



## **Special Educational Needs and Disabilities (SEND) Policy**

Lowbrook Academy is committed to providing quality education in a caring and stimulating environment. We aim to provide a secure and supportive environment where all children and adults are inspired to grow to their full potential.

**LAETI, SANI, MULTA PERFICIENTES**  
**Happy, Healthy, High Achievers**

Lowbrook Academy's vision is underpinned by the following goals and principals

- **Enjoyment, Commitment and Achievement**  
(Engagement, Exploring, Knowing, Understanding and Making Sense, Fostering Skills, Exciting Imagination and Enacting Dialogue)
- **Equality of Opportunity**
- **Fairness and Justice**
- **Respect, Reciprocity, Responsibility and Honesty**
- **Innovation and Creativity**
- **High Aspirations**
- **Autonomy, Independence and Resilience**
- **Wellbeing and Healthy Living**
- **Local, National and Global Citizenship**
- **Sustainability and Interdependence**

### **Rationale**

At Lowbrook Academy we have a whole school approach to meeting the educational needs of our pupils.

The principles of this policy are based on equal access of opportunity to Lowbrook Academy's Domain Based Curriculum, the Children and Families Act 2014 (Section 69), SEN and Disability Regulations 2014, Equality Act 2010 and the SEN Code of Practice 2014, and all other aspects of school life for all our children. This is irrespective of race, gender, special need or disability.

The emphasis is on meeting the individual and diverse needs of all children within the school. We recognise and embrace the principle that some of our children will need special provision during their time in school. The type of provision varies greatly from child to child.

Parents and carers of children with special educational needs and disabilities (SEND) will be fully involved in the identification of the needs of their child and will be encouraged to play an active part in supporting their child's development.

**Definitions of Special Educational Needs and Disabilities (SEND) taken from section 20 of the Children and Families Act 2014:**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

**Areas of Special Educational Need and Disabilities**

Under the SEND Code of Practice 2014 pupils identified as having a special educational need or disability (SEND) will be considered within one or more of the following categories of need:

***Cognition and Learning***, including:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

***Social, Emotional and Mental Health Difficulties***, including:

- ADD
- ADHD
- Attachment Disorder

***Communication and Interaction needs***, including:

- Speech, language and communication needs (SLCN)
- Autism (including Asperger Syndrome)

***Sensory and/or Physical needs***, including:

- Visual impairment (VI)
- Hearing impairment (HI – including deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as deaf and blind)
- Physical disability (PD).

## **1 Objectives**

- 1.1 To ensure that the arrangements made for pupils with special educational needs and disabilities are in line with the requirements outlined in the Children and Families Act 2014, SEN and Disability Regulations 2014, Equality Act 2010 and the SEN Code of Practice 2014.
- 1.2 To recognise the need for a comprehensive identification of assessment procedure, so that all pupils may receive an appropriately differentiated curriculum to suit their individual needs.
- 1.3 To build on children's strengths whilst supporting them in areas of need.
- 1.4 To monitor and review individual needs regularly, and to maintain clear records of any action taken.
- 1.5 For all school staff to work in collaboration with pupils, parents, governors and other agencies.
- 1.6 To raise staff awareness of the need to differentiate effectively in order to cater for children with SEND and to provide staff training regularly, where appropriate.

## **2 Staff Responsibilities**

- 2.1 Responsibility for the day-to-day operation of the SEND policy lies with the SEN co-ordinator (SENCO). See Appendix 1 for names of current post holder and job description.
- 2.2 All teachers are responsible for the educational provision for children with special needs in their class.
- 2.3 The role of the SENCO is to consult, co-ordinate support, and monitor all children with SEND within the school.
- 2.4 The SENCO, in collaboration with the Executive Principal, has lead responsibility for co-ordinating provision for pupils with SEND. All staff, both teaching and support have shared responsibility for such children in their care.
- 2.5 Administrative systems are in place for keeping information up to date and regular meetings are held to ensure those concerned are kept informed of developments.
- 2.6 The class teacher and SENCO will maintain regular contact with the parents / caregivers at all stages of support.
- 2.7 There is a named governor with responsibility for SEND (see Appendix 1).
- 2.8 The "responsible persons" as named in the Code of Practice is the Executive Principal.



- 2.9 The Executive Principal will report to their governing bodies at least annually, evaluating the success of the education provided for the children with SEND.

### **3 Provision**

- 3.1 When a class teacher or the SENCO identifies a child with SEND the class teacher should provide interventions that are additional to, or different from, those provided as part of the school's usual differentiated curriculum and strategies.
- 3.2 Reviews of need and provision take place termly, so as to inform budgeting and resourcing decisions.
- 3.3 The Executive Principal and SENCO will need to determine resource implications and establish whether they will be provided within school or through external means.
- 3.4 The Executive Principal and SENCO will monitor, evaluate and review the effectiveness of the provision. At Lowbrook this is conducted via the school's provision map and frequent evaluations (usually termly).
- 3.5 The LA makes financial provision for children with Education, Health and Care Plans with low and high incidence need. The funding formula for this in essence is determined externally and then funded by the EFA.
- 3.6 At Lowbrook the importance of early identification of needs is paramount therefore assessment data is regularly analysed to identify needs. Observations take place within the Early Years Foundation Stage and screening checks are carried out when children raise concerns regarding development. A variety of tools and expertise are used and this is co-ordinated by the SENCO.
- 3.7 New children with SEND are observed and their previous assessment is looked at and the use of Individual Education Plans (IEPs) and discussion with new parents take place to ensure a smooth transfer of support. The targets on the IEP are based on collaboration between all the parties involved i.e. the child, parent, SENCO, class teacher and teaching assistant. The class teacher and SENCO will ensure that the targets on the IEP are specific, measurable, achievable, relevant and time limited.
- 3.8 Children at Lowbrook Academy are fully integrated into all aspects of school life. Access to the curriculum is provided within the child's class. It may be beneficial for groups of individual children to be withdrawn from class to follow their personalised provision or IEP.
- 3.9 All pupils will have access to a broad, balanced, differentiated curriculum including Lowbrook's Curriculum unless a dispensation has been sought and agreed.

- 3.10 Individual or Group Education Plans will be used to address specific needs for children identified as requiring SEND Support.
- 3.11 In school, support staff work alongside class teachers to ensure all children receive maximum access to the curriculum.

#### **4 Identification**

- 4.1 The SENCO is consulted about any child for whom the class teacher has concerns. The SENCO will then work closely with the SLT, using whole school tracking data as an early identification indicator. Additional indicators for early identification include:
- Analysis of data including end of EYFS data
  - Data, optional SATs, reading ages, termly pupil assessments
  - Teacher concerns
  - Parent concerns
  - Tracking individual pupil progress over time
  - Information from previous settings on transfer
  - Information from external agencies.

The SENCO maintains a register of pupils identified through the procedures listed above. This register is reviewed each term. For some pupils, a more in depth individual assessment may be undertaken by the school or other educational or health professionals.

- 4.2 Prior to September 2014, there were three levels to the SEN Register (School Action; School Action Plus and Statements). The new code of practice in September 2014 adjusted this so there are now just two levels to the SEN register following the criteria described in section 1 (The definition of Special Educational Needs): SEN Support and Education, Health & Care Plan.
- 4.3 The 2014 Code of Practice outlines a graduated response to pupil's needs, recognising that there is a continuum of needs matched by a continuum of support. This response is seen as action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and strategies. This graduated approach is outlined as follows:

##### ***i. Quality First Teaching***

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.

e) Through (b) and (d) it can be determined which level of provision the child will need going forward.

f) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.

g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parent's evenings. More frequent parent meetings may be requested by the school to share information and meet the child's need.

i) Parent's evenings are used to monitor and assess the progress being made by children.

## ***ii. SEN Support***

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress

at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

#### Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

#### Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

#### ***iii. Education, Health and Care Plan***

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review meeting.

The application for an Education, Health and Care Plans will combine information from a variety of sources including; Parents, Teachers, SENCO, Social Care and Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care (if applicable) about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision to initiate a statutory assessment leading to an EHC Plan.

Following Statutory Assessment, an EHC Plan will be provided by the Royal Borough of Windsor & Maidenhead, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.



Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## **5 The Local Offer**

- 5.1 As part of the new Code of Practice July 2014. Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled.
- 5.2 The Local Offer has two key purposes:
- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
  - To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEND and their parents, and disabled young people and those with SEND, and service providers in its development and review.
- 5.3 The Local Offer covers:
- support available to all children and young people with SEN or disabilities from universal services such as schools and GPs.
  - targeted services for children and young people with SEN or disabilities who require additional short-term support over and above that provided routinely as part of universal services.
  - specialist services for children and young people with SEN or disabilities who require specialised, longer term support.
- 5.4 Schools also are required to be transparent in what their setting offers in terms of support for children with Special Educational Needs.
- 5.5 Further information about the Local Offer is located on the school website under the Special Educational Needs section. Lowbrook Academy's local offer is also available on the RBWM website.

## **6 Assessment**

- 6.1 Staff, together with Parents/carers will identify those children with SEND and the nature of their needs as early as possible.
- 6.2 All teachers use continuous assessment to monitor progress (see Assessment policy).
- 6.3 A range of appropriate assessment procedures will be employed by the class teachers, the SENCOs and outside agencies.
- 6.4 A list of all children with Special Needs will be kept on the school administrative system. Children will be identified under the following categories as outlined in the 2014 revised Code of Practice:



- Communication and Interaction - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
  - Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
  - Social, mental and Emotional Health - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
  - Sensory and/or Physical Needs - this includes children with sensory, multisensory and physical difficulties.
- 6.5 Regular reviews of pupils' progress will be held as appropriate to the stage or as outlined in the Individual Education Plan (IEP).
- 6.6 The use of a visual tracker will ensure a clear picture of every child's progress and to ensure they are closing the gap between where they started and the national average, as well as their class peers.
- 6.7 Case studies of a range of different children including SEND will demonstrate progress since starting at Lowbrook. These are maintained by the school SENCO.

## **7 Training**

- 7.1 The school recognises the need for SEND, training for all staff and governors. This includes the induction of new personnel and the updating of existing expertise. The Executive Principal and SENCO will arrange training based on need.
- 7.2 Training will be arranged in consultation with the Staff Development Co-ordinator and may draw on a range of institutions and providers.
- 7.3 Support and guidance both formal and informal may be sought from specialist services.

## **8 Safeguarding children with SEND**

- 8.1 Children with SEND have a higher risk of being left out, of being isolated from their peers, and they are disproportionately affected by bullying. Lowbrook Academy is committed to ensuring that children with SEN and disabilities have access to a high level of mentoring and support.
- 8.2 ELSA and Social Groups are held to provide emotional and social skills support to pupils as necessary and this is further extended to pupils with SEND.



## **9 Access to the School Buildings**

- 9.1 The Academy was built in 1978 as an open plan school, all on one level. It has no corridors or circulation routes, making wheelchair access difficult. There is a ramp to the hall, but no other special facilities. Please see the school accessibility plan for more details.
- 9.2 Lowbrook Academy has disabled toilet facilities.

## **10 Links**

- 10.1 Records and information of SEND will be sent to the receiving school as the pupils transfer. Meetings are held in the Summer Term with the SENCOs of the receiving schools.
- 10.2 The SENCOs of both our schools have regular meetings to exchange relevant information.
- 10.3 Regular cluster group meetings of the SENCOs are held in order to facilitate discussion and support.
- 10.4 The Academy has an “open door” policy so that parents/carers can come into the academy to discuss any concerns. We consider it good practice to try to contact a language interpreter if needed.
- 10.5 The academy has an arrangement whereby parents who have a concern or complaint can contact any member of staff. A meeting can then be arranged for the appropriate staff and others to discuss the issue.

## **11 Criteria for evaluating the success of the SEND Policy**

- 11.1 Children who have special educational needs have had their needs assessed.
- 11.2 These children have been given appropriate provision.
- 11.3 The children who have been identified as having SEND make progress and meet their own individualised targets.
- 11.4 The staff are confident about their own and others' contributions toward meeting the needs of their pupils.
- 11.5 The parents express satisfaction with the identification procedure, information provided, provision given and monitoring arrangements. They can see that their child is making progress.



- 11.6 The LEA is satisfied with the framework of provision for children with Education, Health & Care Plans and can see an efficient use of funds delegated through the LMS formula.
- 11.7 The school has a good relationship with the attached Educational Psychologist. There is regular communication between them.
- 11.8 There is appropriate evidence of discussions which have taken place between outside specialists, SENCOs and or the class teachers.

## **12 Review of Policy**

- 12.1 This policy has been drawn up having regard to the Children and Families Act 2014, SEN and Disability Regulations 2014, Equality Act 2010 and the SEN Code of Practice September 2014, and amendments to and will be reviewed annually.
- 12.2 Lowbrook Academy will take due account of the recommendations of the Children and Families Act 2014, SEN and Disability Regulations 2014, Equality Act 2010 and the SEN Code of Practice September 2014 in all decisions affecting children with Special Educational Needs.

## **13 Confidentiality**

- 13.1 In all matters relating to the Special Educational Needs and Disability of children confidentiality will be respected.

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The Governing Body approved this policy on date: **7<sup>th</sup> December 2018**

Signed: \_\_\_\_\_ Chair of Governors

Signed: \_\_\_\_\_ Executive Principal



**Appendix 1**

Royal Borough of Windsor and Maidenhead

**Special Educational Needs and Disabilities (SEND)  
Local Offer and School SEND Information Report**



**Lowbrook Academy**

Name of Headteacher:	Mr. David Rooney
Name of SEN Co-ordinator (SENCO):	F Garland
Name of SEN Governor:	Ms. Dominique Du Pré
School address:	The Fairway, Cox Green, Maidenhead, SL6 3AR
Contact telephone number:	01628 671355
School email address:	<a href="mailto:lowbrook@lowbrookacademy.co.uk">lowbrook@lowbrookacademy.co.uk</a>
School website:	<a href="http://www.lowbrookacademy.co.uk">www.lowbrookacademy.co.uk</a>
Type of school:	Academy Mainstream Primary School

**1. Identifying special educational needs and disabilities (SEND)**

**a. What kinds of special educational needs and disabilities does the school provide for?**

At Lowbrook Academy, we have a whole school approach to meeting the educational needs of our pupils.

The principles of this policy are based on equal access of opportunity to Lowbrook’s Domain Based Curriculum, the Code of Practice and all other aspects of school life for all our children. This is irrespective of race, gender, special need or disability.

The emphasis is on meeting the individual and diverse needs of all children within the school. We recognise that some of our children will need special provision during their time in school. The type of provision varies greatly from child to child.

**b. How does the school know if children and young people have special educational needs and disabilities and need extra help?**

Staff, together with parents/carers, will identify those children with SEND and the nature of their needs as soon as possible. The Special Educational Needs Co-ordinator (SENCO) is consulted about any child for whom the class teacher has concerns. The child's name is entered onto the class SEND record. This information is transferred onto the school list at least twice a year.

Parents/carers will be informed of any action which the school proposes to take. Following identification, regular reviews with parents, class teachers and the SENCO will take place.

**c. What should I do if I think my child/young person may have special educational needs/disabilities?**

Should you believe your child to have any special needs / disabilities, parents should raise their concerns initially to the class teacher who will then discuss with the school's SENCo. Subsequent meetings and reviews can then be set as necessary.

**2. Support the school provides for children and young people with SEND**

**a. What teaching strategies do you use to support children with special educational needs and disabilities?**

Strategies include:

- use of visual timetables
- regular intervention groups
- occasional 1-1 support according to the school's funding allocation.

**b. What additional support is available to help my child with their learning including specific interventions provided and adaptations to the curriculum and learning environment?**

- Teaching Assistants are allocated in Early Years Foundation Stage and other classrooms where needs and funding allows.
- Two staff are ELKAN (speech and language) trained
- One member of staff is Emotional Literacy Support Assistant (ELSA) trained
- Visual timetables can be used when required.
- Interventions used in school include:
  - Early Literacy Support (ELS)
  - Additional Literacy Support (ALS)
  - Toe by Toe
  - Rapid Reading
  - Numbershark
  - On Track Maths
  - Wordshark
  - Stairway to Spelling
  - Spelling Made Easy

**c. How is the decision made about what type and how much support my child/young person will receive?**

- Decisions are made on regular assessments and the available time and resources which vary according to the school's funding allocations. This is managed through the use of provision maps with Teaching Assistants allocated in Early Years Foundation Stage and other classrooms where needs and funding allows.

**d. How will I (the parent) be involved in planning for and supporting my child/young person's learning?**

- The school has two parent's evenings a year and provides one annual written report.
- Individual Education Plans (IEPs) are reviewed termly in conjunction with parents.
- Staff communicate regularly to parents both formally and informally.

**e. How will my child be involved in his/her own learning and decisions made about his/her learning?**

- Children are aware of their targets and we seek feedback from them in relation to their learning.
- Children are not given choice regarding when or how they receive support.
- All teachers have Qualified Teacher Status (QTS) therefore are fully trained in listening to, understanding and eliciting children's views.

**3. Children and young people's progress**

**a. How do you check and review my child/young person's progress?**

- Staff, together with parents/carers, will identify those children with SEND and the nature of their needs as soon as possible.
- Teachers use continuous assessment to monitor progress and a range of assessment procedures will be employed by the class teachers, SENCo and outside agencies (if applicable).
- Individual Education Plans (IEPs) are used to address specific needs and continuous assessments are carried out termly to measure outcomes linked to targets set in the plan.
- Regular reviews of pupil's progress will be held as appropriate to the stage or as outlined in the Individual Education Plan.
- The use of a visual tracker will ensure a clear picture of every child's progress and to ensure they are closing the gap between where they started and the national average, as well as in comparison to their peers.

**b. How do you involve my child/young person and parents in those reviews?**

- Children are aware of their targets as set out in their termly Individual Education Plans and 6-weekly update meetings take place with parents and the class teacher to discuss progress and set new targets.
- Parents of children with an Education, Care and Health Plan attend annual reviews. Furthermore, the views of parents and the child are taken into consideration via the use a questionnaire prior to the review.
- Professionals are usually invited to attend an annual review if they have been involved in providing support and target setting for the child in light of their special educational needs.
- Records of annual reviews are provided to parents.

- The progress of looked after children is regularly reviewed on a termly basis linked to the Pupil Premium funding they receive. This is done through analysing their attainment and progress on a termly basis and producing visual trackers to monitor their learning in line with their peers.

**c. How do you know if the provision for children and young people with SEND at your school is working?**

- Teachers use continuous assessment to monitor progress and a range of assessment procedures will be employed by the class teachers, SENCo and outside agencies (if applicable).
- Individual Education Plans are used to address specific needs and continuous assessments are carried out termly to measure outcomes linked to targets set in the plan.
- Regular reviews of pupil's progress will be held as appropriate to the stage or as outlined in the Individual Education Plan.
- Intervention monitoring forms are regularly completed, evaluated and reviewed, with interventions modified if assessments show they are having little impact.
- The use of a visual tracker will ensure a clear picture of every child's progress and to ensure they are closing the gap between where they started and the national average.

**4. Support for overall well-being**

**a. What support is available to promote my child/young person's emotional and social development?**

- The school has one ELSA and a comprehensive anti-bullying and SEND policy.

**5. Preparation for new and next steps**

**a. How will you help and prepare my child to join your school?**

- Normally a transition meeting with the nursery takes place prior to the child joining. New children with SEND are observed and their previous assessments are looked at, the use of IEPs will be put in place and discussion with new parents are undertaken to ensure a smooth transfer of support.

**b. How will you prepare my child young people to join their next year group/school/college/ stage of education or life?**

- Transition meetings are held and details are provided to their next school. Should an ECHP exist, this is passed on to their SENCo and targets are set during the Annual Review. Should the child have any physical needs, an external Occupational Therapist will attend the new setting to conduct an environmental audit.

## 6. Accessibility and specialist equipment

### a. How accessible is the school environment?

*(A link to the School's Accessibility Plan can be found in section 8b)*

- The school has an accessibility plan and makes reasonable adjustment for any pupil, however, the school is constrained by its 1978 construction and in particular has no corridors which has the obvious logistical complications.
- The school has two disabled toilets and two disabled parking bays.

### b. What if my child needs specialist equipment or facilities?

- The school currently has no specialist equipment but makes reasonable adjustment on a case-by-case basis.

### c. How will my child/young person be included in activities outside the classroom including physical activities, school clubs and school trips?

- The school ensures all its pupils have equal opportunities and does not exclude children from physical activities in class or on trips. Where necessary, reasonable adjustments are made on a case-by-case basis.
- Breakfast Club and After School Club are made available to all our pupils, however the school reserves the right to restrict numbers according to staffing/pupil ratios and the school's Health & Safety limits.

## 7. Training for staff, specialist services and further support

### a. With regard to staff who support children with SEND, what expertise do they have and what training have they undertaken?

- 1 member of staff with SENCo Accreditation
- 1 member of staff ELSA trained.
- 2 members of staff ELKLAN trained.

### b. What other agencies do you involve to meet the needs of my child/young person and how can I access support from these agencies?

- The school involves professionals from health, social services, Local Authority support services and other specialist support should the needs of the child require this.
- Agencies the school have collaborated with in the past include: Speech & Language Therapy, RBWM Children and Young People Disability Service, Educational Psychologists, Behaviour Support, Shine Team (Outreach Autism Service) and Berkshire Sensory Consortium Service.



**c. Who should I contact to find out about other support for parents/carers and families of children and young people with SEND?**

You can contact the Information, Advice and Support Service for Windsor and Maidenhead who provide impartial information and advice on matters relating to Special Educational Needs and Disabilities for children and young people aged 0-25 and their families

Tel: 01628 683182

Email: [IAS@rbwm.gov.uk](mailto:IAS@rbwm.gov.uk)

Website: <http://ias-rbwm.co.uk/>

Please follow this link to the Royal Borough of Windsor and Maidenhead's Local Offer for information about other services that might be available to support your child/young person: [www.rbwm.gov.uk/localoffer](http://www.rbwm.gov.uk/localoffer)

**8. Policies**

**a. Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 (Special Educational Needs & Disabilities Act 2001) and the Equality Act 2010?**

Yes

**b. Where can I find other school policies relating to SEND?**

The following policies are available on the school website <http://www.lowbrookacademy.co.uk/policies.aspx>

- SEND Policy (7<sup>th</sup> December 2018)
- Single Equality and Disability Equality Scheme Policy, inclusive of Accessibility Plan (7<sup>th</sup> December 2018)
- Child Protection and Safeguarding Policy (3<sup>rd</sup> September 2018)
- Behaviour Policy (7<sup>th</sup> December 2018 2018) -

Other policies are available through the school office:

- Use of Force to Control or Restrain (29<sup>th</sup> March 2018)
- Intimate Care (18<sup>th</sup> July 2018)
- Whistleblowing Policy (7<sup>th</sup> December 2018)

**9. Additional Information**

**a. Do you provide any other resources for children and young people with SEND?**

## 10. Feedback and complaints

### a. What do I need to do if I have a concern or complaint about the school and its provision for my child/young person?

- Please see our complaints policy on the school website  
<http://www.lowbrookprimary.co.uk/policies.aspx>

## 11. Glossary

Terms used in this document	Description/explanation of term
Additional Literacy Support (ALS)	Intervention to support children with literacy
Early Literacy Support (ELS)	Intervention to support children with literacy
ELKLAN	Elklan is training delivered by speech and language therapists to education staff to enable them to be more effective in their support of children with speech, language and communication needs (SLCN).
ELSA	Emotional Literacy Support Assistant - ELSA is a training course aimed at teaching assistants in schools. Examples of items covered on the course are Social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focused and friendship.
IEP	Individual Education Plan - a plan or programme designed for children with SEND to help them to get the most out of their education. An IEP builds on the curriculum that a child with learning difficulties or disabilities is following and sets out the strategies being used to meet that child's specific needs.
Number Shark	Intervention to support children with maths
Provision map	A way of documenting the range of support available to pupils with SEND within a school.
Springboard	Charity providing literacy support for children
Toe by toe	Intervention to support children with literacy
Visual timetable	Timetable for an individual or class with pictures which clearly shows the activities which will be happening
Word Shark	Intervention to support children with literacy

## Special Educational Needs & Disabilities – School Information Report

Breakdown of statistics						
<b>Register Groups</b>						
EY1	1			SEN Support	1	Education, Health & Care Plan 0
Year 1	5			SEN Support	5	Education, Health & Care Plan 0
Year 2	2			SEN Support	2	Education, Health & Care Plan 0
Year 3	5			SEN Support	5	Education, Health & Care Plan 0
Year 4	6			SEN Support	6	Education, Health & Care Plan 0
Year 5	4			SEN Support	3	Education, Health & Care Plan 1
Year 6	5			SEN Support	5	Education, Health & Care Plan 0
<b>Total on register</b>	<b>26</b>			<b>SEN Support</b>	<b>25</b>	<b>Education, Health &amp; Care Plan 1</b>
<b>% of school population</b>	<b>8 %</b>					
<b>CATEGORY GROUPS</b>						
SEN Support	25	96 %				
Education, Health & Care Plan	1	4 %				
				<b>SEN Support children receiving outside agency involvement</b>	<b>16</b>	
					<b>62 % of total on register</b>	
					<b>64 % of SEN support</b>	
<b>NEEDS CATEGORIES</b>						
<b>Cognition and learning needs (CLN)</b>						
Moderate learning difficulty (MLD)	0					
Severe learning difficulty (SLD)	0					
Specific learning difficulty (SpLD)	14					
Profound & multiple learning difficulties (PMLD)	0					
<b>Cognition and learning needs (CLN) Total</b>	<b>14</b>					
<b>Social, Emotional &amp; Mental Health (SEMH)</b>						
Social, Emotional & Mental Health (SEMH)	0					
<b>Social, Emotional &amp; Mental Health (SEMH) Total</b>	<b>0</b>					
<b>Communication and interaction needs (CIN)</b>						
Speech, language and Communication needs (SLCN)	7					
Autistic spectrum disorder (ASD)	2					
<b>Communication and interaction needs (CIN) Total</b>	<b>9</b>					
<b>Sensory and/or Physical needs (SPN)</b>						
Physical disability (PD)	1					
Visual impairment (VI)	0					
Hearing Impairment (HI)	1					
Multi-sensory impairment (MSI)	1					
<b>Sensory and/or Physical needs (SPN) Total</b>	<b>3</b>					

There are currently 26 children on the SEND register which represents 8% of the school population. Of these 26 children, 1 child has an Education, Health and Care Plan.

Lowbrook Academy has 25 children who are identified as SEN Support (formerly categorised as School Action), 15 of whom are - or have recently received - support from external agencies (formerly categorised as School Action Plus.) This represents 64% of children identified as SEN Support who receive external agency involvement.

As can be seen in the above summary, Special Educational Needs and Disabilities provision falls under these following four broad areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

SEND provision remains a strength at Lowbrook. Through accelerated learning and appropriately timetabled interventions, all TAs and staff have an inclusive way of teaching. Furthermore, all children are aware of their targets and the differentiated learning intentions ensure all children are making progress at their level.



Following the new SEND legislation, our school SENCO has achieved her National Award for Special Educational Needs Co-Ordination through the University of London, Institute of Education, as well as attending relevant borough training and update meetings.

### **School interventions**

- Children who struggle with reading and spelling have access to small group daily phonics sessions, Spelling Made Easy, Toe By Toe and Rapid Reading programmes (updated scheme purchased last academic year and external training provided to all TAs delivering the intervention).
- Cloze text procedure is also implemented in small groups throughout KS2 as a reading intervention
- The use and success of Wordshark (a spelling program) is being widely used across year 2 upwards to help the children look at the spelling of tricky words. Furthermore, small groups in KS2 who focus on their own specific high frequency words spellings.
- Maths interventions include Numicon and a recently purchased intervention scheme published by Rising Stars called On Track Maths which has been developed in association with NASEN (National Association for Special Educational Needs).
- A weekly social stories group is run by a trained TA. They vary in theme and can be used to help develop skills from understanding the importance of self-care to coping with changes in routine and providing positive feedback to a person. Furthermore, the school has an ELSA trained teaching assistant who offers group and individual support for emotional and social needs.

TAs are observed to ensure the small group/individual teaching is of quality and matching the class's provision map. This leads to feedback, mentoring and further training if necessary.

All children who are on IEPs are carefully tracked throughout the year with visual individual trackers (see example below) being prepared at the end of every long term which show, at a glance, the progress they are making. These are being trialled in a new format this academic year following the abolition of National Curriculum levels and based on the school's new assessment system Target Tracker.

**Visual tracker - age related profile report**

NAME		Working below age related expectation		Working just within age related expectation			Working at upper age related expectation			Working above age related expectation				Working significantly above age related expectation																	
MATHS																															
Circumstances to consider: FPM, E8, A, LAC, SEN, SEN, EAL, Ethnicity, Residence, Medical																															
TERM END	14/15 15/16 16/17	STEP																													
		1a	1a+	1a+	1a+	1a+	1a+	1a+	1a+	1a+	1a+	1a+	1a+	1a+	1a+	1a+	1a+	1a+	1a+	1a+	1a+	1a+	1a+	1a+	1a+	1a+	1a+	1a+	1a+	1a+	
Reception	Spring 1																														
	Summer 1																														
	Autumn 1																														
	Spring 2																														

All teachers analyse the use of provisions by analysing pre and post assessment data to ensure all SEND children are tracked and making progress and this is closely monitored by the school SENCO and Assessment Co-ordinator.

Date of last update of this document: 03.12.18

Date of next review: September 2019