

2024-25 Special Educational Needs & Disabilities

(SEND) INFORMATION REPORT

Lowfield Primary School
London Road
Sheffield
S2 4NJ
Tel: 0114 2552501
E-mail: enquiries@lowfield.sheffield.sch.uk

Headteacher: Christopher Holder

SEN Governor:

SENCos: Jen Robins (Monday, Tuesday & Wednesday)
Amy Winwood (Wednesday, Thursday & Friday a.m.)

SEN Support Co-ordinator: Kelly Townsend

➤ SEN Teaching Assistants: Tom Goddard

Leander Revill

Amanda Stacey

Safeguarding Liaison Officer/Learning Mentor: Jo Quinlen



Local Offer/Support Services for Parents

The Local Offer provides parents and young people with information about special educational needs and disabilities services available in Sheffield. It shows families what they can expect from a range of local agencies including:

- education
- health and social care
- activities and leisure
- clubs and groups
- advice and support
- preparing for adulthood

Lowfield Primary School's contribution to the Local Offer can be found at

www.sheffielddirectory.org.uk

SEND Types/Categories

All types of SEND are provided for within our mainstream setting. We support children with Cognition & Learning needs, Communication and Interaction difficulties, Sensory and/or Physical Needs and Social, Emotional Mental Health Difficulties.

Identification of Pupils with SEND (includes Typical Pathway at Lowfield)

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment. For example, where a child needs to make additional progress with their emotional regulation. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Once the class teacher has identified a child's area/s of need, their progress is monitored closely for 4-6 weeks using Quality First Teaching strategies and ongoing, formative assessment in the first instance. *This is the initial step of the typical SEND pathway at Lowfield.*

If after 4-6 weeks a child has still not made progress, class teachers in consultation with parents, will complete a designated 'Initial Concerns' form. *This is known as Stage 1 of the typical SEND pathway at Lowfield.* At this point, the Initial Concerns form is submitted to the SENCOs who add the child to the Initial Concerns register. The child's progress will then be monitored for a further 6-8 week block.

➤ **Assessing Pupils' Needs**



During the Stage 1 period, the Inclusion team may carry out observations or a range of assessments to gain a greater understanding of a child's needs. For example, we may use the 'Renfrew Action Picture Test', which gives an indication of a child's language skills, or the 'York Assessment of Reading for Comprehension', which provides a detailed analysis of a child's reading skills. Contact with an external specialist e.g. Educational Psychologist or Speech and Language therapist may be sought if required.

If progress is not sufficient after 6-8 weeks of further support and monitoring, it may be deemed necessary to place the child on the SEND Support register. Parents would be notified via letter of this decision and invited to discuss their child's needs with the SENCOs and class teacher.

Parental Consultation including arrangements for Assessing and Reviewing children's progress

Parents' evenings are held twice a year where members of the Inclusion Team are available to support teachers where necessary.

SEND reviews are undertaken on a termly basis for all pupils receiving SEND support. Reviews are also conducted for those children with Extended Support Plans (previously called My Plans) and Education, Health and Care Plans (EHCPs). Pupils in their final term of Year 6 are not offered a formal review unless requested by parents. Transition reviews with secondary settings take place during this term.

SEND reviews provide an invaluable forum in which to evaluate the effectiveness of a pupil's current SEND provision and to ensure that future provision is planned carefully. Parents/carers are invited to attend reviews in order to fully contribute to their child's outcomes. Lowfield has an EAL team comprising of two staff members who are able to communicate in Punjabi/Urdu, Somali and Arabic with families whose first language is not English. We also broker services for translation support where necessary. Where parents are unable to attend their child's review, a copy of the review is provided as a record of the meeting.

Individual Support Plans (ISPs) are written by class teachers following reviews, to detail a child's targets and to outline any class-based provision that is necessary to facilitate progress. Parents can request a copy of their child's Individual Support Plan for the forthcoming term from the class teacher. At Lowfield, SENCos write Support Plans for those children with Extended Support Plans or EHCPs.

Arrangements for Consulting Pupils with SEND

Children with Extended Support Plans or Education, Health & Care Plans contribute to their reviews by being part of a person-centred discussion. Children are invited to share their views regarding the support they receive in school and within their local community. These discussions may take place separately to the review meeting, as appropriate. Younger children and/or children with complex needs may require alternative ways of offering their views using pictures and symbols. An advocate for the child may also be sought if necessary.

Individual Support Plans are discussed with pupils following reviews, in order to share targets/outcomes and for pupils to take greater ownership of their learning.

Approach to Teaching Pupils with SEND/Learning Environment of SEND Pupils




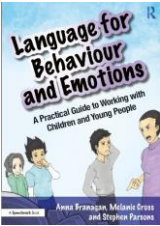
The class teacher is responsible for meeting the needs of all learners in their class. High quality teaching is our first step in responding to pupils who have SEND and therefore lessons are carefully adapted to meet the needs of all children. Class teachers display visual timetables and use Communicate: In Print (a desktop

publishing program for creating symbol-supported resources) to support all children in their class, but particularly to facilitate those with SEND.

There are times where children with SEND may benefit from a specific intervention facilitated by a Teaching Assistant or via a member of the Inclusion team.

Interventions usually take place away from the main classroom and are planned carefully to make classroom learning more accessible and to support childrens' learning across the curriculum. Interventions take place in school on a 1:1 basis or within a group setting and mostly take place on a daily, twice-weekly or weekly basis.

Examples of frequently delivered interventions include:







INTERVENTION	INTENTION/AIMS	FACILITATORS
<p>LEAP (Language Enrichment Activity Programme)</p> 	<p>To support key vocabulary and sentence building centred around core topics e.g. food, clothes etc.</p>	<ul style="list-style-type: none"> • Kelly Townsend • Kalthum Ahmed • Nasim Khan
<p>VIP (Vocabulary Improvement Programme)</p> 	<p>To develop children's oral language skills.</p>	<ul style="list-style-type: none"> • Kalthum Ahmed • Kelly Townsend
<p>Attention Autism</p> 	<p>The programme focuses on teaching and developing attention, communication and social interaction skills.</p>	<ul style="list-style-type: none"> • Amanda Stacey • Kelly Townsend
<p>Language for Behaviour and Emotions</p> 	<p>The programme focuses on specific skills that are linked to behaviour, such as understanding meaning, verbal reasoning and emotional literacy skills.</p>	<ul style="list-style-type: none"> • Kelly Townsend

Curriculum Adaptations/Securing Equipment and Facilities to support SEND Pupils

There are times where adaptations are made to the curriculum or learning environment in order to meet the needs of a child with SEND.

For example, we may:

- Adapt our curriculum to ensure all pupils are able to access it by:

<p style="text-align: center;"><u>GROUPING</u></p> <ul style="list-style-type: none"> • Learning partners • Flexible grouping • Individual work 	<p style="text-align: center;"><u>RESOURCES</u></p> <ul style="list-style-type: none"> • Visuals e.g. photographs or personalised timetables • Technology e.g. Clicker 8  • Concrete apparatus e.g. Numicon  • Fidget aids  	<p style="text-align: center;"><u>TEACHING & LEARNING METHODS</u></p> <ul style="list-style-type: none"> • Explicit instruction • Cognitive and metacognitive (learning to learn) strategies • Pre-teaching of key vocabulary 
<p style="text-align: center;"><u>TIME</u> </p> <ul style="list-style-type: none"> • Reducing teacher talk/carpet time • Giving longer processing times • Repetition, repetition, repetition! 	<p style="text-align: center;"><u>SUPPORT</u></p> <ul style="list-style-type: none"> • Classroom Teaching Assistants • SEN Teaching Assistants – in and out of the classroom • Peer support  	<p style="text-align: center;"><u>OUTCOMES</u></p> <ul style="list-style-type: none"> • Verbal output – sharing understanding through talking • Scribing – adult writes for child • Reducing written output – prepared writing frame or cloze methods (filling the gaps)

- Specialist equipment such as radio-aids for hearing impaired pupils and splitter-screens or low vision aids for pupils with a vision impairment are organised by Local Authority Support Services. Additional resources to support SEND pupils may be purchased using the school's Notional or High Needs funding for SEND, as and when required.

Staff Training/Expertise

Jen Robins has 10 years' SENCo experience and prior to this taught for 14 years as a Classroom Teacher. Amy Winwood joined the Inclusion team as SENCo in January 2021 and prior to this taught for 8 years as a Classroom Teacher. Both SENCos have achieved the National Award for Special Educational Needs Co-ordination (NASENCO) from The University of Wolverhampton and are currently studying to be Specialist Teachers of Dyslexia (PGCert SpLD) via Liverpool Hope University.

The Inclusion team at Lowfield is committed to continuing their professional development in order to meet the individual needs of pupils with SEND. Staff regularly access a variety of in-house and external training in order to develop their skills and knowledge. Recent training has included:

Teachers/Teaching Assistants

- Dyslexia
- Dyscalculia
- LEAP
- VIP
- ADHD overview & classroom strategies
- Birmingham Toolkit training
- Clicker 8
- Graduated Response/Typical SEN Pathway at Lowfield
- Provision Map
- Making Sense of Autism
- Developmental Language Disorder (DLD)

SENCos

- Birmingham Toolkit training
- Annual Review training
- Engagement Model training
- SCERTS framework
- SEND Network briefings
- Extended Support Plans (previously My Plans)
- Attachment training

We work closely with the Autism Social Communication Education and Training Service (ASCETS), Educational Psychology, Speech and Language Therapy Service and a range of other support services as and when required, in order to access specialist advice, support and bespoke training.

Additional Support for Learning including External Agencies/Support Services

The SEND Support Co-coordinator and designated Teaching Assistants for SEND work with identified children in order to support their individual needs. The Safeguarding Liaison Officer provides pastoral support and works closely with families to ensure that all needs are being met.

We work closely with the following agencies to provide support for pupils with SEND:

- Speech and Language Therapy Service – Laura Murphy, Speech and Language therapist, works in school on a weekly basis to assess, monitor and provide direct therapy for our children with a range of speech, language and communication needs
- Educational Psychology – Abi Barragry, Educational Psychologist and Integrative Therapist, works in school on a fortnightly basis to support our children in fulfilling their potential and overcoming barriers

Other, key agencies that support our pupils with SEND include:

- Service for Deaf and Hearing-Impaired Children
- Vision Support Service
- Autism Social Communication Education and Training Service (ASCETS)

Evaluating the Effectiveness of SEND Provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' progress against their individual targets each term, including for those pupils who have Extended Support Plans and Education, Health & Care Plans. We also hold Annual Reviews for pupils with EHCPs.
- Reviewing the impact of interventions by collating pre/post data e.g. LEAP assessments etc. We subscribe to 'Provision Map' by Edukey, which enables staff to track and evaluate the impact of interventions managed by the Inclusion team.
- Reviewing Inclusion timetables regularly (every 3 weeks) to ensure that SEND provision is appropriate to pupils' needs.
- A half-termly cycle of lesson observations, learning walks and work scrutiny undertaken by the Senior Leadership Team.
- Observations/Drop-ins by the SENCOs.
- Pupil discussion - During 2024-25, the SENCOs will be introducing 'Pupil Conferencing' to further support the evaluation of SEND provision.

Enabling SEND pupils to engage in activities available to those pupils without SEND

- We expect all pupils to be able to attend all off-site educational visits. There may be occasions where parents are invited to accompany their child on a class trip. This would be discussed with the parent and planned in advance to ensure that all their child's needs are appropriately met
- All extra-curricular activities are available to all pupils, irrespective of need

Pastoral Support/Emotional and Social Development



The social and emotional well-being of our children is very important to us. Social and emotional skills are the skills that help children and young people develop their resilience and manage their thoughts, feelings and behaviour. They are important life skills that support a child's ability to cope with and negotiate their way through difficult situations, as well as build positive relationships with their peers and adults. These skills can improve academic attainment and enhance pupils' motivation, as well as promote well-being and help prevent mental health difficulties from developing. Schools can play a pivotal role in building the strong emotional foundations that all of us need in order to thrive and be mentally healthy.

Lowfield staff use a range of strategies to support vulnerable learners and to improve their emotional and social development. These include a Buddy system for New Arrivals, Young Leaders/playground helpers, lunchtime support/clubs, Life Skills groups, Nurture groups etc.

Since September 2021, we have welcomed Abi Barragry, Educational Psychologist and Integrative Therapist to our staff team. Abi works in school on a fortnightly basis, alongside the Inclusion team, to support our children in fulfilling their potential and overcoming barriers.

During 2021-22, Jo Quinlen, Lowfield's Safeguarding Liaison Officer received training and achieved Practitioner status via 'Trauma Informed Schools UK'. Trauma Informed Schools is an organisation committed to improving the health, well-being and ability to learn of the most vulnerable school children in the UK.



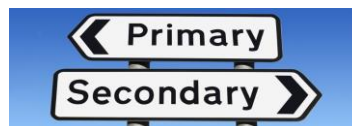
Transition Arrangements (within school)

Transition events take place across the school during the Summer term. Children spend time during the final week of the school year in their new classes. However, additional transition dates/events are arranged to meet the individual needs of SEND pupils where appropriate. Bespoke resources such as Transition booklets are also prepared by the SEN Support Co-ordinator and SEN Teaching Assistants where required.

There is a comprehensive Transition programme for our new F2 pupils that include a series of school visits, nursery visits and home visits. SENCOs or another member of the Inclusion team will also attend transition review meetings at nurseries and liaise with the Nursery SENCO about the needs of children transferring to Lowfield.

During the Summer term, our final SEND review allows for a smooth handover by inviting the current class teacher and the new class teacher for the forthcoming year to the meeting. SENCOs will also invite outside professionals where appropriate.

Supporting Pupils moving between Phases



We will share information with the school or other setting the pupil is moving to. This includes liaising closely with secondary schools to ensure that Y6 pupils with SEND are given additional opportunities to meet key staff, visit their new school and ensure that their transition to secondary is as smooth as possible.

Complaints Procedure

In the unfortunate event that any parent/carer of a child with SEND is dissatisfied with the provision made at school and wishes to make a complaint, they should refer to the class teacher in the first instance. If this discussion fails to resolve the difficulty they should refer to the Head Teacher.

If the difficulty is still not resolved then a formal, written complaint should be made to the Governing Body. If this too proves unsatisfactory, then a formal complaint should be made to the Local Authority.