



# Lowick and Holy Island CE First Schools



## What We Can Offer for SEND 2017-18

<b>SCHOOL NAME:</b>	Lowick and Holy Island CE First Schools		
<b>TYPE OF SCHOOL:</b>	Mainstream First Schools	4 - 9 years	
	Early Years Centre at Lowick	'rising 3's – 4years	
<b>ACCESSIBILITY:</b>	Ground floor only on both sites		
	Disabled toilets on both sites		
<b>CORE OFFER:</b>	<b>Are you currently able to deliver your core offer consistently over all areas of your school?</b>		
	Yes. All staff have sufficient experience, training and expertise to identify children who may have additional needs and offer initial support. Following referral, teaching staff work closely with support staff and services to provide recommended interventions. SEND training is available for all staff to match the appropriate needs of our children. This is managed by our Headteacher.		
<b>POLICIES:</b>	<b>Are the school policies available on the website for:</b>	SEND	Yes
		Child Protection & Safeguarding	Yes
		Behaviour	Yes
		Equality	Yes
<b>RANGE OF PROVISION:</b>	Please indicate what your school has to offer (over and above your core offer) in each of the following areas:		
	<b>Areas of strength:</b> Our schools are very small which enables us to get to know each child very well and ensure that they receive a large amount of attention and support. Support is initially provided in-house with additional specialist support sought when necessary.		
	<b>Specialist Facilities/Equipment to support SEND</b> We have specialised books, reading and work books to assist pupils who are sight-impaired. We currently have a 'visualiser' to allow individual pupils to view items around the classroom (including the board) and items on their desk by zooming in and altering the contrast. We have specialised keyboards to access the computers.		
	<b>Input from Therapists/Advisory Teachers/other specialist support services</b> We work closely with the SEND HUB as required to bring in any additional support. The HUB also offer specialist support and advice for pupils, families and staff and provided specialised staff training as required.		

PROVISION cont...	<p><b>Breakfast and After School support</b></p> <p>There are after school clubs three nights a week. The yard is available and supervised from 8.20am each morning. We are currently discussing with our parent meeting group about providing a before-school and after-school clubs for each weekday to support parents who work</p>	
INCLUSION:	<p><b>How do you promote inclusion within the school? Including day and residential trips?</b></p> <p>Teachers plan to involve all children in every lesson in a challenging, yet supportive, way. Many strategies that are supportive to children with additional needs are available to all – highlighter pens, quiet areas for time out, visual timetables etc.</p> <p>All children are included in all lessons, events and visits with additional support provided when necessary – as subtly as possible. All support staff are aware of the needs of our children and when appropriate we seek additional funding to further our provision for individual needs.</p>	
	<p><b>What proportion of children currently at the school have an SEND?</b></p> <p>Currently (Autumn 2017) 4% of children are on our SEND register.</p>	
PARENT SUPPORT INVOLVEMENT / LIAISON:	<p><b>How do you involve/support the parents of children/YP with an SEND regarding and meeting their needs. How do you communicate their progress and areas of difficulty?</b></p> <p>All parents are involved through the use of parent meetings and in discussions at our regular parents’ evenings. Children with an Education Health and Care Plan (EHCP) will have an annual review with our SENDCo where their specific needs can be discussed and evaluated and individual targets set. The young people also have their own input into these meetings (as appropriate).</p> <p>All pupils on the SEND register will have a SEND ‘passport’ which is shared with parents and termly meetings take place.</p>	
	<p><b>How will school prepare children with SEND to join their next setting/college/stage of education or life?</b></p> <p>We work on transition into middle school by liaising with year 5 teachers and SENDCo from the middle school. We contribute to transition events organised in the partnership so that the move is less daunting</p> <p>Transition plans may be put in place to support any additional needs, in discussion with all involved parties. This may include extra visits and meetings.</p>	
OTHER INFORMATION:	<p><b>What else do you think parents carers would like to know about your school?</b></p> <p>Our aim is to challenge and support all children at levels appropriate for them, so that with effort, they can achieve progress. For some children, activities are supported or modified within lessons. Some children simply need to understand ‘what makes them tick’ so that they can understand that their own perspective is not always the same as their friends’. This helps them to learn tolerance and often to identify their own solutions.</p> <p>If parents have any additional queries, please do not hesitate to get in touch. We are very keen to hear from parents and to work closely with them to ensure all pupils receive the very best education.</p>	
COMPLETED BY:	Rebecca Simpson	December 2017
REVIEW DUE:	December 2018	