



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

### Lowbrook Academy

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Name of SEN Co-ordinator (SENCO):	Mrs Frances Garland
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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 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).
- 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