



Lowca Community School Local Offer

Special Educational Needs and Disability (SEND)

Lowca Community School is an inclusive school. Some children require additional support for a set period of time to help meet their needs or improve their learning. The decision to do this is made by the school and is based on a variety of factors including academic progress, and/or assessments carried out by teaching staff or other professionals. It may also be based on ensuring children have a smooth transition into school or require support when going through significant change either at home or school. Some children also require support for a longer period of time to ensure that they can access the curriculum effectively and included fully in classroom learning. Any support provided will be planned by the school and, where appropriate, external support services. Lowca Community School can offer the following range of provision to support children with SEND:

Intervention
Social Skills programmes/support including strategies to enhance self-esteem: <ul style="list-style-type: none"> • Social skills programmes followed in small groups tailored to child’s social needs. • Pupil buddy system • Social Stories used to discuss events • Lunch time clubs, jobs and responsibilities offered to alleviate unstructured time.
Access to a supportive environment – IT facilities/equipment/resources (inc. preparation): <ul style="list-style-type: none"> • Differentiated resources/equipment used to support individual child • Access to IT resources
Strategies/programmes to support speech and language: <ul style="list-style-type: none"> • Speech and Language assessment by Speech Therapists • 1:1/small group work with trained staff on targets. • Pre-teaching of topic words and key vocabulary so the child can access lessons • Use of visual strategies • Reading intervention package
Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs: <ul style="list-style-type: none"> • Delivery of a planned Occupational Therapy/Physiotherapy programme • Access to small group Motor Skills programmes/activities throughout the school
Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents): <ul style="list-style-type: none"> • Separate IEP meetings to give you longer to talk/discuss child’s needs • Work closely with Family Support Workers • Co-ordination with mental health support organisations • Mentoring • Effective anti-bullying policy
Strategies to support/develop literacy inc. reading:

<ul style="list-style-type: none"> • Individual targets • Differentiated learning activities • Small group work • Clear communication with parents regarding homework • Scaffolding e.g. writing frames, story maps • High quality displays, containing high frequency words, word mats and phonics sound mats • Adapted catch up programmes, additional phonics/spelling work • Reading Intervention Programme • Additional resources if appropriate • Paired Reading and/or additional individual reading • Specialist 1:1/small group work TA to work with pupils • Referrals to external agencies as required
<p>Strategies to support modify behaviour:</p> <ul style="list-style-type: none"> • Use of the school's behaviour policy • Close collaboration with parents/carers, home/school phone calls/ communication • Individual Educational plan • Support and Work with outside agencies
<p>Strategies to support/develop numeracy:</p> <ul style="list-style-type: none"> • Small group support in class through Guided Teaching • Adapted catch up programmes e.g. Spring Board Maths or similar schemes • Individual targets • Differentiated learning activities • Additional resources if appropriate • Specialist 1:1/small group work TA to work with pupils
<p>Provision to facilitate/support access to the curriculum:</p> <ul style="list-style-type: none"> • Specialist equipment such as seating, visual aids, sloped writing boards. • Development of a personalised curriculum
<p>Strategies/support to develop independent learning:</p> <ul style="list-style-type: none"> • Sharing the direction of the learning journey. • Friday afternoon session where all pupils design, plan and execute own projects. • Checklist/Reviews
<p>Support/supervision at unstructured times of the day including personal care:</p> <ul style="list-style-type: none"> • Pupil buddies • Trained midday supervisors in the dining hall and playground • Lunch time clubs, jobs and responsibilities offered to alleviate unstructured time
<p>Planning and assessment:</p> <ul style="list-style-type: none"> • Individual Education Plans (IEPs) • Termly monitoring of progress so children are identified and interventions set up. • Regular meetings with parents, teachers, TAs and SEND Coordinator where appropriate.
<p>Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports:</p> <ul style="list-style-type: none"> • Liaison with a wide range of professionals e.g. Educational Psychologists, Speech Therapists, CAMHs and Transition Schools. • Regular progress meetings with parents or phone calls to parents.
<p>Access to Medical Interventions:</p> <ul style="list-style-type: none"> • Strategies for the use of personal medication e.g. inhalers • Individual protocols for children with significant medical needs and allergies e.g. epipen training • Provision of aids and resources to support learning • Access to and support from the school nurse • Individual Support plans for pupils with short term medical needs • 1:1 support for life saving interventions