groups and individually
- 5.7. Range of learning environments
- 5.8. Whole school approach develops social communication skills, organisational skills, emotional regulation skills
- 5.9. Liaison with outside agencies
- 5.10. Personalised curriculum
- 5.11. Onsite therapy team

6. How do we consult parents of students with SEND and involve them in their child's education?

- 6.1. Parents evenings
- 6.2. Annual review of EHCPs
- 6.3. Reviews of IHCP's
- 6.4. Collaborative multi professional meetings
- 6.5. Home school communication
- 6.6. Parent carer workshops, drop-ins, coffee mornings
- 6.7. Family social events
- 6.8. Questionnaires
- 6.9. School website
- 6.10. Ambition Pathway
- 6.11. Arising needs form

7. How do we consult students with SEND in their education?

- 7.1. Student voice/feedback, students are encouraged to contribute their thoughts, ideas and feelings. This may be achieved through verbal feedback, questionnaires, family consultation
- 7.2. Annual review student comments
- 7.3. Students are invited to meetings as appropriate
- 7.4. Joint creation of student profile
- 7.5. Ambition Pathway
- 7.6. Arising needs form

8. How do we assess and review students' progress towards their outcomes?

- 8.1. Half termly parents evenings
- 8.2. Annual review of EHCPs
- 8.3. Annual reports
- 8.4. Ambition Pathways
- 8.5. Professional assessments
- 8.6. Ongoing teacher assessments
- 8.7. Student feedback
- 8.8. Regular parent carer feedback
- 8.9. National tests where applicable

9. How do we support students moving between different phases of education?

- 9.1. Any student undertaking a transition at any stage will have a personalised transition package to meet their needs and aspirations.
- 9.2. Lokrum Fields will liaise with feeder establishments to ensure effective sharing of information ensuring the student has a positive transition onto the next setting.
- 9.3. Each student will have a 'Student Profile' containing a summary of key information about the student.

10. How do teachers in school support the emotional and social development of students with SEND?

- 10.1. To support the development of emotional and social skills the programmes Social Thinking and Zones of Regulation are embedded in practice across Lokrum Fields

- 10.2. Lokrum Fields provides an exciting curriculum that allows students to engage in learning through an engaging and flexible curriculum, where learning takes place in a variety of learning environments across the site
- 10.3. Lokrum Fields has a variety of facilities and spaces which are designed to support emotional wellbeing.

11. How are equipment and facilities allocated to support children with SEND?

Lokrum Fields ensures the provision as outlined in the students' EHCPs is embedded throughout the school day.

12. How do we involve other organisations in meeting the needs of students with SEND and supporting their families?

- 12.1. Lokrum Fields has commissioned therapists, including:
 - 12.1.1. Educational Psychology
 - 12.1.2. Speech and Language Therapy
 - 12.1.3. Occupational Therapy
- 12.2. We will work with a variety of external agencies when meeting the needs of a child. These may include:
 - 12.2.1. Specialist teachers, e.g. Learning Support
 - 12.2.2. Health Services - CAMHS – Child and Adolescent Mental Health Services, GP, Nurses, Physiotherapists, Paediatricians
 - 12.2.3. Children's Services – Early Help team, Social Workers.

13. How do we evaluate the effectiveness of our SEND provision?

- 13.1. Student voice
- 13.2. Monitoring of Ambition Pathways
- 13.3. Review meetings include annual reviews
- 13.4. Attendance records
- 13.5. Classroom observations
- 13.6. Student tracking
- 13.7. Parental feedback

14. Contact details of support services for the parents of students with SEND

Worcestershire SEN Support Services – www.worcestershire.gov.uk – schools –
Special Educational Needs and Disabilities. Tel 01905 845579

SENDIASS, SEND Information, Advice and Support Service Tolladine Road, Worcester,
WR4 9NB. Tel 01905 768153, email sendiass@worcestershire.gov.uk
<http://www.hwsendiass.co.uk/>

15. Who can young people contact if they have concerns?

- 15.1. Class teacher as first point of contact
- 15.2. Other staff in school (Teachers and TAs)
- 15.3. Head Teacher
- 15.4. Governing Body
- 15.5. The Proprietor

16. Where can LA's local offer be found?

The local authority website provides information on local send provision and charities.
<http://www.worcestershire.gov.uk/sendlocaloffer>