



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):	Mrs F Garland Miss Bianca Iasi (Inclusion Manager)
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:	lowbrook@lowbrookacademy.co.uk
School website:	www.lowbrookacademy.co.uk
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 a Meet the Teacher session at the start of the academic year, a parent's evening once a year (mid-point) and provides one annual written report.
- Pupil Passports (formerly 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).
- Pupil Passports 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 Pupil Passports.
- 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 Pupil Passports 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 of 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).

- Pupil Passports 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 Pupil Passports.
- 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 Pupil Passports 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 EHCP 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

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

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 (29th November 2019)
- Single Equality and Disability Equality Scheme Policy, inclusive of Accessibility Plan (29th November 2019)
- Child Protection and Safeguarding Policy (29th November 2019)
- Behaviour Policy (29th November 2019)

Other policies are available through the school office:

- Use of Force to Control or Restrain (29th March 2018)
- Intimate Care (18th July 2018)
- Whistleblowing Policy (29th November 2019)

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.
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.
Pupil Passport	A plan or programme designed for children with SEND to help them to get the most out of their education. An Pupil Passport 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.
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						
Register Groups						
EY1	1			SEN Support	1	Education, Health & Care Plan 0
Year 1	2			SEN Support	2	Education, Health & Care Plan 0
Year 2	4			SEN Support	4	Education, Health & Care Plan 0
Year 3	4			SEN Support	4	Education, Health & Care Plan 0
Year 4	4			SEN Support	4	Education, Health & Care Plan 0
Year 5	6			SEN Support	6	Education, Health & Care Plan 0
Year 6	10			SEN Support	9	Education, Health & Care Plan 1
Total on register	31			SEN Support	30	Education, Health & Care Plan 1
% of school population	9 %					
				SEN Support children receiving outside agency involvement	16	
CATEGORY GROUPS						
SEN Support	30	97 %				52 % of total on register
Education, Health & Care Plan	1	3 %				53 % of SEN support
NEEDS CATEGORIES						
Cognition and learning needs (CLN)						
Moderate learning difficulty (MLD)	0					
Severe learning difficulty (SLD)	0					
Specific learning difficulty (SpLD)	21					
Profound & multiple learning difficulties (PMLD)	0					
Cognition and learning needs (CLN) Total	21					
Social, Emotional & Mental Health (SEMH)						
Social, Emotional & Mental Health (SEMH)	0					
Social, Emotional & Mental Health (SEMH) Total	0					
Communication and interaction needs (CIN)						
Speech, language and Communication needs (SLCN)	6					
Autistic spectrum disorder (ASD)	2					
Communication and interaction needs (CIN) Total	8					
Sensory and /or Physical needs (SPN)						
Physical disability (PD)	1					
Visual impairment (VI)	0					
Hearing Impairment (HI)	0					
Multi-sensory impairment (MSI)	1					
Sensory and /or Physical needs (SPN) Total	2					

There are currently 31 children on the SEND register which represents 9% of the school population. Of these 31 children, 1 child has an Education, Health and Care Plan) and we are in the process of applying for another for a pupil in Year 2.

Lowbrook Academy has 30 children who are identified as SEN Support (formerly categorised as School Action), 16 of whom are - or have received - support from external agencies (formerly categorised as School Action Plus.) This represents 53% 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 Inclusion Manager 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, 60-Second Reading 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 as 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 have Pupil Passports (former IEPs) are carefully tracked throughout the year with individual visual trackers (see example below) being prepared at the end of every long term which show, at a glance, the progress they are making.

		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 consistently above age related expectation																												
MATHS																																		
Circumstances to consider: FSM, ELL, A, LAC, SEN, SEN, EAL, Ethnicity, Attendance, Medical																																		
TERM END	(15.12.19)	(15.01.20)	(15.02.20)	(15.03.20)	(15.04.20)	(15.05.20)	(15.06.20)	(15.07.20)	(15.08.20)	(15.09.20)	(15.10.20)	(15.11.20)	(15.12.20)	(15.01.21)	(15.02.21)	(15.03.21)	(15.04.21)	(15.05.21)	(15.06.21)	(15.07.21)	(15.08.21)	(15.09.21)	(15.10.21)	(15.11.21)	(15.12.21)	(15.01.22)	(15.02.22)	(15.03.22)	(15.04.22)	(15.05.22)	(15.06.22)	(15.07.22)	(15.08.22)	
Reception	Autumn 1																																	
	Autumn 2																																	
	Spring 1																																	
	Spring 2																																	
Year 1	Autumn 1																																	
	Autumn 2																																	
	Spring 1																																	
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Year 2	Autumn 1																																	
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Year 3	Autumn 1																																	
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Year 4	Autumn 1																																	
	Autumn 2																																	
	Spring 1																																	
	Spring 2																																	
Year 5	Autumn 1																																	
	Autumn 2																																	
	Spring 1																																	
	Spring 2																																	
Year 6	Autumn 1																																	
	Autumn 2																																	
	Spring 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: 09.03.2020

Date of next review: November 2020