

Lowton West's SEND Information Report September 2018

In September 2014, as part of the Children and Families Act 2014 and the new Special Educational Needs and Disability Code of Practice: 0 to 25 years (September 2014), local authorities and schools were required to publish information about services they provide for children with disabilities and Special Educational Needs. This is part of the '**Local Offer**' published by Wigan Authority. The intention is to offer choice and transparency for families, as well as providing a resource for professionals to detail the range of services and provision locally.

The Wigan Authority Local Offer for Special educational needs and disability can be found at www.wigan.gov.uk/sendlocaloffer

As parents there are many questions you may have about what our school is able to do to meet your child's needs when choosing a school for your child. We aim to answer many questions in this SEND Information Report about how school will contribute to the Wigan's Local Offer as possible but should you have any other questions please contact Mrs Gould in school. Further detail about our provision for children with additional needs can be found in our SEND policy.

We provide effective support for children with special educational needs and disabilities, starting from our first contacts with parents and carers when a child enters our school. We make sure that additional needs are identified early and we offer a range of provision according to identified needs. We work with a range of other professionals, e.g. from Health, Wigan Family Services, Outreach support teams and Wigan Start Well services to make sure that all children receive the support they need to do well at school.

Our school's SEN Information Report was initially prepared in collaboration with parents / carers, children and young people during Spring/ Summer 2015. It is reviewed on an annual basis and updated where appropriate more regularly.

At Lowton West Primary School we recognise that all pupils are entitled to a quality of provision that will enable them to achieve their potential. We believe in positive intervention, removing barriers to learning, raising expectations and levels of achievement and working in partnership with our families and other agencies in order to provide a positive educational experience for all our pupils including those with a special educational need or disability.

Here at Lowton West Primary School we ensure that all pupils, regardless of their specific needs make the best possible progress. Our school recognises there are particular groups of pupils whose circumstances require additional consideration by those who work with them to support their additional needs. The SENCO works closely with all staff and parents to ensure pupils with SEND are supported appropriately across school. The Designated Teacher for Looked after Children ensures all teachers in school understand the implications for those children who are looked after and may also have SEND. Staff receive support and training from specialist teams within the authority in order to support children with additional medical conditions that may impact upon their learning. (Please see our SEND Policy, Supporting Pupils with Medical Conditions Policy, Intimate Care Policy, Accessibility Plan and Equality Policy and Plan.)

Getting extra support

How will the school know if my child needs extra help?

Lowton West has a clear system in place to help identify when children need extra help. Upon entry to school, no matter when a child starts (whether that is starting school in Reception or joining another class at any point in the year) assessments are carried out by their class teacher in order to identify if a child may have special educational needs.

Assessments are also carried out regularly. Further assessments may be carried out if additional needs are identified or if the class teacher has concerns about the progress a child is making. The class teacher, in consultation with the School SENCo, will then put into place a programme of support for that child. This provision will be discussed with parents and will be reviewed regularly by the class teacher and the SENCO. Depending on the progress made, school may then decide to identify the child as receiving SEN Support.

School will use age appropriate tests to assess academic progress, which may include the use of phonic assessments, Sounds Write, Salford Reading, AQA, NFER, PIRA and PUMA assessment material, Benchmarking for Reading, Maths Recovery assessments and the testing of Common Exception Words.

Learning needs, however, are on a continuum and can vary across subjects and situations. In the new Code of Practice, the areas of need have been grouped into four main areas:

- Cognitive and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical Difficulties

The team involved with your child, including the class teacher, SENCo and any other service who may be involved, such as Health, will assess if your child has additional needs. The class teacher will complete an audit of your child's needs using the school's Assessment Indicators for each of the four main areas. This will indicate if additional assessments are required. School staff complete a Graduated Approach checklist for the school SENCo, outlining the area(s) of concern and a meeting will be held with the class teacher, SENCo, parents and child (if age appropriate) to discuss the support that may be offered through the additional school services.

Dedicated contacts at the school

What should I do if I think my child may have special educational needs?

If your child is already a pupil at Lowton West your first point of contact is your child's class teacher. There are regular opportunities to discuss your child's progress throughout the year, including the Autumn Parents' Evening where targets are discussed and set for the year, and

Parents' Evenings in the Spring/ Summer Term. You can however make appointments at any time if you are worried about anything or would like to discuss any concerns you may have.

Share your concerns with the class teacher, who will discuss with you the support or interventions your child is already receiving and the progress they are making. The class teacher will then share your concerns with the SENCo and discuss next steps for your child. When extra support or help is put into place, this will be talked through with you. Meetings with class teachers may also include the school SENCo who can offer additional support and advice relating to other support services that school may wish to make a referral to.

The role of SEN Coordinator (SENCo) is - Mrs N. Gould, Deputy Headteacher.

Our SEND Governor is - Mrs K. Bond.

If you are a new parent to school please contact school to discuss your child's needs with a member of the Senior Leadership Team and/or SENCo.

[How does school work with pupils and their families?](#)

At Lowton West Primary School we want to ensure that every child receives provision which maximises their enjoyment and achievement.

We recognise that consultation with pupils and their families is central to securing success for all our pupils. In order to ensure that pupils and their families feel fully involved in their SEND provision we use the following strategies:

- Regular conversations with parents to discuss their child's progress in school, what we are doing to help and any concerns/suggestions the family have.
- We believe that pupils should be fully involved in reflecting upon their learning and how well they are doing. Teachers and teaching assistants use many ways to enable pupils to consider their strengths and to express any difficulties they may be experiencing.
- We encourage an open door policy. We recognise that parents may have concerns at any time in the school year and we would encourage parents not to wait until the next meeting to discuss these.
- Parents are always welcome to call into school to see someone - if we can't see them there and then we will make an appointment to do so as soon as possible.

Range of support available to my child and the decision making process

[How will school staff support my child and how will everyone know how my child is doing?](#)

When a child is identified as having additional needs an Individual Education Plan (IEP) will be produced. This will be developed in consultation with the class teacher, SENCo, parents and where appropriate the child themselves. An IEP sets out the child's targets, linked to the interventions they access and the support they will receive to help them achieve these targets in a specified timescale. The IEP is reviewed regularly by the school team working with your child. This will include the class teacher, teaching assistant and any additional teachers employed by school to deliver SEN Interventions. Through discussing your child's next steps, school will plan provision to support your child. The provision will be personalised to meet the needs of the child. You will be informed who will work with your child to support their targets and how often this support will take place.

Parents are invited to IEP Review meetings every term to discuss progress made and next steps. This may be planned in to Parents' Evenings or separately. Additional meetings may also take place during the year. This can sometimes include the discussion of referrals to other agencies for additional assessment for specific needs or support. Further assessments may involve a specialist such as the school's TESS team (Targeted Education Support Service), Educational Psychologist or Speech and Language Therapist. This will be explained by the SENCo at the meeting.

Where a pupil is identified as having SEN, school takes action to remove barriers to learning and put effective provision in place. This support takes the form of a four-part cycle (Assess, Plan, Do and Review), where decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and effective support to ensure the pupil makes good progress.

How will decisions be made regarding the type of support my child will receive and how will parents be involved?

School receives a special educational needs budget which is used to provide children with support and resources, over and above what they would usually receive in school. The SENCo, in consultation with the Head Teacher, will make a decision about how much support a child receives, based on their individual needs and the resources needed to meet these needs. As a child's needs change, then the provision and resources they receive will also change. Advice will be gathered from a range of outside agencies to ensure that the resources allocated are appropriate for that child's needs. All provision will be discussed with parents and carers, including the impact of the support. When the impact of individual interventions and support is measured and evaluated, they will be adapted as necessary. If a child has been receiving support for 2/3 terms and there are still concerns over the lack of progress a child is making, then the child will be assessed against specific criteria. If the child meets these criteria and school feel they need more intensive support, then an application to the Local Authority for an Education Health Care Plan (EHCP) may be considered, which would, if successful, provide the school with extra funding to meet that child's needs. This extra funding would be used for specific support as well as purchasing resources which the child needs to fully access the curriculum.

Parents/carers are fully included in all aspects of their child's assessment process and decision making. Parents are given copies of any specialist assessment reports and can discuss them with the SENCo and class teacher. Their opinion is sought during any review or assessment process and they are invited to attend consultations following Educational Psychologist reports.

This review process may lead to the need for an Education, Health and Care Plan, for children who require Exceptional Support. Parents and, where appropriate, pupils are fully included in developing an EHC Plan, throughout the assessment process and are invited to offer views and information to support the EHC plan. The content of the plan is also shared with parents at all stages.

Working with External Agencies

Planning and Review Meetings take place in the Autumn and Spring Term with the TESS Link Teacher and Educational Psychologist and the school SENCo. As a result of these meetings, EP consultations and TESS observations, training and assessments are organised throughout the year for identified pupils from KS1 and KS2. Referrals are also made throughout the year to the agencies such as the Speech and Language Therapist, Outreach Support Team, Sensory Support Team and Occupational Therapist.

External Agencies used throughout the year include:

Educational Psychology Service (EPS)
Targeted Educational Support Service (TESS)
Schools Outreach Service
Speech and Language Therapist (SALT)
Sensory Support Education Team for pupils with visual and hearing impairments (SSET)
Virtual Schools Team
Physical Disabilities Outreach Team
Physiotherapist
Occupational Therapist (OT)
School Nurse
Wigan Family Welfare Service - counselling service
Child and Adolescent Mental Health Service (CAMHS)
Primary Child Mental Health Team (PCMHT)
Ethnic Minority Achievement Service (EMAS)
Start Well Services

Class teachers work closely with the school SENCO, parents and other professionals to ensure children receive appropriate support. The SENCO works closely with the Senior Leadership Team and School Governing Body in order to assess and review the progress of pupils with special educational needs. The Governing Body review policies and are updated upon SEND practise through regular SEND reports. The school SENCo also meets with the SEND Governor throughout the school year. The Senior Leadership Team also report comparative pupil data termly to the Governing Body in order to track the progress of vulnerable groups across school in relation to closing the gap for all pupils.

How will the curriculum be matched to my child's needs?

There are different kinds of support available to children at Lowton West. Your child will initially be supported by their class teacher, through quality first teaching. Class teachers personalise learning to match the provision to the needs of every child. Beyond quality first teaching school provides:

- Curriculum adaptations/differentiation

- Support for behaviour
- Specified individual support
- Support for health needs and Individual Care Plans
- Grouping of pupils
- Specific individual support to address potential areas of difficulty
- Specialist teaching groups
- Support for communication needs/ speech and language interventions
- Sign along support
- Nurturing Talk
- R-Time
- Circle Time
- Individual counselling - Wigan Family Welfare Service
- Anger Management and Social Chills

How will you help me support my child?

Parents are kept informed at all stages in the process of identification and assessment of needs. They are encouraged to share information and can also obtain advice on how to help at home with any particular aspect of parenting, e.g. managing behaviour at home.

During the review meetings with parents, teachers will offer advice on how you can support your child at home. They can also provide additional learning packs and homework based upon their targets and next steps.

Workshops in phonics and reading are held for parents of Foundation Stage and KS1 and new Foundation Stage parents and pupils are invited to attend Inspire sessions. Year Ahead Meetings are held at the start of every year for every year group and will offer information and advice on how you can support your child. Year 6 teachers also hold SATs meetings to offer information regarding the end of KS2 SATs.

What support will there be for my child's overall well-being?

School works very closely with parents to ensure every child receives appropriate pastoral, medical and social support. All classes in school have a SEND cohort file and Pastoral file, where important information about that child is recorded and can be accessed by the class teacher and Senior Leadership Team. Information will include medical needs, up-to-date Health Care Plans and information about any health or therapy services the child may access.

If your child has a medical need, an Individual Health Care Plans will be written in partnership with parents. These can also include advice from Health professionals such as the school nurse, Physical Disabilities Outreach Team, Physiotherapists, Occupational Therapists and Paediatricians and staff in school will be briefed as to the child's needs. School can offer support for children with social, emotional and mental health needs. This can be offered through one to one or small group focused work in school or referrals made to services such as Wigan Family Welfare Service, Start Well or CAMHS.

A large team of staff receive Emergency First Aid training, a number of our staff receive extra First Aid training and a number of staff, including our Reception staff are Paediatric First Aid trained. Medication can be given in school if it is essential that it is given at a specific time of

day. Parents are asked to complete the appropriate medical documents with a member of staff, in line with our Medicines in Schools policy. School also provides training where appropriate for staff working with children with medical needs, such as manual handling training and works closely with the Diabetes Nurses, School Nurses, Outreach Teams and Physical Disabilities Team to ensure all our pupils are supported appropriately.

Additional information can be found in our school policies which are available on the school website, including:

- Medicines in Schools Policy
- Health, Safety and Welfare Policy
- Supporting Pupils with Medical Conditions
- Anti-Bullying Policy
- Positive Behaviour Management and Discipline Policy
- Safeguarding Child Protection Policy
- Accessibility Plan
- Equality Policy and Equality Plan
- Intimate Care Policy

Have the staff who support my child received specialist training in SEND?

The Senior Leadership Team, in partnership with the school SENCO identify training needs and have a detailed training plan for teachers and support staff.

Our SENCO organises SEND training through specialist providers such as our TESS Team, Educational Psychologist, EMAS team, Sensory Support, Speech Therapist, Occupational Health and Outreach teachers where necessary.

As well as courses and support provided from these specialist providers, the school's SENCO attends termly Cluster Meetings and the SEND Summer Conference in order to receive regular updates and information regarding SEND. The SEND Reports for Governors highlight identified training for the last academic year and specialist training currently identified for the next academic year.

Mrs Gould, our school SENCO has completed the National Award for SEN Co-ordination at Edge Hill University.

Individual members of staff received training related to:

- Team Teach
- Autism
- Talking Partners Programme
- Maths Recovery Programme
- Positive Handling Plans
- Education, Health and Care plans and Person Centred Planning

- Additional support from Outreach Teams, the Targeted Education Support Service and the Behaviour Support Team
- Therapeutic Groups
- SEN Award at Edge Hill University
- Child Bereavement Training
- Supporting Reading
- Dyslexia Awareness
- Sounds Write Phonics programme

Accessibility of the school

How is the school accessible to children with SEND?

In accordance to the Equality Act 2010, school is fully accessible for children with SEND, including wheelchair users, with a hygiene room and therapy room available for pupils to use. School works closely with health professionals, including the school nurse, Physical Disabilities Team, Occupational Therapy and Physiotherapist Team, in order to ensure pupils with physical disabilities can access all school facilities effectively when starting school.

School also works with the Sensory Support Education Team (SSET) in order to support pupils with Visual or Hearing Impairments in relation to the auditory and visual environment.

The EMAS team can also provide support for pupil and parents whose first language is not English to help school communicate with parents and provide additional support in school.

Further information is available in the school Accessibility Plan and Equality Plan, which can be found on the school website.

Inclusion

How will the school ensure that my child will be included in all activities at school, after school clubs and on school trips?

Equality and Accessibility Plan

The school has in place an equality and accessibility plan which is reviewed yearly and new targets are set where appropriate. By having this plan we hope to-

- increase the extent to which disabled pupils and staff can participate in school life and the school curriculum.
- ensure the environment is accessible in order for pupils and staff to take advantage of education and associated services

- ensure the school environment will accommodate disabled staff, parents and visitors to the school

All pupils with SEND are encouraged to participate in all school activities. For example, they are allocated responsibilities around the school on an equal basis and may join the School's Council and Eco Committee and become play buddies to other pupils. Access to after school clubs is provided as of right and support is given by trained activity leaders. We make it a requirement that any independent provider of after-school clubs must cater for pupils with SEND. School trips are accompanied by a high ratio of adults to children. Specialist transport is engaged where necessary. Parents/carers are invited to accompany school trips and may be asked to plan visits with school staff.

School seeks advice and support where needed from the Physical Disabilities Outreach Team who have previously supported staff in developing Sports Day events and Physical Education activities and lesson planning to ensure appropriate provision for children with a physical disability. An Inclusive Health Check is completed on an annual basis as part of the school's School Games application.

Starting or changing schools (Transitions), including school's admission arrangements for pupils with SEN or disabilities

How will the school support my child to change classes and/or move on to a new school when they reach the appropriate stage(s)?

Careful consideration is given to preparing pupils with SEND for transition at all stages.

As soon as we are notified that a pupil with SEN or disabilities is joining our school, initial contact is made with the setting previously attended and with the parents. School holds transition meetings with pre-school providers to share relevant information. Home Visits are made by Reception staff to all parents and pupils and additional meetings are arranged prior to starting school or early in the Autumn Term for new Reception pupils with additional needs. Where appropriate other agencies or teams working with our new pupils will be invited to these meetings and Individual Health Care Plans may be created. Where parents feel additional support would be beneficial, school will offer support through Wigan's Start Well services.

Before your child starts school in Reception, we hold a series of INSPIRE sessions where parents and children will have the opportunity to take part in a number of activities with school. Parents are also invited to the new Reception intake meeting, held in the Summer term before they start school.

All class teachers are available for meetings in the Autumn Term to support the transition to a new class. When pupils are changing classes or moving to another school, teachers and school SENCOs liaise together and with parents/carers, sharing information and preparing the pupil well in advance of the move. All pupils have an opportunity to meet their new class teachers in the Summer Term before moving to a new year group in September. More vulnerable pupils, who benefit from additional transitional work complete a detailed booklet and visit their new classroom and class teacher more regularly in the Summer Term to support their transition.

In Year 5 and 6, the transfer options are explained to parents/carers and they have the opportunity to visit secondary schools before making a decision and expressing a preference. Teachers and the SEND Team will pay particular attention to preparing pupils with SEND for transfer to secondary school, addressing both the learning and the well-being concerns that may arise. The SENCO meets with high school SENCOs in the Summer Term regarding transition for SEND pupils to ensure all pupils' needs are addressed. Additional transition visits and meetings will be held where appropriate to support the transition of more vulnerable pupils. Where further support for families and pupils during transition would be beneficial, school will offer support through Wigan's Start Well service.

How are the school's resources allocated and matched to children with special educational needs?

The school receives a special educational budget which is allocated to support pupils with special educational needs. The SENCO, in consultation with the Head Teacher, will make a decision about how these resources are used to support children with additional needs. School receives funding for individual pupils to provide teaching assistants for pupils with EHC Plans. School also provides additional SEND resources, teaching assistants and SEND teaching provision through the special educational budget.

Who can I contact for further information?

If you are interesting in your child joining Lowton West and would like to visit or discuss your child's needs further please contact the school office to make an appointment. A member of the Senior Leadership Team and SENCO are available to discuss your child's needs and provide a tour of the school.

School telephone number: 01942 724 865

School email address: enquiries@admin.lowtonwest.wigan.sch.uk