



Lowerhouse - Inspiring a lifelong love for learning!

SEN Information Report

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

What kinds of special educational needs do we provide for?

The four broad 'areas of need' according to the Code of Practice are defined as:

Communication and Interaction;
Cognition and Learning;
Social, Emotional and Mental Health Difficulties;
Sensory and Physical Needs.

We at Lowerhouse Junior School are committed to making our best endeavours to meet the special educational needs of pupils and ensuring that they achieve the best possible educational and other outcomes. We have six aims at Lowerhouse Junior School. These six aims encapsulate everything that we feel is important to create the optimum conditions for teaching and learning and to provide the absolute best standards of education for children.

1. **LEARNING** – Children will be enriched and challenged through inspiring and enjoyable learning opportunities.
2. **RESPONSIBILITY** – Children will develop a positive sense of moral responsibility and self-discipline.
3. **PARTNERSHIP** – We provide an open and welcoming partnership between school, home and the community.
4. **ACHIEVEMENT** – We ensure that children achieve high standards and reach their full potential in all areas of learning.
5. **LEARNABILITY** – We provide innovative and high quality teaching which empowers children to become investigative and independent learners.
6. **NURTURE** – We provide a supportive, secure and happy environment which values individuals and their contributions.

Every teacher is a teacher of every child, including those with SEND.

How do we identify a child with SEND and how do we assess their needs?

At Lowerhouse Junior School, children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school;
- Child performing below 'age expected' levels.
- Concerns raised by a parent;
- Concerns raised by a teacher: for example, if behaviour or self-esteem is affecting performance;
- Consultations between class teachers and members of the Leadership team where progress data is discussed;
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and

language or Educational Psychologist;

- Use of tools for standardised assessment such as: WRAT test, Dyslexia screening;
- Children with a EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person. There are occasions when progress and attainment are affected by factors other than special educational needs. For example:

- Having a disability
- Attendance and punctuality
- Health and welfare
- Using English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

Where this is the case, appropriate provision will be made, but this does not automatically necessitate the child receiving Special Educational Provision (SEP).

The progress of all pupils is tracked through the school and the Head teacher, Deputy Head teacher and SENCo meet each term to discuss progress based on that term's assessments. Those children who are not making progress or who are underachieving are identified and then possible causes discussed with the class teachers. Children who require support or individual targets are then identified and appropriate interventions put in place. Impact of interventions is then monitored.

- Parents must complete medication forms at the school office if medication is required during the school day.
- Medication is kept in a locked cupboard in the staff room (unless it requires refrigeration) so that it can be accessed quickly when required. It is supervised by the class teacher or teaching assistant.
- A written record of medication given is kept, including date, time, dose and who by.
- Care plans are drawn up by the school nurse or specialist nurse, along with the SENCO and parents.
- Care plans including photographs of the children and contact details are kept in the SENCOs office as well as in the classrooms with medication.
- In the case of a 999 emergency staff will also contact parents and make written records of procedures. At least 2 members of staff will stay with the child until parents and medical staff arrive.
- Most staff have first aid training which is updated every 3 years. Three members of staff have paediatric first aid training.
- SENCO will liaise with outside agencies if additional services are required. E.g. Speech and language, occupational therapy, counselling service.
- Bumped head letters are sent home on the day of any incident and parents may be contacted by phone if necessary.

Who is the SENCO and how can we contact them?

The SENCO (Special Educational Needs Co-ordinator) is Mrs R McMeekin

Telephone: 01282426774

E:mail: admin@lowerhouse.lancs.sch.uk

How do we involve parents and consult with them about their child's education?

- School has good relationships with parents and has an open door policy where parents can drop in to discuss issues or concerns with the Head Teacher or SENCO. Appointments to see other members of staff with full time teaching commitments can be made through the school office.
- Induction evenings are held for new parents, which all staff, teaching and non teaching, attend.
- Staff photographs with names and roles are displayed in school.
- Parents' evenings are held each term to update parents on progress and achievement. Parents are invited to leave their views and suggestions at parent evenings.
- Parents are able to speak to teachers at the end of the day if there is information to be shared.
- Parents are invited to look at children's books after their child's class assembly.
- Pupil Progress reports are sent home in the Autumn and Spring terms.
- End of year reports are sent home in July.
- Some children have home/school communication books to maintain contact on a daily basis.
- A school text service is used to remind parents of forthcoming events or any changes that have had to be made.
- Parental questionnaires are sent out each year and parents can also access Parent view through the school website.
- Parents are able to access school information through the school website or via the school office if they prefer paper copies or enlarged texts etc.
- Newsletters, class topics, homework, policies, calendar dates, etc are all available on the website.
- The FOLS (Friends of Lowerhouse School) organise evenings for parents, children and staff, as well as organising fund raising events and helping to provide opportunities and resources for children.
- Parents are represented on the board of governors.
- Links to parent websites, adult learning, child care etc are available through the school website.

How do we involve and consult the children about their education?

- Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning journey.
- Pupil conferences where each pupil meets with their class teacher are held each term.
- Pupil interviews take place regularly with groups of children asking them to reflect on learning and teaching.
- If your child has a Statement or EHCP, their views will be sought before any review meetings (if appropriate).
- School council including children from every class meets regularly to discuss issues raised by the children. All children are provided with the opportunity to be voted onto the School Council, as well as hold other positions of responsibility, by their class or teachers.
- Pupil questionnaires are completed each year and results analysed.
- The SENCo reports to the Governors to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.
- One of the Governors is responsible for SEN and meets regularly with the SENCo.

They also report to the Governors to keep all informed.

How do we assess and review the progress that children make and how do we involve them and their parents?

- See previous 2 sections for involvement of parents and children.
- Children are assessed by class teachers using a variety of tests, tasks and activities each term. Their progress for each term, year, key stage and whole school journey is monitored in order to inform future teaching and learning.
- The progress of all pupils is tracked through the school and the Head teacher, Deputy Head teacher and SENCo meet each term to discuss progress based on that term's assessments. Those children who are not making progress or who are underachieving are identified and then possible causes discussed with the class teachers. Children who require support or individual targets are then identified and appropriate interventions put in place. Impact of interventions is then monitored.
- The SENCO liaises with parents and other agencies regularly and will organise annual review meetings for those pupils with statements. These include all agencies working with that child.
- The SENCO also organises transition meetings for those pupils moving to new schools.
- Where a CAF is required, the SENCo will work closely with the Family Support Worker and parents. TAF meetings may be organised in order for all agencies involved with a child or family to get together and plan ways forward. This may sometimes lead to Statutory Assessment of a child by the local authority.
- The SENCO monitors and reviews the impact of interventions, IEPs, specialist teacher input each term.

How do we support our pupils with SEND as they start school, move on to high school or move to another school?

- We encourage all new children to visit the school prior to starting.
- We can create 'social stories' with/for the children if transition is likely to prove challenging.
- We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has complex needs, then a Statement or EHCP review will be used as a transition planning meeting to which we will invite staff from both schools.
- Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher.
- At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition.
- School has links and regular contact with receiving High Schools
- Staff from the High Schools visit pupils in Y6 and discuss transition with the class teacher, SENCO and DSL if appropriate.
- High Schools come into school to run workshops with Y6 pupils.
- Y6 children have half and full day visits to the receiving high schools.
- SENCO liaises closely with the receiving high school to discuss SEN pupils. Transition meetings are held including parents and other agencies that may be involved with their child.
- Transition packages are developed to suit the needs of the individual pupil. This may

involve additional visits supported by a TA, taking photographs and meeting staff who will be working with the pupil.

- Copies of paperwork for SEN pupils is passed on to the receiving schools.

What is our approach to teaching children with SEND?

- At Lowerhouse Junior School we are committed to making our best endeavours to meet the special educational needs of pupils and ensuring that they achieve the best possible educational and other outcomes.
- The progress of all pupils is tracked through the school and the Head teacher, Deputy Head teacher and SENCo meet each term to discuss progress based on that term's assessments. Those children who are not making progress or who are underachieving are identified and then possible causes discussed with the class teachers. Children who require support or individual targets are then identified and appropriate interventions put in place. Impact of interventions is then monitored.
- Teacher observation, note keeping and gathering of evidence from a variety of sources are all vital in fully assessing a pupil. We also consider information from transferring schools, parental information and family history, school based assessments, standardised tests, diagnostic assessments, learning styles, progress meetings, schools tracking system.
- When children are identified as having difficulties, the SENCO may also liaise with other agencies in order to access more specialised advice and support. E.g. specialist teachers, the Educational Psychologist. Speech and language therapists, occupational therapists, paediatrician etc.
- The SENCO liaises with the school nurse in order to address any health issues or care plans in school.
- Teaching Assistants work in every classroom to support the class teacher in ensuring all children are able to access the curriculum. They attend regular training and INSET days to keep them up to date with strategies and techniques which will be most effective for the children they work with. TAs will also liaise with specialists or agencies and visit other settings when appropriate.
- Interventions include tailored literacy and numeracy, phonics, reading, motor skills, socially speaking, makaton, as well as individual programmes as appropriate.
- If a child needs to be disapplied from SATs due to their SEN this is also done.
- Provision mapping is updated termly and details all interventions taking place in school. It indicates which pupils are working with which member of staff, when and for how long. The SENCO also analyses progress and effectiveness of these interventions.

How do we adapt the curriculum and the learning environment for children with SEND?

- All work within class is differentiated at an appropriate level so that all children are able to access according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated.
- Children with a variety of difficulties may also be supported in accessing the curriculum by using alternative resources. E.g. use of coloured backgrounds, texts or coloured overlays. Radio aids, visual resources, makaton signs, pictures and labels.
- Teaching Assistant (TA) support is available in all classes and interventions or individual education plans (IEPs) also provide support.

- Specialist teacher support is bought in from IDSS (Inclusion and Disability Support Services.) and this may include assessing the environment for children with specific difficulties. E.g. hearing or mobility issues.
- The height of the tables varies and is appropriate for the age of the children. If necessary new furniture is acquired to suit individual pupils. E.g. specialist chairs or tables. Support from Occupational therapists ensures the correct use of this furniture.
- Augmentative communication aids are used where necessary. E.g. Pecs, communication buttons, makaton, visual timetables, countdown strips etc.
- Laptops and ipads are used throughout the school and accessibility features enabled for those children who require it. E.g. the Siri function on ipads which allows children to speak into a microphone rather than typing on the keyboard.
- During SATs or other tests children may be supported by having a reader or a scribe or by being allowed additional time dependent on their difficulties.
- Children use homework diaries to record what and when homework has to be done and handed in. This is sometimes adapted for those children who have organisational difficulties.
- Specialist teachers complete risk assessments for children with specific difficulties e.g. physical difficulties.
- 2 or 3 members of staff supervise children on the yard at playtimes and dinner times. SEN children requiring support on the yard are supported by a teaching assistant.
- On educational visits the correct ratio of staff to children is adhered to with a smaller number of younger children to each member of staff than older children. Statemented children and some SEN children will have 1:1 support.
- Wheelchair access to the building is via the main entrance area.
- The building is a 2 storey building with no lift so the upper floor is not currently accessible for wheelchairs.

How are the staff trained and kept up to date? If we need more expert help and advice, what do we do?

- We look to ensure that we have a variety of skills among our staff body, in order to enable us to support children in the best possible way.
- Our SENCo attends regular update meetings and briefings and shares these with all staff members. The Teaching Assistants also meet with her for training purposes.
- A TA is trained in British Sign Language.
- The school also operates an internal training programme for support staff, facilitated by the SENCo and Headteacher. Whole group sessions or bespoke support based upon the needs of both children and staff, are timetabled throughout the year.
- Specific training held by support staff includes interventions, mental and written methods for maths, use of questioning, independent learning, guided reading and writing.
- Subject leaders may also attend courses relating to SEN in their area.
- All staff have completed CAF training and e-learning modules as appropriate.

What specialist services and expertise are available at or accessed by school?

- Our SENCo has a wealth of experience and expertise in this area.
- Within the school we have a culture of sharing good practise and expertise which enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND.
- As a school we work closely with any external agencies that we feel are relevant to supporting individual children's' needs within our school including: Health services

including: GPs, school nurse, CAMHS (Child and Adolescent Mental Health Service) now ELCAS, clinical psychologist, paediatricians, speech and language therapists, occupational and physiotherapists; Children's Services including: Family Support teams, social workers; educational psychologists and specialist advisory teachers and Behaviour Early Intervention Teams.

How do we know if what we provide for the children is effective?

- As a school we track and analyse the childrens' progress in learning against national expectations and age related expectations on a termly basis.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's' progress from entry at Year 3 through to Year 6, using a variety of different methods. Please ask the school if you require any further details.
- Pupil Progress Meetings are held each half term between each class teacher and the Head teacher. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed.
- Where specific needs are apparent, the school has a range of assessments which can be used to explore a child's strengths and difficulties in more depth.
- The Headteacher and SENCo report regularly to the Governing Body. We have a governor who is responsible for SEN, who meets regularly with the SENCo and attends briefing sessions They also report back to the Governing Body.
- The SENCO liaises with parents and other agencies regularly and will organise annual review meetings for those pupils with statements. These include all agencies working with that child.

How are children with SEND enabled to take part in all the activities available at school?

- All children, including those with more complex SEN, are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.
- A variety of after school clubs are provided during lunchtimes and after school. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this. Each child's needs will be considered on an individual basis.
- SENCO monitors SEN pupils' use of clubs and activities and children are encouraged to take part as much as possible. Adaptations are made where possible to ensure inclusivity eg. Transport, support.
- Regular assemblies, RE and PSHE lessons allow children time to reflect on their values and to foster friendship and care.

How do we support children with health, including emotional and behavioural difficulties?

- Parents must complete medication forms at the school office if medication is required during the school day.
- Medication is kept in a locked cabinet in the staffroom (unless it requires refrigeration) so that it is stored securely and safely. It is supervised by the class teacher or teaching assistant.
- A written record of medication given is kept, including date, time, dose and who by.
- Care plans are drawn up by the school nurse or specialist nurse, along with the SENCO and parents.
- Care plans including photographs of the children and contact details are kept in the staffroom (and school kitchen for kitchen staff if necessary)
- In the case of a 999 emergency staff will also contact parents and make written records of procedures. At least 2 members of staff will stay with the child until parents and medical staff arrive.
- Most staff have first aid training which is updated every 3 years. Three members of staff have paediatric first aid training.
- SENCO will liaise with outside agencies if additional services are required. E.g. Speech and language, occupational therapy, counselling service.
- Bumped head letters are sent home on the day of any incident and parents may be contacted by phone if necessary. Notification slips are sent home for any other incidents (i.e. nose bleeds etc.)
- The school has adopted behaviour and exclusion policies available on the school website. If a child has significant behaviour difficulties, an Individual Behaviour Plan (IBP) is written to identify the specific issues, put relevant support in place and set targets with a view to identifying and addressing the underlying reasons behind the behaviour. The school has previously worked closely with Hendon Brook Short Early Intervention Team, providing support in school and sometimes short stay provision for pupils at great risk of exclusion. Behaviour specialist teachers are also accessed.
- Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and reported to the Headteacher who may involve Children's Services if this becomes a concern. Various incentive schemes are used to promote positive attendance throughout the school including the presentation of certificates and prizes individually and the whole class winning an award for best attendance.

How do we deal with bullying and make sure children with SEN can tell us if they are having a problem?

- We are an inclusive school that holds a child's emotional and spiritual development as a priority.
- Assemblies, RE and PSHE lessons allow children time to reflect on their values and to foster friendship and care.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class.
- Any additional staff working with vulnerable children requiring support during the school day, will work under the direction of the SENCo/Head.
- A copy of our bullying policy is available on the school website.

What arrangements do we make for supporting children who have SEN and are in the care of the local authority?

The Family Support Worker is the designated teacher for Looked After Children. She attends regular training sessions in order to keep updated and shares this information with staff in school. Liaison with Social workers and attendance at review meetings takes place as appropriate. PEPs are used to set educational targets and reviewed regularly. Individual provision plans are used to apply for additional funding from the authority.

What should I do if I have a concern or complaint about the provision for my child?

Talk to us – contact your child’s class teacher about your concerns initially. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the SENCo (Special Educational Needs Co-ordinator: Mrs R McMeekin) or Headteacher (Mrs C Holgate). Appointments can be arranged in person, by phone or by email.

Phone: 01282 426774

Email: admin@lowerhouse.lancs.sch.uk

WHO CAN I CONTACT FOR FURTHER INFORMATION?

- Please speak to the class teacher in the first instance;
- General information relating to SEND can be found on the school website, including within the SEN policy.
- Further information is available from the SENCo (Mrs R McMeekin), Headteacher (Mrs C Holgate) or, in exceptional circumstances, the SEN Governor (Mr D Etherington)
- The school has a complaints policy, which is available on the policy page of the school website;
- You might also wish to visit the following websites:
- Lancashire County Council’s Local Offer, outlining services available for children and young people who have SEND, can be found at:
<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/about-lancashires-local-offer.aspx>
- Contact Parent Partnership Service (Lancashire SENDIASS):
<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/information-advice-and-support.aspx>
- Contact IPSEA (Independent Parental Special Education Advice)
www.ipsea.org.uk/