



Lowther Endowed School Number on roll: 33
Little VIPs Day Care Number on roll: 64

Number of SEN pupils: 11
Number of SEN pupils: 1

Percentage of SEN: 33.3%
Percentage of SEN: 1.56%



2025 -2026 SEND in Nutshell

The primary areas of need for the 12 children on the SEN register are:

3 x Pupils – Cognition and learning

4 x Pupils – Communication and Interaction (speech, language and communication)

5 x Pupils – Social, Emotional and Mental Health

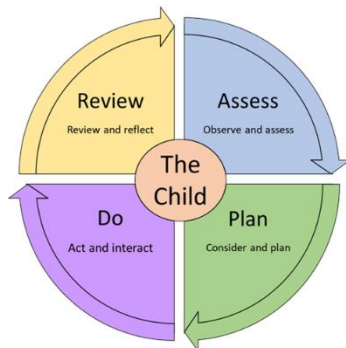
We are truly inclusive — doing our utmost to ensure that no child is excluded from any aspect of school life. Every pupil is valued as an individual: we work in partnership with pupils, teachers, teaching assistants, parents/carers and external agencies to help each child thrive. Importantly, the voice of the child is always central: we make sure they are active participants in their own learning journey.

Mrs Fassam, our SENCo, brings over 14 years of experience to the role and has the autonomy to raise expectations and standards across the school. Her leadership ensures that every pupil can reach their full potential, supported by a close-knit team who communicate effectively and respond to individual needs.

We take our statutory responsibilities seriously, working in line with the SEND Code of Practice (2014) and the Equality Act (2010). We also signpost Westmorland and Furness' Local Offer, which can be accessed here: [Westmorland and Furness Local Offer](#).

While some children face disadvantage for a variety of reasons, we are committed to reducing its impact. We do this through a combination of universal, targeted, and specialist strategies/ support, which are outlined below.

A Graduated Approach



We have a culture of high-expectations for all pupils. However, we also ensure that staff (and pupils) are empowered to identify barriers to learning and take steps to mitigate against these. To ensure that our provision is the best it can be, we follow a four-stage graduated approach, which is described below.

Assess

Early identification ensures that needs are identified as quickly as possible, so barriers to learning can be responded to appropriately. As staff, we routinely have conversations about the strengths and needs of all pupils, which enables us to intervene early if extra support is required. We also use a wide range of assessments. These include whole-school summative tests, which we use to analyse achievement in triangulation with progress in class. Furthermore, we also use specialist assessments, such as the Boxall and Fulton profiles, which enable us to unpick patterns of

behaviour and ensure consistent, best practice amongst members of staff. We also work hard to gather pupil voice and utilising whole-school strategies such as the worries and wishes box. We value the opinion of parents at this stage and appreciate that pupils may present differently at home.

Plan

Following assessment, if a child is deemed to need support that their peers do not, then an Individual Education Plan (IEP) will be written by the class teacher/nursery practitioner, with the support of the SENCo. We ensure that the plan is written in child-friendly language and avoids educational jargon where possible. Long-term and short-term targets are set as a team, in conjunction with the parents, with the child's best interests kept at the centre of everything we do. IEPs are shared with all members of the team so we can all take responsibility for giving every pupil the best chance of achieving their targets. We also accept that transitions can be difficult for some pupils, particularly those with SEND. As such, we work with families and external agencies, including high schools, to plan for transitions and changes well in advance, to give our pupils the best chance of success.

Do

We believe that high-quality teaching, utilising adaptive teaching strategies (see below) should be at the heart of all SEND provision. However, there are instances when some learners require something additional. As such, the SENCo delivers 3 interventions a week, each lasting for 30 minutes, which are well-planned and based on rigorous assessment. The impact of these is continually reviewed and parents are communicated with as and when needed. We will also ensure that any alternative provision accessed at this stage is suitable and safe, with the child's best interests put first.

Review

IEPs are reviewed termly by the class teachers/nursery practitioner, with the support of the SENCo, based on assessment. Once pupil voice has also been gathered, parents are invited into school for a IEP review meeting, whereby the targets are reviewed and priorities for the next term set. If the attainment gap of a child on the SEND register is being bridged with their peers', then we will seek parental consent to remove them from the SEND register. We recognise that teachers are not experts in every area of SEND and, if progress is not being made, despite high-quality teaching and provision, we will engage with external agencies, including Westmorland and Furness, to access additional support. This may be from Special Advisory Teachers (SATs), Educational Psychologists (Eps) or other support staff.

Reasonable Adjustments

Due to our size, we are able to offer parents and pupils a great deal of flexibility. Transition meetings for children starting or leaving the school are arranged and not limited to one meeting. In the learning environment, where appropriate, we use writing slopes, over layers, fiddle toys, visual timetables and many more resources to ensure that children can access the learning and achieve their very best. Although we do not currently have any children with physical needs or disabilities, we will always endeavour to ensure that all children can access the learning (and the environment).

High Quality Teaching for All

We strive to develop pupils' skills, knowledge and understanding across *all* subjects. We develop resilience through trips (including outdoor learning) as well as explicit teaching of strategies (using a metacognitive approach) to tackle even the greatest of learning challenges. In a mixed-age class, flexible grouping is embedded and teachers ensure that children meet appropriate challenge in each task. Where a child has not succeeded, the teacher is aware due to ongoing assessment and support is put in place, such as the use of teacher-led intervention at lunchtime.

All staff are acutely aware of the targets set out in each child's SSP as well as the efforts required to help children achieve their long and short-term goals. Whilst children receive high levels of support, we also nurture independence through the use of time-bonded expectations and through the use of the 3B4Me strategy, whereby pupils work independently, check their book and seek peer support before asking an adult for help.

Adaptive Teaching

Children are individuals and require different types of support in order to meet their potential. Through assessment, we seek to understand pupils' differences and strive to understand barriers to learning. Adaptive teaching is how we provide tailored support to those who need it. The Education Endowment Foundation suggest 5 key strategies that can help learners:

- **Explicit instruction** denotes explanations which are clear. Modelling and frequent checks are used in order to ensure understanding. This could include guided practice, where the teacher will work with children as part of a group before they approach a task independently.
- **Cognitive and metacognitive strategies** are the range of approaches required to transfer content into pupils' long-term memory. Children should have an awareness of their own learning as well as the opportunity to plan, monitor and evaluate.
- **Scaffolding** relates to the range of supportive tools that can reduce cognitive load and provide structure. For example, a writing frame may be used in English or a partially completed example (gap fill) may be provided in other subject areas. **The aim is to reduce scaffolding throughout the academic year.**
- **Flexible grouping** is the allocating of groups temporarily, based on their mastery of a particular concept. This could be a group coming together to discuss a particular misconception, such as homophones, before rejoining the rest of the class. This works well in a mixed-age class, where there is the opportunity for children with weak foundational understanding to go back a step and review previous year groups' targets.
- **Technology** can remove barriers to learning and promote independence. In writing, children can word-process in order to make editing and formatting less arduous. The ability to pan and zoom on iPads can help learners to read text that might otherwise be too small. In maths, a calculator can reduce the cognitive load of completing a written method by removing the need to perform mental maths.

Often, children with SEND do not require a differentiated task. With the right support and technology, they can access age-appropriate tasks, across the curriculum, with the right support and guidance.

Strengths of SEND Provision:

We pride ourselves on developing strong, trusting relationships with children and their families. These relationships allow us to work in partnership with parents and carers, sharing information openly and gaining valuable insight into how children are developing and presenting at home as well as in the setting. This supports early identification of additional needs and ensures that children receive the most appropriate support.

Our practitioners know the children well and use observations, assessment and professional discussions to identify emerging needs early. Individual support plans and targeted strategies are planned carefully and shared with parents and carers so that support can be consistent both at nursery and at home.

We provide a calm, nurturing and inclusive environment where all children feel safe, valued and able to access learning opportunities at their own pace. Our curriculum and daily routines are adapted where needed to support children with additional needs, ensuring they can participate fully in activities alongside their peers.

Staff work closely together as a team to support inclusion, regularly discussing children's progress and strategies during staff meetings and planning sessions. Where appropriate, we seek advice and support from external professionals to ensure children receive the best possible support.

Area(s) for Development:

As a team, we are continuing to strengthen how SEND strategies are consistently implemented across the setting. While good practice is already taking place, we aim to ensure that effective strategies are applied systematically by all staff and that successful approaches are shared more regularly across the team.

Following recent SEND training, we are focusing on embedding this learning into everyday practice. Due to the relatively small number of children currently identified with additional needs, staff have fewer opportunities to apply some of these strategies regularly. We will continue to revisit key documents, guidance and strategies in team meetings to ensure staff confidence and consistency continue to develop.

We will also continue to develop our SEND curriculum provision by reviewing resources, monitoring the impact of interventions and ensuring that support strategies are clearly tracked and evaluated.

Finally, we will continue to review systems such as planning, documentation and communication to ensure they support staff effectively and allow us to monitor the progress and outcomes for children with SEND.