



Lowther Endowed School SEND Information Report

Question	Response
What is classed as SEND?	<p>A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.</p> <p>Or</p> <p>has a learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age,</p> <p>Or</p> <p>a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in a mainstream school.</p> <p>Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.</p> <p>This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child requires special educational provision they will also be covered by the SEN definition.</p>
How will school identify children with Special Educational Needs?	<p>Our school aims to identify, as soon as possible, and provide Special Educational support for pupils, that is “additional to and different from” that provided within the differentiated curriculum. We recognise the 4 main areas of SEN:</p> <ul style="list-style-type: none">• Communication and Interaction needs;• Cognition and Learning needs;• Social, Emotional and Mental Health difficulties;• Sensory / Physical needs. <p>The purpose of early identification is to plan what action our school needs to take in order to support an individual child, not fit that pupil into a specific SEN category.</p> <p>We use the following methods to identify pupils who require additional support or adjustments to allow full curriculum access:</p> <ul style="list-style-type: none">• Consultations with parents / carers, teachers, external agencies and / or the pupil’s previous school / Nursery setting to identify children with additional needs and gather up to date information and advice;• Normal teaching cycle of Plan, Teach, Assess, Evaluate cycle• Regular monitoring, through Pupil Progress Meetings, of Whole School Tracking of attainment using FFT Aspire to identify any pupil who is not making expected progress in a particular area so that additional support can be introduced;• Discussions between class teacher(s), SENCO and parents where necessary to consider the needs of the whole child;

<p>As a parent / carer what should I do if I think my child may have additional needs?</p>	<p>If you have a concern about your child's development please raise this with the class teacher in the first instance.</p> <p>All staff are aware of expected development at different ages and have expertise in identifying additional / special educational needs and disability (SEND). Class teachers are encouraged to raise any concerns with parents.</p>
<p>How will school staff support my child?</p>	<p>Class teachers are responsible for the education of all the children in their class. They plan the education programme for all children, some of whom may have SEN. The majority of children will have their needs met through normal classroom arrangements, however if needs are not met our staff use a wide variety of strategies, approaches, differentiated activities and adaptations to reduce barriers to learning.</p> <p>Staff are supported by the school's Special Needs Coordinator (SENCO) – Mrs Toinette Thomas and, where appropriate, children may be supported by a Teaching Assistant or Higher-Level Teaching Assistant.</p> <p>This support could be in class; in a small group outside the class or one-to-one to maximise the learning experience for the child. Pre-teaching of topics and individual specialised resources / intervention programmes such as precision teaching, Early Literacy Support, Inference Reading... can be used to support learning. Additional support is provided through an Assess, Plan (School Support Plan (SSP) / Behaviour Management Plan (BMP)), Do, Review model which is regularly monitored and adjusted to suit the needs of the individual child. Pupils' views, regarding their learning and support, are gathered according to the age of the child. SSP / BMP are shared with parents on a termly basis.</p> <p>A range of assessments / screening checks are used to gain an understanding of the child's current level of attainment in specific areas. In order to gain a full picture of the child, their attendance, punctuality and behaviour records are considered, as are any discussions with parents / pupils and classroom observations. This whole picture enables us to evaluate the effectiveness / impact of the interventions / adaptations and is used to inform future planning.</p> <p>In order to provide an appropriate learning environment, advice may be taken from external specialists such as Specialist Advisory Teachers, our Educational Psychologist, Speech & Language Therapists, and Occupational Therapists. School can make adaptations which may include such things as the use of IT, personal study desks, now/next cards or school may access specialised equipment or resources such as seating and classroom organisation to improve the learning environment for individuals.</p>
<p>What support will there be for children's overall wellbeing?</p>	<p>We offer a wide variety of pastoral support for pupils, as we recognise the social, emotional and mental development of our pupils as an essential aspect to their learning. Our school pledge promotes our caring, inclusive ethos, encourages resilience and encourages positive behaviour throughout school.</p> <ul style="list-style-type: none"> • Welcome parents / carers and pupils at the school gate every morning to help settle children into the school day, and to enable parents to talk directly to a staff member; • Teach the Jigsaw PSHE programme, and Decider Skills programme, through class and school assemblies; • Organise a Kidsafe Programme in school to enable pupils to have skills and strategies to keep themselves safe both physically and emotionally; • Offer Guardian Angel support to any child deemed to be in a vulnerable state; • Ask for the views of parents and pupils and respond to issues; • Utilise ELSA sessions (Emotional Literacy Support Assistant) OR 'Lego: Build to Express' intervention programme where necessary; • Liaise with nursery, playgroups, secondary schools, and other primary schools, to ensure that anxieties about transferring schools are reduced; • Engage with Barnardo's and Cumbria Family Support to extend support to children and their families. • Follow our safeguarding policy and behaviour policy.

<p>As a parent / carer how will I know how my child is doing and how will you help me to support my child's learning?</p>	<p>In addition to the school's normal reporting arrangements, we also have an open-door policy to enable more informal and frequent conversations with you and your child. The progress of each child is carefully monitored and tracked on a regular basis. This, along with other information gathered, informs staff on the next steps for your child.</p> <p>Progress and targets are discussed as part of the school's normal reporting arrangements.</p> <p>In some cases, your child may require a School Support Plan (SSP) or a Behaviour Management Plan (BMP) which will be drawn up in consultation with you and your child and reviewed regularly. For some children, with profound and lifelong needs, an Education Health and Care Assessment may be requested with advice and support from external agencies, which may lead to an Education Health Care Plan (EHCP). SSP / BMP are shared with parents on a termly basis.</p> <p>Where appropriate we signpost parents to the Westmorland and Furness Local Offer which provides information about provision across education, health and social care. Families Information Westmorland and Furness SEND Local Offer</p> <p><u>Contact Details for other support groups for families are as follows:</u></p> <p>Barnardo's offers adult and family learning courses, play activities and activities for children with additional needs. Contact Number: 01768 899901 Eden 0 to 19 Child and Family Support Service Barnardo's (barnardos.org.uk)</p> <p>Cumbria Information, Advice and Support Service (IAS Service) offers independent advice and support to all children and young people with SEND and their parents and carers. About Cumbria SENDIASS</p> <p>Cumbria Family Support Association offers support to families who are experiencing stress and difficulties. Contact Number: 01768 593102 http://www.cumbriafamilysupport.org.uk</p> <p>South Cumbria Dyslexia Association (SCuDA) offers advice, support and professional assessment for dyslexic people. Contact Number: 01539 742632 http://www.scudauk.co.uk</p>
<p>How accessible is the school environment?</p>	<p>The main teaching area is on one floor. The school has two disabled toilets. In addition the school has two areas where specialist SEN provision can be given on a 1:1 basis. For more information please ask to see the school Accessibility plan.</p>
<p>How is SEND funding, equipment and resources secured and allocated?</p>	<p>We allocate our SEND funding and resources to children with SEND depending upon identified needs in their School Support Plan (SSP), Behaviour Management Plan (BMP) or Education Health Care Plan (EHCP).</p> <p>For most pupils the amount of support provided by the school is dictated by the pupil's level of progress and attainment.</p> <p>For pupils with identified SEND support and resources are allocated based on their School Support Plans and Education Health Care Plans.</p> <p>Parents are actively involved in decisions about the support provided for their child.</p> <p>School receives funding from statutory and non-statutory funding, grants and the school budget.</p> <p>The Head Teacher informs the governing body of how the funding allocated to support special educational needs has been deployed.</p> <p>The effectiveness of the resources for special needs will be monitored as part of the on-going process of self-evaluation in school.</p>

<p>What training do staff supporting pupils with SEND undertake and what specialist services / expertise are available at, or accessed by, school?</p>	<p>We are committed to continuing the professional development of our staff through annual Performance Management / Appraisal. Areas of identified need within the school are then developed.</p> <p>Types of training undertaken include: Decider Skills training, Change Talks, ELSA, Well-being and Resilience, Bereavement within the School Community, and Support for pupils with sensory processing.</p> <p>Five of our school staff are trained Paediatric first aiders.</p> <p>Our school has welcomed support from SEND specialist teachers for ASC, Speech and Language therapists, Educational Psychologists, School Nursing Team, Barnardo's, Eden Carers and Cumbria Family Support Association. These specialists provide advice and resources to our staff in order for us to support the success and progress of individuals.</p>
<p>How will school prepare and support my child to join the school, transfer to a new school or progress to the next stage of education or life?</p>	<p>We have strong links with local nurseries, local secondary schools and with other local primary schools. Yearly transitions within school are carefully managed to support children's wellbeing and progress. A range of transition strategies can be put in place to support children at the end of Key Stages — e.g. transition plans, extra visits, holiday activities.</p> <p>For pupils with SEND transferring to another school, the SENCOs of both schools will liaise to share information about the child's needs in order to ensure a positive, smooth transition.</p>
<p>How does school ensure that our provision is effective?</p>	<p>Class teachers continually monitor the progress of individual pupils and adjust the SSP based on the amount of progress made.</p> <p>The SENCO monitors overall support provided for SEND pupils and identifies strengths and areas for future development.</p> <p>The governing body appoints a SEND governor who consults with the SENCO and monitors the progress of SEND pupils across the school using data from FFTAspire.</p> <p>The SEND governor reports back to the Full Governing Body.</p>
<p>How are parents involved? What if I have any questions?</p>	<p>We strive to develop a good partnership with our parents by involving them in all aspects of school life and by ensuring good levels of communication.</p> <p>Constant dialogue ensures that parents are kept fully informed of all aspects of the child's education. Parents and carers can talk to teachers about their child informally on a daily basis at a mutually convenient time. All actions / adaptations taken by the class teacher, in order to match the curriculum to a child's needs, will be recorded on SSPs / BMPs and shared with parents.</p> <p>Attainment towards identified outcomes on SSPs / BMPs is discussed with parents on a termly basis - through Parents' Evenings (Autumn and Spring terms) and through the school reporting system (Summer term).</p> <p>If parents require a more formal discussion, appointments can be made with the class teacher and/or SENCO and/or Head teacher at a mutually convenient time. Please contact the school office (01931 712344) to arrange appointments.</p>
<p>Who can I contact if I have any concerns or a complaint?</p>	<p>If parents have concerns relating to their child's learning or progress these should initially be discussed with the child's class teacher. Also, the class teacher should be contacted in the first instance if parents are unhappy about any issues regarding our school's response to meeting / supporting the needs of their child.</p> <p>If the issue has not been successfully resolved parents should request a meeting with the SENCO and/or Head Teacher.</p> <p>Thereafter the school's complaint procedures, in line with Cumbria LA's complaints policy, should be followed.</p>

<p>Who can be contacted for further information?</p>	<p>Special Needs Coordinator (SENCO): Mrs. Toinette Thomas</p> <p>SEND Governor: Mrs. Alice Vince</p> <p>Head Teacher: Mrs. Carla Weild</p> <p>Contact Details for all of the above: Lowther Endowed School, Hackthorpe, Penrith, Cumbria CA10 2HT</p> <p>Telephone: 01931 712344 Email: admin@lowther.cumbria.sch.uk Website: www.lowther.cumbria.sch.uk</p>
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Reviewed by Toinette Thomas (SENCO)
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