



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

Lowbrook Academy

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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. We believe all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum which is accessible to them. All children are fully included in all aspects of school life.

The principles of this policy are based on equal access 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. All teachers are trained to recognise the abilities of each child to ensure they reach their full potential. Our staff are experienced in a wide range of needs including Autistic Spectrum Disorder (ASD), Speech and Language difficulties, Attention Deficit Hyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD) and social and emotional needs.

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

Some children join Lowbrook Academy in our Early Years Foundation Stage (EYFS) or as in year transfers with specific needs already identified. Transition meetings ensure that all relevant information pertaining to the children's needs are transferred between settings.

Within Lowbrook, 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 is placed on the On Alert register and interventions are put in place to support the child. If the child still does not make adequate progress, they will be entered onto the SEND register.

We work closely with parents and specialist services to ensure appropriate support is in place to enable children to achieve their best. We believe quality first teaching, early intervention and support is vital to enable all pupils to make good progress.

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. Pupil progress is closely monitored and additional provision is put in place. Observations and assessments by SENCo and the class teacher ensures additional provision is effective. If further specialist provision is required to ensure expected level of progress, parents will meet with SENCo to discuss the involvement of external support services.

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?

All pupils receive high quality first teaching with tasks differentiated and scaffolded to meet the individual needs of pupils. A range of teaching strategies are put in place eg shorter and repeated input, feedback sessions. A range of supportive materials are made available to scaffold learning for the individual eg visual timetables, social stories, sloping desks. Small group and one to one teaching is provided, speech and language and LEGO programmes as directed by professionals and ELSA programmes are provided.

Strategies include:

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

Some pupils with SEND will have an Education and Health Care Plan (EHCP) where specific provision is outlined.

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) trainer and another is currently undergoing training.
- Visual timetables can be used when required.
- Interventions used in school include:
 - Toe by Toe
 - 60 Second Reading
 - Numbershark
 - Rapid Reading
 - Numbershark
 - On Track Maths
 - Wordshark
 - Stairway to Spelling
 - Spelling Made Easy
 - NELI (Nuffield Early Language Interventions)

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

A combination of formal assessments and observations are made by teachers, the SENCo and specialist services. This information is used in order to assess the level and type of support needed to ensure children can access learning and make progress.

- 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. For children with EHCP plans the amount and type of provision recommended to progress learning will be specified in the plan. For children assessed by the Educational Psychologist, Speech and language team or Occupational Therapy team, recommendations made about the type and frequency of support necessary will be implemented.

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

There is an open door policy at Lowbrook Academy and all parents can make appointments to see the class teacher and/or SENCo as required or communicate either by telephone, email or in person formally or informally as required. Pupil passports are reviewed termly in conjunction with parents. The school has one parents' evening and provides one annual written report.

For those children with an EHCP we conduct an annual review where all professionals involved with the pupil are invited to attend along with parents.

- The school has one parents' evening a year and provides one annual written report.
- Pupil passports (formally known as 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 encouraged to take an active part in their learning and in assessing their targets and progress. We seek feedback from them in relation to their learning in the form of pupil progress meetings.
- All teachers have Qualified Teacher Status (QTS) therefore are fully trained in listening to, understanding and eliciting children's views.
- All pupils complete an annual pupil voice survey, which is analysed by SLT and Governors.

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 children, 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 pupil conference 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 designated well-being lead, ELSA and a comprehensive anti-bullying and SEND policy.

For specific concerns the school would contact Child and Adolescent Mental Health Service (CAMHS) for guidance and involvement. The social and emotional health of children is closely monitored by staff and any concerns raised either in school or at home are referred to SENCO and Deputy Head who is also lead for wellbeing. Children identified as vulnerable are placed on the emotional wellbeing monitoring form and are assessed for appropriate intervention. Regular discussions are held at key stage and SLT meetings.

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?

For pupils who are new to the school we liaise with the previous setting where appropriate and visit the child in that setting. We invite the children to school to meet the new teacher and familiarise themselves with their new school environment.

For children moving from Lowbrook Academy, transition meetings are held and details are provided to their next school. Staff from the new setting are invited to Lowbrook to meet the children and observe them in their current learning environment. 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?

We will make every effort to provide the equipment and resources your child needs, following advice for the professionals involved. If we do not receive additional funds through your child's statement/EHCP, we will investigate other possible sources of funding i.e. local trusts or charities. We currently have some children who require equipment such as; writing boards, foot rests, resource boxes in order to meet their needs.

- 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?

- All pupils are encouraged to join in the many activities available. A full list of extra-curricular activities can be seen on the school website. Parents of SEND children are welcome to enrol their child in these activities and the school will support parent in informing the providers of their child's needs.
- All pupils are included in school trips, with reasonable adjustments made, such as additional staff or Parental involvement for added support where necessary. All staff have regular training on the use of risk assessments. The school runs a breakfast club and an afterschool club which all children are welcome to attend.
- 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.

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.

All staff are trained in First Aid and have received Epi-pen training. Staff in the Early Years Foundation Stage have received paediatric first aid training.

Occasionally, a specific need for a child may arise and then specific training will be budgeted for. Staff meetings and INSET days are held regularly and will sometimes focus on particular needs within SEND. Members of staff in school with enhanced knowledge and skill in certain areas are used to train others. All staff receive regular refresher courses and have had safeguarding training.

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, Number 22 Counselling, OT support organisations.

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 (September 2021)
- Single Equality and Disability Equality Scheme Policy, inclusive of Accessibility Plan (September 2020)
- Child Protection and Safeguarding Policy (10th September 2021)
- Behaviour Policy (27th November 2020)

Other policies are available through the school office:

- Use of Force to Control or Restrain (13th November 2020)
- Intimate Care (13th November 2020)
- Whistleblowing Policy (27th November 2020)

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?

We have an open-door policy so you are always welcome to come and talk to the class teacher, SENCo or head teacher about any concerns. This way concerns can be dealt with quickly and efficiently. If, however, you feel you need to make a formal complaint, 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.
Pupil Passports (formally IEPs)	Pupil Passport- a plan or programme designed for children with SEND to help them to get the most out of their education. A 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.
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

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