



## Introduction

Loxwood Primary School is a dedicated inclusive mainstream institution that embraces all students with open arms. Our core mission is to foster a vibrant school community where each individual is inspired by a profound love for learning, nurtured to believe in their potential, and empowered to achieve success.

Central to our ethos is our unwavering commitment to children with Special Educational Needs and/or Disabilities (SEND). We recognise that some students may require additional or differentiated support throughout their educational journey. Our goal is to create an environment where all children flourish academically, emotionally, and socially, fostering a caring atmosphere.

We take pride in nurturing every child as a successful learner, equipping them with essential values for leading a fulfilling, adaptable, and rewarding life. Our pupils engage in a broad and balanced curriculum, ensuring that each child's potential is realised to the fullest.

This SEND Information Report adheres to the SEND Code of Practice 2015. Our policy aims include making reasonable adjustments for students with disabilities, enhancing engagement in school activities, and employing a multi-professional approach to meet diverse needs. We prioritise consultation with parents and caregivers, fostering confidence and partnership in our commitment to inclusion.

We define special educational needs using the Special Educational Needs and Disability (SEND) Code of Practice (2015) which states that:

*'A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.'*

**SEND Code of Practice 0-25 Years Old (2015) - Introduction xiii and xiv**

## SEND Register and Cycle of Assess, Plan, Do, Review (APDR) / Graduated Response at Loxwood

At Loxwood, we categorise our SEND provision to ensure a **graduated response**, prioritising the **early identification** of special educational needs in accordance with the SEND Code of Practice 2015.

Universal Provision	Early Intervention (Not on SEND Register)	Targeted Additional Support (On Monitoring Register)
Pupils may have been identified but the teacher can provide provision through Quality First Teaching, progress is monitored by Class Teacher.	In addition to universal provision we would provide small group work and resources to support progress. This is monitored by Class Teacher	Not on the SEND register as still making enough academic progress. The child has tracked interventions, is named on class action plans. Receives early intervention and personalised provision. Progress is reviewed at Pupil Progress Meetings with the SENDCO.

Targeted, Intensive Additional Support (Formal SEND register – ‘SEND Support’)	EHCP (Formal SEND register – ‘EHCP’)
<p>The child needs high levels of adult support and is working on adapted curriculum.</p> <p>In receipt of targeted, intensive additional support (e.g.) from outside agencies like SALT, LBAT, ASC, APC.</p> <p>Has an Individual Learning Plan (ILP) with at least termly reviews.</p> <p>Is identified on the school provision map.</p> <p>Child voice is captured through One Page Profile completed at least annually.</p> <p>Progress is reviewed at Pupil Progress Meetings with SENDCO.</p>	<p>Education, Health and Care Plan (EHCP) targets are reviewed at least annually.</p> <p>Multi-professional planning and coordinated support.</p> <p>Personalised support &amp; resources on an individualised curriculum.</p> <p>High levels of adult support to enable them to access the curriculum.</p> <p>Access to an adapted environment if appropriate.</p> <p>Individual Learning Plan (ILP) with at least termly review.</p> <p>Identified on school provision map.</p> <p>Child voice is captured through One Page Profile completed at least annually.</p> <p>Progress is reviewed at Pupil Progress Meetings with SENDCO.</p>

At present, we have identified 30 children on the SEND Register, representing 16.1% of the total enrolment, which is slightly below the national average of 17.3% in 2023. Notably, 11 of these children hold Education, Health and Care Plans (EHCPs), equating to 5.9%, exceeding the national average of 4.3% for the same year. Additionally, there are 29 children on our monitoring list.

Our graduated approach enables us to effectively identify individual needs and specific support required at each stage. The class teacher leads on all provision, with the Special Educational Needs and Disability Coordinator (SENDCO) providing increasingly tailored support and guidance as SEND needs progress.

### How does the school ensure that children / young people who need extra help are identified and supported well?

At Loxwood, we firmly believe that every child's educational journey begins with a robust foundation. Upon your child's entry to our school, we assess their current attainment in order to establish a 'baseline' from which progress can be measured. We understand the pivotal role that language and communication play in not only a child's education but also their wider development. This understanding drives our use of specialised speech and language screening tools, allowing us to implement timely interventions that continue until they are no longer required. Furthermore, we collaborate closely with West Sussex County Council's Early Years team and local nurseries to ensure a seamless transition for our youngest learners.

Throughout the Key Stages, we maintain a systematic approach to identifying and responding to Special Educational Needs and Disabilities (SEND). Children are closely monitored across all stages of their school life. Should any concerns arise, staff are encouraged to raise them informally during meetings or through the 'Causing Concern' form, which is submitted to Miss Price, our SENDCO. A strategic plan is then developed in accordance with our graduated approach.

To discern a child's specific area of need, we utilise a variety of assessment tools and systems. In instances where more complex assessments are necessary, the SENDCO engages external professionals, such as paediatric specialists, educational psychologists, speech and language therapists, and specialist teachers provided by West Sussex County Council. Parents and carers who have concerns regarding their child are encouraged to communicate directly with the class teacher, who will promptly relay these concerns to the SENDCO for further consideration.

Class teachers (with the support of the Headteacher and the SENDCO) conduct regular assessments of pupils' progress during termly Pupil Progress Meetings. This process involves the careful monitoring of those who display less than expected progress in relation to their age and individual circumstances. Particular attention is given to children who are making progress at a rate significantly lower than that of their peers, does not match or exceed the pupil's previous rate of progress, or fails to sufficiently close the attainment gap.

At Loxwood, we prioritise transparent communication with parents regarding their child's attainment through regular parents' evenings and comprehensive end-of-year reports. Should any concerns arise, we

are more than willing to arrange additional meetings with the child's teacher to delve deeper into progress and discuss strategies for support.

In our identification process, we employ specialist assessment tools to investigate any underlying difficulties children may encounter. It is essential to note that formal registration for Special Educational Needs (SEN) is initiated only when the school decides to implement additional measures, in consultation with families. Our SEND Register is routinely reviewed to ensure it accurately reflects the current needs of all children on the register.

Throughout the academic year, teachers conduct progress meetings, analysing assessment data to identify the necessary provisions for all children, including those with SEND. We advocate for a strong home-school partnership, encouraging open dialogue between teachers and parents to address concerns and promote collaboration in supporting children's needs. In addition to ongoing formative assessments, we utilise a range of specialised assessments designed to assist in identifying pupils' specific learning difficulties. These assessments target four key areas: communication and interaction, cognition and learning, social, emotional, and mental health, and sensory and physical needs.

Upon identification of specific learning difficulties, we implement small targeted intervention groups that typically run for around six weeks, ensuring that each intervention has a clearly defined rationale to guide our approach and ensure effectiveness.

Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and Physical Needs
Lego Therapy Language for Thinking Semantic Steps	Read Write Inc. (Pinny Time / Fresh Start) Precision Teaching Narrative Therapy	ELSA Learning Mentor	Sensory Circuits Jump Ahead

Following teacher assessments and our specialised evaluations, pupils are strategically placed into our graduated provision. Those on the Special Educational Needs and Disabilities (SEND) register will have an Individualised Learning Plan (ILP), featuring termly targets collaboratively established with the class teacher, parents, pupils, and the SENDCO. These targets are reviewed each term, and adaptations or new objectives are set where necessary. Both the SENDCO and class teachers will engage in ongoing discussions to assess and review the child's level of support within the graduated approach, ensuring it remains suitable and effective for the pupil's needs.

### What should I do if I think my child has special educational needs? Who can I talk to?

If you have concerns regarding your child's progress or suspect they may have a special educational need, we encourage you to discuss this initially with your child's class teacher. Should you wish to speak with a senior member of staff, please arrange an appointment with our Special Educational Needs and Disabilities Coordinator (SENDCO), Miss Daisy Price. Appointments can be scheduled in person, by phone, or via email.

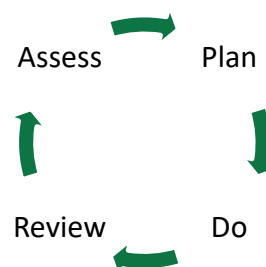
Phone: 01403 752207

Email: [sendco@loxwoodschool.com](mailto:sendco@loxwoodschool.com) or [messages@loxwoodschool.com](mailto:messages@loxwoodschool.com)

For further information, please find our SEND policy [here](#).

### Assessing and reviewing pupils' progress

All pupils, at every stage of provision, engage in a comprehensive termly four-part cycle of **Assess, Plan, Do, and Review**. This systematic approach ensures continuous progress monitoring, enabling staff to confirm that interventions are relevant and effective.



**Assess:** The SENDCO and class teacher conduct an analysis of the pupil's needs, incorporating assessments from the class teacher, previous attainment, and progress data, whilst also considering the perspectives of the pupil and their parents where appropriate.

**Plan:** The SENDCO and class teacher have collaboratively established a bespoke intervention and support strategy, following consultation with the parent and pupil. Clear intended outcomes have been outlined alongside a agreed date for review. An appropriate intervention has been identified, and recommendations from external professionals will be incorporated during the planning phase. Pre-assessments will be scheduled to facilitate effective impact monitoring.

**Do:** The intervention is delivered by a named adult who has been trained in its delivery, usually for a term. A post-assessment will be used to evaluate the intervention effectiveness. It is the responsibility of the class teacher to ensure that the pupil has benefitted from Quality First Teaching in the classroom. Depending on the level of need, the pupil may have accessed additional support from the SENDCO, teaching assistants, and outside agencies such as play therapists.

**Review:** The effectiveness of the support and interventions provided to the pupil is reviewed and evaluated at the end of the term (or block). Parents and pupils participate in the progress review alongside the SENDCO and class teacher. Following this discussion, the SENDCO and class teacher have adapted the support based on the pupil's development, identifying necessary adjustments to the provision. If the intervention isn't having the desired impact, we consult with parents and explore potential additional or alternative provisions.

At Loxwood, we are committed to fostering academic excellence and personal development in every pupil. We use our assessment tracker, Target Tracker, to monitor pupils' progress alongside their Individual Learning Plan outcomes. Each term, our class teachers input data reflecting pupils' attainment, which we discuss during termly Pupil Progress meetings involving the class teacher, Headteacher, and SENDCO. These discussions focus on areas of success and opportunities for growth, allowing us to implement tailored interventions and plans to ensure every pupil achieves their full potential. We also include feedback and recommendations from external specialists, such as the Speech and Language Therapy Service, into our monitoring processes. Individual Learning Plans and external reports are logged in our Inclusion Tracker and shared with parents, promoting collaboration and transparency in your child's educational journey.

### What kinds of SEND are provided for at the school? What provision is available to support children with Special Educational Needs?

Children and young people's SEND are generally thought of in the following four broad areas of need and support:

#### **1. Communication and Interaction**

Children with communication and interaction difficulties have their needs met at Loxwood in a variety of ways. Staff promote a communication friendly classroom by:

- Use of visual support, which includes visual timetables used for daily / weekly activities.
- Objects, pictures and symbols used to teach vocabulary, to make stories more active and support engagement in other lessons.
- Adults who understand the language levels of the children and adapt their language so it is not a barrier to learning or communication.
- Children are given strategies to say when they don't understand.
- Children are explicitly taught how to listen, and how to work together in groups.
- There are opportunities for children to interact and use language in different situations, with different people at an appropriate level.

Where children have severe communication and interaction difficulties, the SENDCO works closely with the Speech and Language Therapist (SALT). The SENDCO ensures that staff are aware of any targets set by the SALT, and programmes are delivered where appropriate.

## 2. Cognition and Learning

There is a sharp focus on Quality First Teaching to ensure children with cognition and learning difficulties have their needs met through highly inclusive teaching. This will include:

- The Class Teacher will be aware of the individual needs for each child and make adaptations accordingly.
- Teachers and support staff use specialist strategies suggested by outside professionals and / or the SENDCO.
- A child may have a TA supporting them, or a group of children, in a lesson.
- Scaffolds will be used to support their learning and promote independence, such as a grapheme card for children who have not mastered the grapheme / phoneme correspondence.

Intervention will be provided in either in a small group or a 1:1 basis. Typically this is in-class using Precision Teaching techniques. This is beneficial for:

- Children who seem able enough to complete tasks but are reluctant to try.
- Children who appear to know something one day but not the next.
- Children who are very slow in the production of work (stuck on accuracy - need fluency).
- Children who 'don't have the basics'

## 3. Social, Emotional and Mental Health Difficulties (SEMH)

We acknowledge that behaviour can be driven by any of these factors. This enables the school to create individual plans to meet specific areas of need within SEMH. This may include work with the Learning Mentor/ELSA. Within the classroom, teachers and TAs support the inclusion of children with SEMH by following their Pastoral Support Plans (PSPs). The school have introduced a self-referral system for pupils in Key Stage 2. This involves the completion of a simple self-referral form which is submitted into a designated box located in each classroom.

## 4. Sensory and/or Physical Needs

An Advisory Teacher of the Visually and Hearing Impaired can visit Loxwood Primary School. Similarly, we can refer to the Occupational Therapy Service. To meet the needs of children with sensory and/or physical needs, the following reasonable adjustments are made:

- Careful planning of the classroom to enable the child to move around the classroom and the school safely and independently. The child is shown any changes to their immediate environment.
- Adults are able to ensure hearing aids are working optimally at all times.
- Programmes created by the Occupational Therapy Service are delivered by a named TA.
- The school provide equipment recommended by the Occupational Therapy Service, such as writing slopes.

### What support will there be for my child's overall well-being?

At Loxwood School, we aim to develop children's emotional and social well-being in partnership with parents and carers. To support this, we offer specialised assistance through our Emotional Learning Support Assessment (ELSA) - Mrs Green and our Learning Mentor – Mrs Swann. She works closely with both parents and students to address the diverse needs of learners facing barriers to their education, ensuring they reach their full potential.

We utilise Healthcare Plans and Pastoral Support Plans, created in collaboration with the school, parents, and the pupil. These plans undergo regular monitoring and review. Our therapeutic behaviour policy

promotes a cohesive and consistent approach to behaviour management while allowing for reasonable adjustments to accommodate individual needs.

The ELSA provides targeted support, identified through our 'Inclusion Support Referral' process initiated by class teachers.

Our proactive stance on bullying involves thorough investigations of any reported incidents, and we engage with all parties involved to find a resolution and develop social skills. All staff members are dedicated to ensuring that every child's concerns are heard and addressed promptly, underpinning our commitment to a safe and nurturing environment.

- **Learning Mentor & ELSA:** Our Learning Mentor and ELSA work within the school and are available to spend time with children in both a planned and regular capacity, as well as immediate high need situations to support children and provide opportunity for them to talk.
- **First Aid Trained:** We have a number of staff trained to administer first aid.
- **Medicines:** We adhere to West Sussex County Council guidelines for safe storage and administering medication. Parents are responsible for the completion of consent forms to ensure the school have permission to administer prescribed medication. All children that need prescribed medication administered on site must have an up to date Health Care Plan completed by their parent/carer.
- **School Nurse:** We have access to the local school nurse service (not on site) for referrals for support, advice and assessments.
- **Specialist Training:** We consider the specialist needs of each pupil independently to ensure their needs are met and can access the curriculum fully to include school trips and physical education.

### Parent Involvement of Children with SEND

At Loxwood Primary School, we prioritise strong communication between parents/carers and staff regarding any issues related to their child's education. We encourage open conversations with class teachers and, when necessary, organise meetings that include the teacher, parent, and SENCO. Termly Parents' Evenings provide regular updates on your child's progress, during which the SENCO engages with each parent/carer of pupils receiving SEND support to discuss their ongoing development.

All parents/carers are invited to contribute to their children's Individual Learning Plan (ILP) targets, fostering a collaborative approach to setting new objectives. We also facilitate informal meetings throughout the year to empower parents/carers in supporting their children at home. Parents are warmly invited to our half-term SEND Tea and Chats, where relevant SEND topics are discussed, and information on the West Sussex SEND Information, Advice and Support Service (SENDIAS) is routinely shared via our termly newsletter.

Action/Event	Who's involved	Frequency
Parents' Evening	Teacher, Parent/Carer, Child and Inclusion Leader (where requested).	Twice yearly (Autumn and Spring Term)
Written Annual School Report	Teacher, Parent/Carer, Child and Inclusion Leader (where requested).	Annually (Summer Term)
Individual Learning Plan (ILP) Review.	Teacher, TA and child. Feedback to parents/carers at Parents' Evening.	Termly (October, February, June)
EHCP Annual Review	Team Around the Child.	Annually

### How will my child be able to communicate and contribute their views?

At Loxwood, we gather pupil's views through various Assessment for Learning (AfL) strategies, empowering them to express their opinions on their educational journey. Our school council actively seeks feedback from learners of all age groups. Children on the SEND Register contribute their views during ILP meetings, as well



as through the development of their One Page Profiles and EHCP Reviews. In the summer term, we specifically gather pupil voice from all children on the SEND register to enhance our understanding and improve our practices. Additionally, KS2 children have a self-referral system in place which is monitored by our learning mentor, ensuring that every voice is heard and valued.

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

- **Autism and Social Communication Team (ASCT):** provides consultation and training in autism and social communication differences. No diagnosis is required for their support; they engage with schools at an early stage to promote inclusive practices. Our Advisory Teacher conducts termly visits and facilitates Consultation and Review Meetings (CARM), which can be accessed through SENDCO referrals. In some instances, a Specialist Learning Support Assistant (SLSA) may collaborate with school staff following a CARM, delivering tailored support and guidance for Teaching Assistants.
- **CAMHS (Child and Adolescent Mental Health Service):** CAMHS offer a range of assessment and treatments for issues such as anxiety & depression; self-harm and suicidal thoughts; eating disorders; trauma and abuse; obsessive-compulsive disorder (OCD); and behaviour difficulties. GPs, teachers and health professionals can referral via the Single Point of Access (SPOA). Additionally self-referrals or parental referrals are accepted. Waiting times can be long but there are helplines and online resources available including Childline, Samaritans and YoungMinds Crisis Messenger.
- **Dedicated Schools Team / Early Help / Enabling Families:** Accessed via referral to the Integrated Front Door (IFD) direct from school for supporting pupils who need a multi-agency approach.  
<https://schools.westsussex.gov.uk/Services/3640>
- **Educational Psychologist:** Accessed via telephone consultation or for an Educational Health Care Needs Assessment. <https://schools.westsussex.gov.uk/Page/6847>
- **Ethnic Minority Traveller Achievement Service (EMTAS):** Termly support meetings with school  
<https://schools.westsussex.gov.uk/Page/6851>
- **Learning and Behaviour Advisory Team (LBAT):** Consultation and review meetings (CARM) accessed via referral direct from school for support, advice and staff training.  
<https://schools.westsussex.gov.uk/Page/18818>
- **Learning Mentor & ELSA:** Working on site, this includes delivering social and emotional interventions with children.
- **Occupational Therapy (OT):** They work with physical needs of the child. Accessed via referral direct from school for support, advice, and assessment and equipment loans.  
<https://www.sussexcommunity.nhs.uk/patients-and-visitors/services/occupational-therapy-for-children>
- **School Nurse:** Accessed via referral for support and guidance.  
<https://www.sussexcommunity.nhs.uk/patients-and-visitors/services/school-nursing-service>
- **Specialist Advisory Teachers for Sensory Impairments or Physical Difficulties:** Accessed via referral direct from school for support, advice, assessment and staff training.
- **Speech and Language Therapy (SALT):** Accessed via referral direct from school for support, advice, assessment and staff training. <https://www.sussexcommunity.nhs.uk/patients-and-visitors/services/childrens-speech-and-language-therapy-service>

### Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes and gain independence. During the day, Teaching Assistants (TAs) are deployed by their class teacher. To support the best outcomes, teachers have been given guidance on the best use of the TA in their class, namely:

- TAs should not be used as an informal teaching resource for low attaining pupils.

- **Use TAs to add value to what teachers do, not replace them** - If TAs have a teaching role it is important they supplement, rather than replace the teacher. The expectation should be that the needs of all pupils are addressed, first and foremost, through high quality classroom teaching.
- **Use TAs to help pupils develop independent learning skills and manage their own learning** - improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. TAs avoid prioritising task completion and instead concentrate on helping pupils develop ownership of tasks.
- **Ensure TAs are fully prepared for their role in the classroom:** concepts, facts, information being taught; skills to be learned, applied, practised or extended; intended learning outcomes; expected/required feedback.

At our school, Teaching Assistants (TAs) provide various small group and one-to-one interventions tailored to meet the specific needs of our pupils. These sessions are thoughtfully timetabled, ranging from 5 to 30 minutes, depending on the intervention type. The frequency of these sessions also varies, aligning with the individual needs outlined in each child's Individual Learning Plan (ILP) reviews. By ensuring a consistent delivery through careful scheduling, we aim to support your child's learning effectively throughout the term.

TAs benefit from fortnightly training sessions with the SENDCO, during which current and topical areas are covered to improve their practice. Termly supervision meetings with the SENDCO provide TAs with the opportunity to discuss any particular training they would like to receive to better support their current cohorts.

### How are children supported in making a positive transition to their next school or phase of education?

At Loxwood Primary School, we are committed to supporting every child through transitions with sensitivity and care, offering an enhanced transition process for any pupil who may benefit. This includes children on the SEND register, those with attachment difficulties, or those experiencing SEMH challenges.

For new starters, any identified needs are promptly shared with our SENDCO, and relevant information is passed on to the new class teacher to ensure consistent support. In Reception, a strong induction process is in place. Class teachers meet with pre-school and nursery staff to gather a holistic view of each child's needs, alongside collaborative meetings with parents and the SENDCO. Additional visits, preschool observations, and home visits help build familiarity and trust, while a staggered September start allows a gentle adjustment to school life.

Transitions between year groups are equally well supported. Children with additional needs receive a personalised transition booklet, extra classroom visits, and opportunities to meet key staff. Teachers are fully briefed, and families are encouraged to engage with transition materials over the summer to maintain routine and reduce anxiety.

For the move to secondary school, a tailored plan is put in place from as early as Year 5 for those with EHCPs. This includes enhanced visits, liaison between schools, and support from external specialists. Pupils meet key staff and visit the new setting to ensure continuity and familiarity.

Mid-year starters or leavers are also supported through meetings with the Headteacher and effective information sharing with previous or new schools, ensuring a smooth and confident transition for all.

### Enabling engagement and accessibility for children with SEND

At our school, we are committed to ensuring that all our children, including those with SEND, have equal access to a wide variety of activities. This encompasses lunchtime and after-school clubs, along with any activities that enhance their engagement with the broader curriculum. We have implemented essential



accommodations and adaptations tailored to meet the individual physical and learning needs of each child. Educational visits and residential trips form an integral part of our curriculum, and we take pride in stating that no child has ever been excluded from these enriching experiences due to SEN, disability, or medical needs.

Support for extracurricular activities and residential trips is tailored to each child's individual needs. We aim to ensure all pupils, including those with SEND or additional needs, can participate fully and safely. Support may include 1:1 adult assistance, adapted resources, or personalised planning to manage routines, anxieties, and specific requirements. Decisions are made in close consultation with parents, staff, and, where appropriate, the child, to ensure a positive and inclusive experience. Risk assessments are carried out and regularly reviewed to ensure safety and accessibility. Our goal is to promote confidence, independence, and inclusion in all extended learning opportunities.

At Loxwood, we pride ourselves on our comprehensive Accessibility Plan, which aligns with the principles established in the Equality Act 2010. We consistently reinforce the importance of diversity and inclusion among both staff and students, regularly reviewing our Accessibility Policy to ensure our environment remains accessible to all children, including those with physical or sensory needs, disabilities, and those for whom English is an Additional Language (EAL).

Our school building is designed to be disability-friendly, featuring a single-level layout and an accessible toilet that meets current requirements. We work closely with external agencies to support minority groups, ensuring equitable access to the full National Curriculum. Our classrooms are crafted to be inclusion-friendly, accommodating pupils who may face challenges associated with dyslexia, dyspraxia, dyscalculia, ADHD, and Autistic Spectrum Condition (ASC). All staff members receive training to foster communication-friendly classrooms. For further details, please see our accessibility plan [here](#).

### What training have the staff supporting children and young people with SEND had or are having?

At our school, we are committed to fostering an inclusive environment for all students. Each year, all staff receive comprehensive training tailored to the needs of new students, which includes insights from external agencies and our SENDCO. Transition meetings in June ensure a seamless provision of support.

We conduct an annual review of staff training needs, aligning them with school priorities and personal professional development. Special emphasis is placed on supporting new staff and addressing the specific needs of children. Within the Weald Locality, SENCOs convene each term to share effective practices, reinforcing our collaborative strength.

All teachers are equipped with the knowledge and resources to effectively educate pupils with SEND. Training is carefully planned throughout the year, delivered by external professionals, ensuring staff are well-prepared to meet the diverse needs present in our classrooms.

In preparation for transitions, the SENDCO customises training to meet the specific needs of each cohort, forming a comprehensive plan for the upcoming academic year. This tailored approach ensures that TAs are well-equipped to provide effective support to all learners

In the recent past, this has included:

- Whole staff Attachment Training
- Precision Teaching
- Quality First Teaching (all teachers)
- On an annual basis, targeted teachers and TAs attend training for hearing impairments
- On an annual basis, targeted teachers and TAs attend Advanced Attachment Training
- Targeted member of staff completing the Certificate in Autism Awareness
- Managing Emotions (Emotion Coaching & Mindsight Models of the Brain)

- Beacon House ADHD (Teachers and TAs)
- Two TAs completing the Level 3 NVQ in Supporting Teaching and Learning
- Five teachers completed the Level 2 Understanding and Supporting Pupils with Mental Health
- Therapeutic thinking approach to behaviour
- Lego Therapy (all TAs)
- Anxiety training for Learning Mentors

### Contacts and Details of Support

**School Phone Number:** 01403 752207

**SENDCO:** Miss Daisy Price

**E-mail:** [sendco@loxwoodschool.com](mailto:sendco@loxwoodschool.com)

**West Sussex Local Offer** (including services available within West Sussex): <https://westsussex.local-offer.org/>

**Surrey Local Offer** (including services available within Surrey):

<https://www.surreycc.gov.uk/children/support-and-advice/local-offer>

### What is the Local Offer?

From September 2014, the Government has mandated that all Local Authorities in the UK publish detailed information regarding services and provisions available for children and young people aged 0 to 25 who have Special Educational Needs and/or a Disability (SEND). In line with this initiative, schools are required to outline their approach, resources, and support systems for children with additional SEND needs, a collective effort referred to as the 'Local Offer'.

This report contributes to the West Sussex County Council's Local Offer, which delineates the support, opportunities, and services accessible to children and young people with Special Educational Needs in the region. Parents and young people can conveniently access this information at <https://westsussex.local-offer.org/>. The overarching aim of the Local Offer is to provide clarity on available services and the processes involved in accessing them, encompassing provisions from birth to 25 across education, health, and social care.

Loxwood's contribution to the Local Authority Local Offer: <https://www.westsussex.gov.uk/education-children-and-families/schools-and-colleges/find-a-school-academy-or-college/loxwood-primary-school/>

### The Weald SEND Alliance

The school is a member of the Weald SEND alliance. SENDCOS from our locality (Billingshurst, Pulborough and surrounding areas) meet termly and attend training together.

### Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring non-judgmental attitude throughout the school.

**Relevant school policies underpinning this SEN Information Report include:**

- SEND Policy 2025

**Legislative Acts taken into account when compiling this report include:**

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

### **Glossary of Acronyms for Parents**

SEND	Special Educational Needs & Disabilities
EHCP	Educational & Health Care Plan
EHENA	Educational & Health Care Needs Assessment
EYFS	Early Years Foundation Stage
ILP	Individual Learning Plan
KS1/KS2	Key Stage 1/Key Stage 2

#### **Specific needs**

ASD/ASC	Autistic Spectrum Disorder/ Autistic Spectrum Condition
ADHD	Attention Deficit Hyperactivity Disorder
ADD	Attention Deficit Disorder
EAL	English as an Additional Language
FOS	Foetal Alcohol Syndrome
HI/VI	Hearing Impairment/Visual Impairment
NDP	Neuro Development Pathway
ODD	Oppositional Defiance Disorder
PDA	Pathological Demand Avoidance
SALT	Speech and Language Therapy
SEMH	Social, Emotional & Mental Health

#### **Organisations/support**

ASCT	Autism and Social Communication Team
CAMHS	Child and Adolescent Mental Health Service
CARM	Consultation & Review Meeting
CDC	Child Development Centre
C-SPA	Children's Single Point of Access (Surrey referrals & concerns)
DLA	Disability Living Allowance
EP	Educational Psychologist
EH	Early Help
IFD	Integrated Front Door (West Sussex referrals & concerns)
LBAT	Learning & Behaviour Advisory Team
OT	Occupational Therapy
SPOA	Single Point of Access (for Mental health referrals)
TAF	Team Around the Family