

Lowther Primary School



Special Educational Needs and Disability (SEND) Report

Reviewed February 2021

This report sets out the provision that we make for children with Special Educational Needs and Disabilities (SEND). It is updated annually. This report is written in the format of answers to most commonly asked questions.

Introduction

Lowther primary school is an inclusive mainstream school. We believe that all children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best;
- Become confident individuals living fulfilling lives;
- Make a successful transition to adulthood, whether into employment, further education or training.

What is Lowther's approach to teaching SEND?

- Lowther is an inclusive and pastoral school which sets high expectations for all learners. We aim to provide an environment that celebrates achievements of all kinds, and to develop independence and a love for learning.
- Children with SEND are included in all aspects of school life at Lowther. Lowther offers a wide range of clubs that support a variety of interests and skills. All children are encouraged to explore their interests and to share their talents. We ensure that children with SEND are included in all school learning and activities, and where necessary, reasonable adjustments are made to make this possible.
- All children on the SEND register are monitored formally through the termly pupil progress meetings of the SENDCo and the class teacher. Each child is discussed in detail, with a focus on progress made and any concerns that the teacher may have. Following the meetings, actions will be implemented to ensure that the child has the best possible targeted interventions and relevant external professional support.
- Children on the SEND register will be assigned a package of support based on their level of need. There are 3 stages of support, and children may move between these stages (or off the register entirely) as they progress and respond to interventions.
- Lowther offers a wide range of interventions across the school in response to learners' needs. Interventions range from academic interventions (such as phonics support, maths groups and writing interventions) to interventions for development of social skills, emotional literacy and language skills. Lowther uses current best practice interventions including (but



not limited to) Lego therapy, touch typing, Speed Up, Socially Speaking and fine motor development.

- Teachers use best practice quality first teaching to ensure that work is differentiated for individual children's needs. All teachers aim to include SEND children in every aspect of classroom learning. Most class teaching is to mixed ability groups, which we believe benefits all children in the class. Some targeted groups receive more specific support in English and Maths.
- Every year group has Teaching Assistant (TA) hours to support core subject learning, intervention groups and small group work. Our TAs work with groups of all abilities and have a good understanding of how to scaffold learning for a wide range of abilities. Learning Support Assistants (LSA) give individualised support through a timetabled package, as directed by individual Educational Health Care Plans (EHCP).
- Lowther is fortunate to have a fantastic, modern building, fully accessible for children and adults with a physical disability. There are some break-out spaces and two rooms for small group work. The Early Years department has generous spaces to support learning through exploration.

What expertise, training and experience do school staff have in SEND?

- All staff receives regular CPD through in-house training, training from external professionals (including our Educational Psychologist, Dyslexia Specialist and Speech Therapist) and opportunities to attend external training through the local authority to enhance support for the needs of children in their class groups.
- We have 2 members of staff with specific dyslexia training and expertise who support training of staff and positive dyslexia practices throughout the school.
- Support staff have weekly training with the SENDCo in response to current needs. Best practice, research and useful resources are shared during these sessions. Support staff also have a regular opportunity for group problem-solving at these sessions.
- The SENDCo, Emily Bere, has a degree in Special Educational Needs Education and a post graduate diploma as Teacher of the Deaf. Emily has worked in a wide range of SEND schools and was deputy head and SENDCo of a secondary school for children with moderate learning difficulties, and head of the 6th form provision for young adults with disabilities, before she came to Lowther in July 2016.



How will I know how my child with SEND is doing in school, or if he or she may have SEND?

- When considering children's strengths and needs, we consider the 4 areas of development;
 - cognition/learning,
 - communication/interaction,
 - social/emotional/mental health,

- physical/sensory
- Lowther regularly monitors the progress of all pupils in the school. When a child is not making progress in one or more of the 4 areas of development, supporting interventions will be put in place. If there continue to be concerns around progress, these will be raised with the SENDCo, and a meeting will be held with parents. A decision may then be taken to place the child on the SEND register.
- A child on the SEND register might be there for a short time (to ensure closer monitoring until progress is made) or a longer time (if regular support, intervention, monitoring or external professional input are needed). The class teacher will have regular communication with parents/carers and will report on individual progress. Depending on the level of need, the SENDCo will have regular contact with parents. Any parent of a child with SEND or of a child who is not officially SEND but has concerns, can meet with the SENDCo by making an appointment.

How does the school know if its SEND provision is effective?

At Lowther we believe that children learn best when they love school, and feel inspired by their environment and confident in their abilities. Because of this, we take an holistic approach to supporting our SEND learners which does not focus just on academic interventions, but also includes supporting self-esteem, emotional wellbeing, relationships, communication and positive behaviour.

We follow a rigorous 'Assess-Plan-Do-Review' cycle, through which all children on the SEND register are discussed and monitored termly by the class teacher and the SENDCo. During these progress meetings a range of evidence is considered including;

- academic progress data
- achievement of outcomes
- impact of interventions
- observational data
- parent feedback
- pupil opinion



Where there is a concern around progress, the issue will be discussed and actions will be implemented. These actions could include (but are not limited to);

- a referral to an external professional
- additional interventions
- resources
- strategies to use in class
- training for staff
- provision timetable for the pupil



For any significant concerns, the SENDCo will invite parents/carers in for a meeting to work collaboratively on a plan of action.

The SENDCo monitors whole school data termly, including evidence on the quality of interventions. If interventions are not having the desired impact on pupil progress, they will be reviewed and changes made. Where there is a noticeable need for additional support across the school, new interventions will be implemented. The SENDCo completes observations of interventions to ensure consistency and quality.

The SENDCo attends regular network meetings, locality meetings and training with other SENDCos to ensure working knowledge and best practice of current SEND provision, and a collaborative approach to developing SEND borough-wide.

What is an Education Health and Care Plan (EHCP), and who can request one for my child?

Where parents and/or the school have significant concerns regarding a child's special educational needs, a request for an EHC Plan assessment will be made to the Local Authority in which the child lives. Depending on the severity and complexity of needs and the amount of support deemed necessary, an EHC Plan may be issued, which will allow the school to provide additional support.

The purpose of an EHC Plan is to provide special education provision, to meet the special educational needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/she gets older, prepare for adulthood.

An EHC Plan will contain

- The views and aspirations of the parents and the child
- A full description of the child's special educational needs and any health and social care needs
- Clear outcomes for the child's progress
- The specific provision required and how education, health and social care will work together to meet the child's needs and support the achievement of the agreed outcomes
- The parents and/or the school (usually the SENDCo or Headteacher) can request that the Local Authority conduct an assessment of a child's needs. This may lead to an EHC Plan



How will I share in discussions about, planning for, and involvement in my child's education?

We think it is important to have a collaborative approach to supporting children with SEND, which includes the parents or carers of the child. Parents generally know their child best, and can give insightful and helpful tips or strategies for professionals at school. The school can also provide help and support to parents, for their child's academic progress and at home.

Parents will have the opportunity to meet with teachers each term to discuss their child's progress. The SENDCo may be invited to this meeting by either the parent or the teacher, if this is needed. In addition to this, parents and carers may request to meet with the SENDCo as required. They may do this by calling the school, dropping into the main office or emailing to make an appointment. Contact details are given below.

Children with an EHCP will have an annual review as part of their statutory provision.

Who can I turn to outside school for advice and support?

Richmond and Kingston Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS) is a free, confidential and impartial service for parents and carers, children and young people (up to 25 years).

www.kids.org.uk

email: richmondandkingston@kids.org.uk

The type and range of support offered includes:

- Information regarding the local offer, local policy and SEN/disability law from independently trained staff
- Advice for parents/carers, children and young people on gathering, understanding and interpreting information and applying it to their own situation
- Personalisation of personal budgets
- Information on the Local Authority's processes for resolving disagreements, its complaints procedures and means of redress
- Signposting children, young people and parents to alternative and additional sources of local and national information, advice and support
- Individual casework and representation where needed including support in attending meetings, contributing to assessments and reviews and participating in decisions about outcomes for the child or young person
- Support for parents and young people in managing mediation and appeals to the SEND Tribunal

Other voluntary and charitable groups include:

Kingston & Richmond **SEND Family Voices** is a volunteer parent-led charity, formed in June 2014 in response to opportunities offered by the SEND reforms; these are the changes in law which aim to create equal partnerships between families of children and young people with SEND and professional services. <http://www.sendfamilyvoices.org/contact-us/>

Action-attainment is about enabling children with speech, language, communication and sensory needs to achieve and have active lives. Led by Samantha Silver, the organisation builds on personal and professional experience of supporting children, and their families, to have fun and learn in and out of school. Action-attainment works directly with families, professionals, schools and with community groups to provide understanding, strategies and opportunities for learning, play and friendships. sam@action-attainment.com

For other support groups, please see <https://www.afclocaloffer.org.uk/organisations>

What advice is available for school staff regarding SEND?

How do the staff get advice?

- The SENDCo's role is to provide advice and support to parents, teachers and support staff around SEND, and on interventions that can support a child's development. The SENDCo works closely with teachers to monitor the progress of all children on the SEND register and to ensure that they are getting the support most suited to their needs. The SENDCo is part of the leadership team in order to ensure that SEND is maintained as a whole school priority and is monitored appropriately. The SENDCo liaises with outside agencies working with children in the school, scheduling visits and ensuring that their recommendations are put into practice. After discussions with parents, appropriate referrals can be made. The SENDCo can advise parents on necessary referrals to the following professionals:
- The **Educational Psychologist (EP)** attached to our school is referred to when support we have put in place for children does not seem to be having the required impact, or there are specific concerns for which we require additional advice. We may refer to the Educational Psychologist for more in-depth assessment of a perceived difficulty, or for a consultation for further advice on how best to support a child. We have access to a limited number of EP hours per term, which are allocated on a needs basis.
- The **Speech and Language Therapy (SALT) Service** is provided through the Local Authority to support children with a need stated in their EHCP. As of September 2017, SALT service no longer provides assessment or advice to children without an Education and Health Care Plan, unless the child is in the Foundation Stage (nursery and reception) or has a specific speech need (a stutter or stammer). Children with a stammer can be referred to the stammer clinic, and may receive specific SALT intervention.
- If there are concerns about a child's fine or gross motor skills, sensory needs or organisational skills, we can make a referral to the **Occupational Therapy service**. The child and parents will then be invited to an Advice Clinic. The issues are discussed, the OT can observe the child participating in various activities and then make support recommendations. If the needs are complex, the OT may make a visit to school to observe in the school environment, and will then make recommendations for support strategies.
- The school can also refer to the **school nurse** for physical or mental health concerns.
- We can make a referral to **CAMHS (child and adolescent mental health services)** if there are social, emotional or mental health concerns that go beyond the capacity of the school's professionals. A referral to CAMHS may be for a variety of reasons, for example if the child is undergoing or has undergone a trauma, or if we are seeking further assessment of their social communication skills or emotional difficulties. Children and parents are usually

offered a choice appointment by letter, in order to determine the most appropriate type of support.

- **Family support workers:** This team is a non-statutory service working with children aged 0 to 11 years, alongside Richmond Borough schools, Children's Centres and other agencies to deliver a wide range of interventions. The Family Support Team focuses particularly on early intervention and prevention. The family support workers complete an Early Help Assessment with children and their families to identify unmet needs requiring multi-agency support. The Family Support Service may also recommend **Strengthening Families**, a programme working with the wider family surrounding a child.

How does Lowther involve children/young people with SEND in their education and in the decision-making process?



We know how important it is for children to have a say in their education, wellbeing and care, and children with SEND are no exception. Children are regularly asked to participate in pupil questionnaires, self-assessment, personal target-setting and, when appropriate, review meetings with teachers and the SENDCo. We always ensure that there is a balance of pupils representing our diverse community on our sports teams, on the school council, in performances and all aspects of Lowther life. We understand that children develop confidence through a range of experiences and therefore create regular opportunities for children to lead or participate in all areas of school life.

How will Lowther support my child when moving between classes or schools or towards adulthood?

We hope that your child will remain part of the Lowther family for his or her entire primary school career, but we know that sometimes transitions need to happen. When we know that a transition is about to happen, we always consider the individual needs of children, ensure they are prepared for the transition, and that any new professionals working with them have all the relevant information.

For mid-year/phase transfers, we will ensure that;

- The child is aware that he or she is leaving and has an opportunity to share his or her views
- The child is prepared for the move and has any necessary visual supports/social stories to understand what is happening
- The SENDCo transfers all information, documents and assessments to the SENDCo of the new school
- The SENDCo alerts external professionals to the move

For secondary transfers, we will ensure;

- Parents of children with an EHCP are aware of the dates for submitting their school preference
- Parents are given information about the different provisions in the Local Authority
- Parents are encouraged to attend open evenings or transition visits for their preferred secondary schools

Once the secondary school is known;

- the Lowther SENDCo will meet with the secondary SENDCo to hand over documentation and share outcomes, assessments, and all other relevant documentation on the child
- The child is prepared for the move and has any necessary visual supports/social stories to understand what is happening
- Children will be offered a transition visit / programme from their allocated secondary school.

Where can I find information about Local Authority provision for children and young people with SEND?

SEND information on the Achieving for Children (AfC) website can be found at:

https://www.afcinfo.org.uk/local_offer

This section of the AfC website provides information on local services and support available for families including children and young people aged 0 – 25 years with special educational needs or disabilities



How should complaints regarding SEND provision be made and how will they be dealt with?

We hope that you and your child will be very happy as part of the Lowther family. If you are unhappy or concerned about a decision or issue, however, please speak with your child's class teacher or the SENDCo in the first instance. Should the issue continue to be unresolved, please refer to our complaints policy and follow the process outlined.

The complaints policy can be found on our website;

<https://lowther.richmond.sch.uk/school-policies.php#ComPol>

Who do I contact in school for further information and support about SEND?

- Lowther's SENDCo is Mrs Emily Bere
- Emily's working days are Tuesday, Wednesday and Friday. Often it is quickest to contact her via email: e.fitch@lowther.richmond.sch.uk.

- The full SEND policy is on the school website: https://lowther.richmond.sch.uk/school-policies.php#SEND_offer
- Please refer also to the school's accessibility policy on our website: <https://lowther.richmond.sch.uk/school-policies.php#ACCpol>