

# Lowca Community School



## Special Educational Needs Report 2017



## HOW COULD MY CHILD GET HELP IN SCHOOL?

Children in school will get support that is specific to their individual needs. This may all be provided by the class teacher may involve:

- “ Other staff in the school,
- “ Staff who will visit the school from the Local Authority Traded Services such as specialist advisory teachers, educational psychologists, Speech, Language and Specific Literacy Advisory Teachers and Teachers for children with communication difficulties (ASC),
- “ Staff linked to Education and Health e.g. Speech and Language Therapists (SALT), Occupational Therapists (OT) etc.

What levels of support are available for children with SEND in this school?

Types of support provided	What does this mean?	Who can get this kind of support
<b>First Quality Teaching – class teacher input via targeted classroom teaching.</b>	<ul style="list-style-type: none"> <li>• Ensuring that the teacher and support staff have the highest possible expectations for your child and all the pupils in their class.</li> <li>• Ensuring that all teaching is based on building on prior knowledge and skills to achieve success.</li> <li>• Ensuring that a range of teaching styles is used to accommodate your child’s learning style, this includes personalized pupil targets.</li> <li>• Using specific strategies where needed (which maybe suggested by the SENDCo or other professional) to support your child’s learning.</li> </ul>	<p>This support is given to all children when needed as part of outstanding classroom practice.</p>
<b>Intervention groups – Specific, targeted work delivered in or out of the classroom.</b>	<ul style="list-style-type: none"> <li>• Your child’s teacher will have monitored progress and will have decided that he/she requires additional support to help them reduce the gaps in their learning.</li> <li>• A teaching assistant or teacher may provide additional support either within a small group or individually. The class teacher has responsibility for planning and monitoring of these interventions even when delivered by a teaching assistant.</li> <li>• If the class teacher feels that your child would benefit from small group nurture provision, to allow them better access to learning, a profile will be completed by the class teacher to see if Nurture Group would be appropriate.</li> </ul>	<p>Any child who has specific gaps in their learning or who require support regarding social interactions and development that impedes expected progress.</p> <p>These children have been identified by the teacher now to have needs that would be best met with strategies that are above and beyond what is being taught within the class.</p>
<b>Individual support that is used for strategies and targets specifically personalized to your child (IEP).</b>	<ul style="list-style-type: none"> <li>• Your child will have been identified by the class teacher/senior leaders or the SENDCo (or you will have raised concerns yourself) as needing more specialist input instead of or in addition to classroom teaching and intervention groups.</li> <li>• You will be invited to meet school staff to discuss your child’s progress and help to plan possible ways forward.</li> <li>• An Individual Education Plan may be drawn up (IEP) which details learning targets which are specific to your child.</li> <li>• At this stage your child will be added to the school’s special needs register that is overseen and managed by the SENDCo.</li> </ul>	

	<ul style="list-style-type: none"> <li>• The school may suggest that they and your child need extra specialist advice and support from the county or from outside agencies (such as health) and will ask for your consent to begin the <b>SEND Early Help Assessment</b> process or to make a referral to a specific specialist e.g. Speech Therapy etc.</li> <li>• A specialist professional will come into school to assess your child and provide advice so that your child's particular needs are better understood and provided for. They will make recommendations which may include: <ul style="list-style-type: none"> <li>○ <i>Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better</i></li> <li>○ <i>Support to set better targets which will include their specific expertise</i></li> <li>○ <i>A group run by school staff under the guidance of the outside professional e.g. a social skills group</i></li> <li>○ <i>A group or other individual work with another external professional</i></li> <li>○ <i>A request for the Local Authority to carry out an:</i></li> </ul> </li> </ul> <p style="text-align: center;"><b>Education Health Care Plan Assessment</b></p>	
<p><b>Specified Individual Support in the form of an "Education Health Care Plan (EHCP)" (Replaces Statement of Special Educational Need)</b></p>	<ul style="list-style-type: none"> <li>• The school (or you) <b>as a result of an "Early Help Assessment" (EHA) review meeting</b>, can request that the Local Authority carry out a statutory assessment of your child's needs <b>Education Health Care Needs Assessment</b>. This is a legal process which identifies and sets out the amount of support that will be provided for your child.</li> <li>• After the school have sent in the request to the Local Authority for an EHCP, they will consider the evidence gathered: SEND EHA form/ Team around the Family (TAF) meetings, Professional/Specialist reports, and decide whether they think your child's needs, seem complex enough to need an EHCP.</li> <li>• The request will be considered by the LEA at the monthly SEND panel meetings and if the team feels your child's needs are severe, complex and lifelong a <b>draft</b> Educational Health Care Plan will be written. If this is not the case, they will ask the school to continue with the support already provided and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.</li> <li>• The draft EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term</li> </ul>	

	<p>goals for your child. You will be asked to approve the plan and also have a say as to what the funding that your child has been allocated will be used for.</p> <ul style="list-style-type: none"> <li>As well as working with your child individually, the additional adult may be used to support your child within whole class learning or run small groups which include your child.</li> </ul> <p>This type of support is available for children whose learning needs are:</p> <ul style="list-style-type: none"> <li>Severe, complex and lifelong</li> <li>Need more than 6 hours of support in school.</li> </ul>	
<p><b>How can I let the school know I am concerned about my child's progress in school?</b></p>	<ul style="list-style-type: none"> <li>If you have concerns about your child's progress you should speak to your child's class teacher.</li> <li>The concerns may need referring if your child is still not making progress, to the SENDCo or Teacher who will in turn inform the Head Teacher.</li> <li>If you are still not happy you can speak to the school SEND Governor.</li> </ul>	
<p><b>How will the school let me know if they have any concerns about my child's learning in school?</b></p>	<ul style="list-style-type: none"> <li>When a teacher or a parent has raised concerns about a child's progress, and targeted teaching has not met the child's, the teacher will fill in a 'cause for concern' form which will be shared with the SENDCo.</li> <li>At Lowca school this usually takes place on a needs basis and staff are quick to pass on any concerns regarding pupils to the SENDCo.</li> <li>As well as the class teacher monitoring progress over the year, the Head teacher tracks each child's progress termly and yearly to make sure all the relevant interventions / SEND provision is put in place before a child begins the next academic year.</li> <li>If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail; <ul style="list-style-type: none"> <li>To listen to any concerns you may have</li> <li>To plan any additional support your child may need</li> <li>To discuss with you any referrals to outside professionals to support your child's learning (see previous section).</li> </ul> </li> </ul>	
<p><b>Who are the other people who are called upon to provide services to children with SEND in this school?</b></p>	<p>A. Directly funded by school</p>	<ul style="list-style-type: none"> <li>Teaching Assistants</li> <li>Higher Level Teaching Assistants</li> <li>Reading Intervention Teacher</li> </ul>
	<p>B. Paid for centrally by the Local Authority but delivered in school.</p>	<ul style="list-style-type: none"> <li>Educational Psychology Service</li> <li>Speech &amp; Language Therapy (provided by health but paid for by LA)</li> <li>Statutory Advisory Teachers (Autism, Literacy, Early Years etc.)</li> <li>Sensory Service for children with hearing or visual needs.</li> <li>Bereavement support</li> </ul>

	C. Paid for by the Health Service, but delivered in school.	<ul style="list-style-type: none"> <li>• Advisory Teachers to support Looked After Children</li> <li>• School Nurse</li> <li>• Specialist Nurses for medical conditions such as epilepsy, diabetes etc.</li> <li>• Occupational Therapy</li> <li>• Physiotherapy</li> </ul>
<p><b>How are teachers supported to work with children with a SEND and what training do they have?</b></p>	<p><b>The SENDCo and Head teacher's role is to support the teachers in planning for children with SEND.</b></p> <ul style="list-style-type: none"> <li>• The school runs a training programme for all staff to improve the teaching and learning of children including those with SEND. This includes whole school information and training through services bought in from Traded Services e.g., safe handling (TEAM TEACH) etc.</li> <li>• Training needs are addressed as they arise in the school dependent on the needs of the pupils and the Head is quick to respond by providing the support and training opportunities required for staff to manage and address difficulties to ensure that every child achieves their potential.</li> </ul>	
<p><b>How will the teaching be adapted for my child with SEND?</b></p>	<ul style="list-style-type: none"> <li>• Class teachers plan lessons according to the specific needs of all groups of pupils in their class, and will ensure that your child's needs are addressed.</li> <li>• Specially trained support staff can adapt the teacher's planning to better support your child and his/her needs where necessary.</li> <li>• Specific resources and strategies will be used to support your child individually and/or in groups.</li> <li>• Planning and teaching may need adapted on a daily basis to ensure that they meet the learning needs and style of your child.</li> <li>• Children with EHC Plans will have some learning planned specifically for them by a specific teaching assistant to meet specific outcomes agreed in the EHCP.</li> </ul>	
<p><b>How will we measure the progress of your child in school?</b></p>	<ul style="list-style-type: none"> <li>• Your child's progress is continually monitored by the teachers, SENDCo, and members of the Senior Leadership Team.</li> <li>• Progress is reviewed formally each term against the National Curriculum expected outcomes for each year group in Key Stage 1 and in the Early Years Foundation Stage (EYFS) an age bands, in months is given for each aspect of both Prime and Specific Learning Areas.</li> <li>• If your child falls below NC expected outcomes then they will be assessed using a tool called PIVATs. The PIVATs descriptors will be used to help plan your child's next steps in their learning and will inform their IEP.</li> <li>• If a child has an IEP it will be used as a working document and will be formally reviewed twice a year and for some children this may be reviewed termly.</li> <li>• At the end of Key Stage 1 (Year 2) all children are assessed using Standard Assessment Tests to corroborate teachers' professional judgments. This assessment at the end of a key stage is something that the Government requires schools to do and the results are published nationally.</li> <li>• The progress of children with a statement of SEND/EHC Plan is formally reviewed at an Annual Review Meeting with all adults involved with the child's education. For pupils in the EYFS reviews are held bi-annually. This review will be overseen by a member of the Local Authority (Cumbria County Council).</li> </ul>	
<p><b>What support do we have for you as a parent of a child with SEND?</b></p>	<ul style="list-style-type: none"> <li>• The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.</li> <li>• The Head teacher and SENDCo are available to meet with you to discuss your child's progress or any concerns/worries you may have.</li> <li>• All information from external professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENDCo or class teacher will also arrange to meet with you to discuss any new ideas suggested by outside agencies.</li> <li>• IEPs will be reviewed with your involvement.</li> <li>• Homework will be adjusted as needed to your child's individual needs.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Parents meetings take place twice a year as part of the normal school reporting agenda.</li> </ul>
<p><b>How have we made Lowca Community School accessible to children with SEND?</b></p>	<ul style="list-style-type: none"> <li>• The building is accessible to children with physical disability via the front entrance.</li> <li>• We ensure that all equipment used is accessible to all children regardless of their needs.</li> <li>• We provide emotional support through positive relationships with adults in school.</li> </ul>
<p><b>How will we support your child when they are leaving this school or moving on to another class?</b></p>	<p>We recognise that for a child with SEN moving on can be difficult and to ensure that the transition is as smooth as possible we take the following steps:</p> <ul style="list-style-type: none"> <li>• If your child is moving to another school <ul style="list-style-type: none"> <li>○ We will contact the school SENDCo and ensure he/she knows about any special arrangements and provision that needs to be made for your child.</li> <li>○ We will make sure that all records about your child are passed on as soon as possible.</li> <li>○ If the school is local we will arrange for a visit for your child to the new school and also ask their staff to visit your child in our school</li> </ul> </li> <li>• When moving classes in school: <ul style="list-style-type: none"> <li>○ We endeavour to ensure that class routines and expectations are consistent throughout the school so that change from one class to another is kept to a minimum.</li> <li>○ All IEPs will be shared with the new teacher.</li> <li>○ All children will have the opportunity to spend time working with their new teacher and additional time will be allocated if it is deemed necessary.</li> </ul> </li> <li>• If your child is entering our school: <ul style="list-style-type: none"> <li>○ We will contact the previous SENDCo or Nursery SENDCo to ensure we know about any special arrangements or provision that need to be made for your child.</li> <li>○ We will ensure that we receive all records about your child from their previous setting.</li> <li>○ We will arrange transition visits if necessary . our staff will visit the current setting and your child will be invited to visit his/her new class to build up relationships and confidence.</li> </ul> </li> </ul>