

## Solar Centre SEN Information Report 2019/2020

This report outlines Loseley Fields Primary School's approach to supporting children in our Learning and Additional Needs Centre. Please read this in conjunction with the documents *Education Provision for children and young people with SEND* and *SEND Admissions Processes for School Aged Children*, both of which can be found in Surrey' local offer website <https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>

### How does the Solar Centre know if children need extra help and what should I do if my child needs extra help?

- The Solar Centre is a key stage two Specialist Centre for children with Learning and Additional Needs attached to Loseley Fields Primary School. All children must have an Education, Health and Care Plan (EHCP) and their primary need must be a learning difficulty. Placements are assigned through the Surrey SEND admissions team in the Autumn term, but in-year admissions are possible if there are available places.
- Children attending the Solar Centre have an EHCP which identifies the Centre as the most appropriate provision for their needs.
- An EHCP aims to put the child at the centre of the assessment process and will incorporate information from education, health and social care in one place.
- The Head of Centre alongside teachers and other professionals, monitor children's learning so that when a child is not making expected progress in a particular area of learning, the school can identify the need for additional support. This will be discussed with parents and carers at Parent Consultations and Annual Review meetings.
- If you have concerns about your child's progress or well-being you should, in the first instance, speak to Tanya Hall, Centre Manager.

### How will the Solar Centre support my child?

- The EHCP outlines the particular needs of your child and recommends the resources, teaching programmes and multi-agency involvement related to the meeting their needs.
- The Centre Manager co-ordinates the plan alongside the Solar Centre team and oversees the implementation of the EHCP targets.
- The Solar Centre team will set targets for your child in discussion with the Centre Manager using B-squared assessment programme which assesses children's progress. This information is shared with all relevant staff and targets will be outlined in Annual Review meetings or Parent Consultations. Your input and support as parents and carers is always welcome. Targets are regularly reviewed and updated.
- The Solar Centre team work with the mainstream class teachers to ensure, where appropriate, that children can access learning alongside their peers.
- Your child's Provision Map will include how much teaching and support they will receive from Specialist staff in 1:1 and small group sessions, as well as in their mainstream class.

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<p><b>How will the curriculum be matched to my child's needs?</b></p>	<ul style="list-style-type: none"> <li>• The Solar Centre team have regular contact with your child throughout the day. The team will provide a first point of contact with you through direct meetings, telephone contact and home/school link books.</li> <li>• The School's Governing Body has a responsibility to ensure that all procedures and school systems and policies are in place and working effectively. There are parent members of the Governing Body.</li> <li>• Your child will be taught in the Solar Centre for the Literacy and Numeracy and will have access to a personalised, multi-sensory curriculum which meets their needs. Their learning will be differentiated on an individual basis to enable them to make progress.</li> <li>• Targets from your child's Annual Review will be fed into their provision maps and then into daily planning for learning.</li> <li>• Pupils with specific needs will have a range of appropriate strategies put in place to support them. This may include the use of visual timetables, sensory play, ear defenders or specialist seating arrangements, social skills lessons, handwriting and OT support.</li> <li>• Where appropriate your child will be included in activities and trips with their mainstream class.</li> <li>• During the school year, we receive a range of visits from different groups who provide opportunities for our children to widen their skills and knowledge, as well as a range of educational visits and trips.</li> <li>• The Centre Manager and the Senior Leadership team monitor the curriculum, lesson planning and progress.</li> </ul>
<p><b>How will both you and I know how my child is doing and how will you help me to support my child's learning?</b></p>	<ul style="list-style-type: none"> <li>• We offer an open door policy and if at any point you wish to discuss your child's progress, an appointment can be made with a member of the Solar Centre team. The Solar Centre team can also offer advice and practical ways in which you can support your child at home.</li> <li>• All children will have a provision map which sets outcomes for the term ahead. Your child's progress is monitored regularly using a range of assessment tools including B Squared to assist the team in accurately measuring attainment and progress from their individual starting points.</li> <li>• We will discuss your child's progress at the Parent Consultation meetings in the Autumn and Spring terms and at their annual review meeting. Every child will receive an end of year report.</li> </ul>
<p><b>What support will there be for my child's overall well-being?</b></p>	<ul style="list-style-type: none"> <li>• Well-being is central to Loseley Fields Primary School and is one of our curriculum drivers, running through every aspect of learning.</li> <li>• All our staff are regularly trained to offer a high standard of pastoral support.</li> <li>• Relevant staff are trained to support medical needs and where appropriate all staff receive training. We are happy to administer medicine to children in accordance with our medical policy.</li> </ul>

- Our Behaviour Policy which includes guidance on expectations is fully understood and implemented by all staff.
- We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. We work closely with Education Welfare Officers to strive to ensure all our children have good attendance and arrive at school on time.
- We talk to our children about their views about school on a regular basis and this feedback is used to improve our school practice and policies.
- Children, where appropriate, contribute to the Annual Review of their EHCP through a person centred review progress.
- One of the Home School Link Workers, Debbie Loveland, works closely with the parents and carers of all children in the Solar Centre to promote their well-being and offer advice and support.
- The Solar Centre curriculum provides a nurturing environment for the children.

**What specialist services and expertise are available at or accessed by the Solar Centre?**

- Members of the Solar Centre team have had specialist training in a range of approaches to meet children's needs. These include TEACCH (Treatment and Education of Autistic and related Communication Handicapped Children), PECS (Picture Exchange Communication System), and the ELKLAN qualification in working with children with Speech and Language difficulties.
- The Centre Manager liaises with a range of professionals to enable joined up working to meet children's individual needs.
- Dedicated time from a Speech and Language therapist and a therapy assistant are provided by Children and Family Health Surrey.
- We have a number of established relationships with professionals including the Learning and Language Support Team, the Behaviour Support Team, Educational Psychologists and the Physical and Sensory Support Service.
- We are able to make referrals to the Child and Adolescent Mental Health Services and Social Care.

**What training are the staff supporting children with SEND having or have had?**

- All staff undertake a programme of continuous professional development to enable them to fulfil their roles.
- Staff are regularly trained to support children with Special Educational Needs and past training has included speech, language and communication skills and developing children's fine motor skills, OT support, understanding and supporting children with Dyslexia.
- Staff have the opportunity to attend training led by outside providers.
- Staff, who provide personal care, receive moving and handling and medical training as appropriate.

**How will my child be included in activities outside the classroom including school trips?**

- Our off-site visits are designed to enhance curricular and recreational opportunities for our children. They provide a wider range of experiences for our children as well as promoting the independence of our children as learners.
- Opportunities for Year 4 children to join their mainstream class for swimming lessons.
- All of the children in the Solar Centre have the opportunity to take part in the residential trips in year 5 and 6.
- All the children in the Solar Centre go on educational visits with their mainstream classes.
- All visits and activities are risk assessed to ensure they are appropriate for individual children.

**How accessible is the school environment?**

- The Solar Centre is located on the ground floor of an accessible building.
- We make use of specialist seating on advice from the physiotherapy and occupational therapy teams where appropriate and make use of laptops and communication aids to enable children to fully access learning.
- Within the school, there is an accessible toilet and changing facilities.

**How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?**

- We work very closely with the Local Authority to ensure that all children are offered provision that best meets their needs.
- Parents and carers are welcome to visit the Solar Centre prior to applying for a place or at any other time during the application process. Staff from the Solar Centre will also visit children in their current school to get to know them.
- There are opportunities for children to join the Solar Centre for a visit prior to starting at the school and we plan transition with the individual needs of the child at the centre of the process.
- We work very closely with our partner schools at Secondary level to ensure a smooth transition and staff from the Solar Centre will often accompany children on visits to their new school.
- We make good use of social stories to help children move from one setting to another. A social story is a short description of a particular event, activity or situation which includes specific information about what to expect in a situation and why.
- At the Year 5 Annual Review we discuss transition to Secondary School and are able to support parents to make an informed choice about which school they may choose.
- When children move on to another placement, their school records and examples of their work will be offered in order to make the transition as smooth as possible.

**How are the school's resources allocated and matched to children's special educational needs?**

- The Senior Leadership Team, School Governing Body and School Business Manager monitor our finances regularly.

- The Solar Centre is funded separately to the mainstream school and all allocated funds provide the personalised learning and appropriate levels of staffing. The Local Authority Document, Banding Arrangements for School Age Pupils gives further information about how much funding is available to schools.
- In addition, some of our children are entitled to receive pupil premium funding and this money is used to support learning, provide access to specific resources, run lunchtime clubs and subsidise events and trips.
- We seek to provide a value for money service, so interventions are costed and evaluated.

**How is the decision made about what type and how much support my child will receive?**

- The Solar Centre is funded to provide appropriate education for children with learning and additional needs, LAN.
- The children's EHCP identifies a band level at which the Local Authority will fund the school. This reflects the child's individual needs at a given time and is reviewed each year at the Annual Review.
- We plan our timetable around children's individual needs to ensure that the provision outlined in their EHCP is offered within the centre.
- In the Solar Centre at the end of each session, staff will review each child's progress against the lesson outcomes and this is used to plan individual support if necessary.

**How are parents involved in the school?  
How can I be involved?**

- A strong partnership with parents and carers is a key part of the Loseley Field's ethos and we believe in working with parents and carers to support a child's learning, needs and aspirations.
- Parents are invited to contribute to the school's aims and policies and to give feedback on all aspects of school life.
- We communicate with parents of children in the Solar Centre on a daily basis either through direct contact, a phone call or children's Home School Link Books.
- Parents are invited to meet with their child's teacher at termly parent teacher consultations, but are welcome to talk about their child with the teacher at any time.
- We have a thriving Friend of Loseley Fields Association at the school, which always welcomes volunteers, and has a range of events throughout the year from School discos to the Christmas and summer fairs.
- Our Governing Body also includes Parent Representatives.

**Who can I contact for further information?**

- For parents the first point of contact is the Centre Manager or Centre teacher, Mrs Juliet Johnston. The Centre Manager, Tanya Hall, is contactable via the School Office 01483 416477.
- If you are considering whether the Solar Centre is the right provision for your child, the first point of contact should be Tanya Hall, Centre Manager

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### Concerns, complaints and compliments

- For further support and assistance SENDIASS offers a range of support and services for children with disabilities and their families: <https://www.kids.org.uk/Pages/Category/what-we-do>
- Where a resolution between the parent and school cannot be reached then parents are advised to seek external support via the Surrey Information, Advice and Support Service (SIASS): <http://www.surreyparentpartnership.org.uk/>