

**2025-26**

# **Special Educational Needs and Disabilities (SEND) Information Report**

**Lowfield Primary School**



**SEND Governor:**

Amal Ali

**SENCOs:**

Jen Robins & Amy Winwood  
[senco@lowfield.sheffield.sch.uk](mailto:senco@lowfield.sheffield.sch.uk)

Dear Parents and Carers,

The aim of this Information Report is to explain how we implement our SEND policy. In essence, we want to show you how SEND support works at Lowfield Primary School. If you want to know more about our arrangements for SEND, please refer to our SEND policy alongside this Information Report. You can find our SEND policy on our website.

All provision and support at Lowfield Primary School is aligned with Sheffield's 'SEND Manifesto', which aims to transform the SEND system in Sheffield, leading to better experiences and outcomes for children and young people in our city.

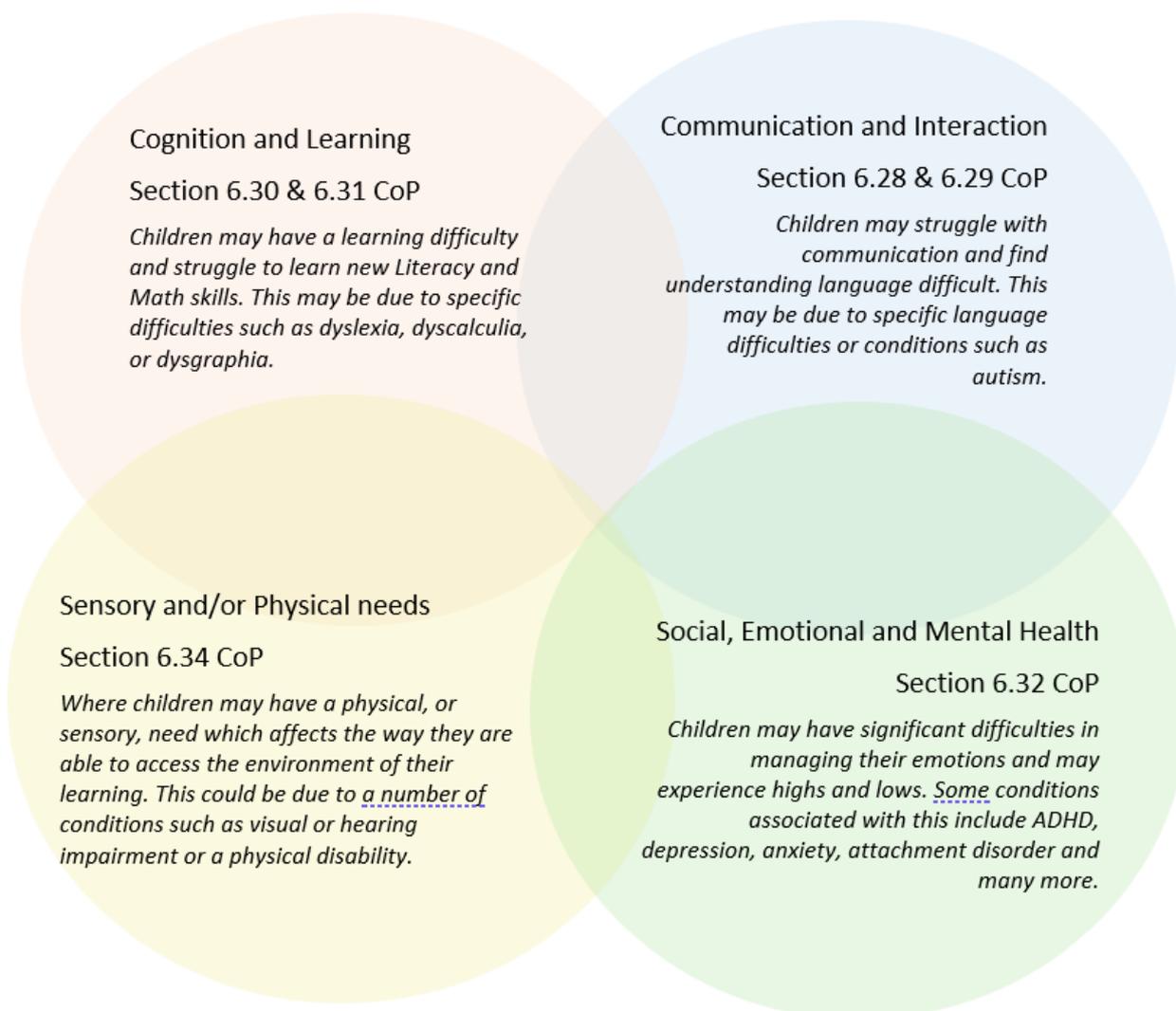
***'We are aiming to increase the number of children who have positive experiences and achieve good outcomes without requiring additional or different provision at the same time as transforming our arrangements for identifying, assessing and meeting the needs of those who do. We see these goals as connected and inter-dependent'***

***'We are committed to changing the way we interact and work together. We will inform, consult, involve and co-produce in a spirit of mutuality and with kinship, empathy, a willingness to take relational risks and a commitment to our collective goals'.***

- Sheffield SEND Manifesto

## 1. What types of SEND does the school provide for?

Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a holistic overview of your child.

More information about the Areas of Need can be found in the Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (link below).

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/362822/SEND_Code_of_Practice_January_2015.pdf)

## 2. Which staff will support my child, and what are their key responsibilities?

At Lowfield Primary School, all staff are responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

Our Inclusion Team have specialist knowledge, skills and training to meet a range of needs, including those children requiring bespoke provision and specialist interventions. Support from the Inclusion Team takes place in the classroom setting or in our enhanced, mainstream provision called 'The Arbor'.



### Our Special Educational Needs Co-ordinators (SENCOs)

Jen Robins has 11 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). Both SENCOs also hold a Postgraduate Certificate in SpLD (Dyslexia) and are Associate Members of the British Dyslexia Association (AMBDA).

The SENCOs have day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEND, including those who have Education Health Care Plans (EHCPs). The SENCOs provide professional guidance to colleagues and work closely with staff, parents and other agencies. SENCOs are also committed to continuing professional development to further support the ongoing needs of the SEND cohort at Lowfield. This includes termly attendance at network briefings both at city-wide and locality level.

### Inclusion staff

The Inclusion Team at Lowfield consists of:

- **SEN Support Co-ordinator:**
  - Kelly Townsend (Curriculum Specialist)
  
- **SEN Teaching Assistants:**
  - Tom Goddard
  - Leander Revill
  - Amanda Stacey



- **EAL Support Co-Ordinator:**
  - Kalthum Ahmed (Curriculum Specialist)
- **EAL Teaching Assistant:**
  - Nasim Khan
- **Safeguarding Liaison Officer/Learning Mentor:**
  - Jo Quinlen

Staff regularly access a variety of in-house and external training in order to develop their skills and knowledge. Recent training has included:

- Sensory processing
- Attention (Bucket) Time
- Gestalt Language Processing
- Anxiety in neurodivergent children
- ADHD overview & classroom strategies
- Clicker 8
- Graduated Response/Typical SEN Pathway at Lowfield
- Making Sense of Autism
- Developmental Language Disorder (DLD)
- Precision Teaching
- Trauma Informed

## External agencies

Sometimes we need extra help to offer our pupils the support that they need. We work closely with the following agencies:

- **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
- Autism Social Communication Education and Training Service (ASCETS)
- 0-5 SEND Support Service
- Family Intervention Service/Early Help

### 3. What should I do if I think my child has SEND?

<b>Step 1</b>	If you think your child might have SEND, raise your concern with the school so that the SENCo is aware. You may wish to speak to your child's teacher in the first instance, or email the SENCos directly via <a href="mailto:senco@lowfield.sheffield.sch.uk">senco@lowfield.sheffield.sch.uk</a>
<b>Step 2</b>	One of our SENCos will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record. At this stage, we may decide to complete an 'Initial Concerns' form and add your child to our Monitoring Register. This will be discussed with you at the meeting.
<b>Step 3</b>	We will implement the agreed strategies and monitor these over an agreed period of time (usually 6-8 weeks). These are likely to be ordinarily available strategies set out in the Sheffield Support Grid Exemplification document (SSGe). A copy of this can be found <a href="#">here</a> .  This will initiate the 'Graduated Approach' where support will be continually reviewed. See overleaf for more details.
<b>Step 4</b>	If we decide that your child needs SEND support, you will be formally notified by the SENCos. Your child will then be added to the school's SEND Support Register. They will receive support that is additional to, or different from that which is ordinarily available. This support will then be reviewed using the 'Assess, Plan, Do, Review' (APDR) cycle.

#### 4. What happens if the school identifies a need?

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 also include progress in areas other than attainment. For example, where a child needs to make additional progress with their emotional regulation. Where a class teacher has ongoing concerns regarding a child's development/progress, the following pathway is implemented:

<p><b>Ordinarily Available Provision Stage</b></p>	<p>Your child's progress is monitored closely for 6-8 weeks using the Ordinary Available Toolkits set out in the Sheffield Support Grid Exemplification document (SSGe).</p>
<p><b>Stage 1</b></p>	<p>If after 6-8 weeks your child has still not made progress, class teachers in consultation with parents, will complete an 'Initial Concerns' form. <i>This is known as Stage 1 of the Typical SEND Pathway at Lowfield.</i> This form will detail:</p> <ol style="list-style-type: none"> <li>1. Impact of Ordinarily Available Provision stage.</li> <li>2. Further strategies that will now be implemented from the Ordinarily Available Toolkits</li> </ol> <p>At this point, the Initial Concerns form is submitted to the SENCOs who will add your child to the Monitoring Register. Your child's progress will then be monitored for a further 6- 8 weeks. The Inclusion Team may also facilitate a range of assessments to gain a greater understanding of your child's needs. Contact with an external specialist e.g. Educational Psychologist may be sought if required.</p>
<p><b>Stage 2</b></p>	<p>At Stage 2, your child's progress continues to be monitored through regular discussion with the class teacher, SENCOs, wider professionals and parents as appropriate. Observations of the child may also be facilitated at this stage as needed.</p> <p>If progress is not sufficient after 6-8 weeks of further support and monitoring, it may be deemed necessary to place your child on the SEND Support Register. This means that your child requires support that is additional to, or different from that which is ordinarily available. Parents will be formally notified of this by the SENCOs.</p>

	The class teacher will then implement a 'Pupil Passport' detailing the child's support needs and the strategies/provision in place.
<b>Stage 3</b>	For children with more complex needs, an Extended Support Plan (EXSP) or Education Health Care Plan (EHCP) may be required. These include detailed assessments/observations from a range of school-based staff and wider professionals. This information is used to inform highly individualized next steps, provision and outcomes. At Lowfield, SENCos write Support Plans for those children with Extended Support Plans or EHCPs.

## 5. How will the school measure my child's progress?

As outlined in the SEND Code of Practice, SEND support at Lowfield Primary School takes the form of a four-part cycle (Assess, Plan, Do, Review). This is known as the Graduated Approach.



<p><b>Assess</b></p>	<p>This part of the cycle is about working out your child's needs- what they need help with. Aspects of this stage will have been completed as part of the <i>Typical SEND Pathway at Lowfield</i>. This may include:</p> <ul style="list-style-type: none"> <li>• the views and ideas of key staff working with your child</li> <li>• your experiences at home</li> <li>• your child's views</li> <li>• assessment information including advice and recommendations from any external agencies (e.g. Educational Psychologist)</li> </ul>
<p><b>Plan</b></p>	<p>Following the assessment stage, we will decide which outcomes we want to achieve and what provision is needed. This information will be detailed on either a Pupil Passport or Extended Support Plan, depending on your child's level and range of needs.</p>
<p><b>Do</b></p>	<p>The class teacher has overall responsibility for the progress and development of your child. However, a range of staff may support your child to achieve the desired outcomes. This includes the Class teacher, class-based Teaching Assistants and wider Inclusion Team.</p>
<p><b>Review</b></p>	<p>This is where we consider whether the support your child is receiving is making a difference:</p> <ul style="list-style-type: none"> <li>• Is the support working?</li> <li>• Is the right person delivering the support? Do they need to access any further training?</li> <li>• What does your child think about the support?</li> </ul> <p>Depending on the answers to these questions, your child's class teacher and SENCOs will adjust the support if needed.</p>

## 6. How will I be involved in decisions made about my child's education?

We want to ensure that you have a full understanding of how we're trying to meet your child's needs. To involve you in this process, we have adopted the following model:

- If your child has an **Education, Health and Care Plan (EHCP)**, you will be invited to attend 3x SENCo-led review meetings per year (one of which will include an Annual Review). These will be organised on a termly basis and your invitation will be sent via email and text message. You will also be invited to attend Parents' Evening during the Autumn and Spring Terms which will be led by your child's class teacher.
- If your child has an **Extended Support Plan (EXSP)** you will be invited to 2x SENCo-led review meetings per year. These will be organized on a rolling programme throughout the year and your invitation will be sent via email and text message. You will also be invited to attend Parents' Evening during the Autumn and Spring Terms which will be led by your child's class teacher. However, you may choose not to request an appointment if a SENCo-led meeting has recently taken place.
- If your child receives **SEN Support** in school *but does not have an Extended Support Plan*, you will be invited to 1x SENCo-led telephone review per year. These will be organised on a rolling programme throughout the year and your invitation will be sent via email and text message. You will also be invited to attend Parents' Evening during the Autumn and Spring Terms which will be led by your child's class teacher. SENCos will also attend the Autumn Term Parents' Evening for FS2 to support effective transition to school.

SEND review meetings provide an invaluable forum for school staff and parents to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

Lowfield Primary School 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 requested, a copy of the review can be provided as a record of the meeting.

## 7. How will my child be involved in decisions made about their education?

At Lowfield Primary School, all children on the SEND Support Register (including those with EHCPs and EXSPs), have a 'Pupil Passport'. This is a one-page document that summarizes your child's specific needs, strengths, and the strategies used to support them. It is a collaborative tool that includes input from your child and key staff working with them. The level of involvement will depend on your child's age and individual needs. Younger children and/or children with complex needs may require alternative ways of offering their views using pictures and symbols.

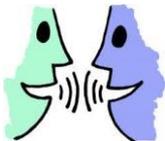
We may also seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a Pupil questionnaire



## 8. How will the school adapt its teaching for my child?

The class teacher is responsible and accountable for the progress and development of all the pupils 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. We use adaptive teaching to ensure all pupils are able to access the curriculum. The Sheffield Support Grid Exemplification document (SSGe) is used by school staff and other professionals to support this. Adaptive teaching examples include:

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

\* 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 Funding for SEND or Banded funding for those children with EHCPs.

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 are delivered in a 1:1/small-group context and are carefully planned to make classroom learning more accessible and to further support children’s learning across the curriculum.

Targeted support/interventions via the Inclusion Team take place in the classroom setting or in our enhanced, mainstream provision called ‘The Arbor’. The Arbor was opened in November 2023 to further meet the needs of our SEND cohort. Often, a busy, mainstream classroom can be overwhelming for some children and may trigger sensory overload leading to dysregulation. Our guiding principles of The Arbor are as follows:

**Advocating** – We ensure that the rights of children are respected and their voices heard.

**Responding** – We work flexibly and in a timely manner to respond to individual needs.

**Belonging** – We provide a nurturing and safe space where children learn and grow together.

**Overcoming** – We break down barriers so that children can achieve their full potential.

**Reflecting** – We continually adapt and refine our practice to ensure optimum support.

Examples of frequently delivered interventions include:

INTERVENTION	INTENTION/AIMS	FACILITATORS
LEAP (Language Enrichment Activity Programme) 	<ul style="list-style-type: none"> <li>Focuses on key vocabulary and sentence building centred around core topics e.g. food, clothes etc.</li> </ul>	<ul style="list-style-type: none"> <li>Kelly Townsend</li> <li>Kalthum Ahmed</li> <li>Nasim Khan</li> </ul>
VIP (Vocabulary Improvement Programme) 	<ul style="list-style-type: none"> <li>Focuses on developing children’s oral language skills.</li> </ul>	<ul style="list-style-type: none"> <li>Kalthum Ahmed</li> <li>Kelly Townsend</li> </ul>
Attention Time 	<ul style="list-style-type: none"> <li>Focuses on teaching and developing attention, communication and social interaction skills.</li> </ul>	<ul style="list-style-type: none"> <li>Leander Revill</li> <li>Kelly Townsend</li> </ul>
Lego Therapy 	<ul style="list-style-type: none"> <li>Focuses on developing social and communication skills like turn-taking, sharing, and problem-solving.</li> </ul>	<ul style="list-style-type: none"> <li>Leander Revill</li> </ul>

## 9. How will the school evaluate whether the support in place is helping my child?

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

- Regularly reviewing pupils' progress against their individual targets. 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 questionnaires/voice.

## 10. How will the school make sure my child is included in activities alongside pupils who don't have SEND?



All pupils with SEND are supported to participate fully in:

- school trips and visits (including residential trips)
- sports events and competitions
- after-school clubs
- assemblies and special events

There may be occasions when you are invited to accompany your child on a school trip/experience. This would be agreed and planned in advance to ensure a positive experience for all involved. No pupil is ever excluded from taking part in these activities because of their SEN or disability. This is achieved by making reasonable adjustments to ensure full inclusion. We aim to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Please read our Accessibility Plan for further details. This is available on our website.

## 11. How will the school support my child's mental health and emotional and social development?



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. Lowfield staff use a range of strategies to support vulnerable learners and to prevent issues such as bullying. These include a Buddy system for New Arrivals, Young Leaders/playground helpers, lunchtime support/clubs, Nurture groups etc.

At Lowfield, we recognise that schools play a pivotal role in building the strong emotional foundations that all of us need in order to thrive and be mentally healthy:

- 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.
- Our Safeguarding Liaison Officer, Jo Quinlen, provides pastoral support and works closely with children and families across the school. She is the nominated Senior Mental Health Lead and has also completed the Diploma in Trauma and Mental Health Informed Schools and Communities. Trauma Informed Schools is committed to improving the health, well-being and ability to learn of the most vulnerable schoolchildren in the UK. We have adopted a Trauma Informed approach to helping pupils with their social and emotional development. Please read our Relational Behaviour Policy for further details. This is available on our website.
- This year, Lowfield is also taking part in the Healthy Minds programme. This is a school-based project developed by Sheffield Children's NHS Foundation Trust CAMHS Service. It puts emotional resilience at the heart of children's health and wellbeing and recognises its impact on their learning, attainment, behaviour and future employability.



## 12. What support is in place for looked-after and previously looked-after children with SEND?



Jen Robins is the designated teacher for looked-after children and previously looked-after children at Lowfield Primary School. In respect of those children who have or may have SEND, the designated teacher ensures that:

- The SEND Code of Practice, as it relates to looked-after children, is followed.
- All teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.
- A Personal Education Plan (PEP) is in place and is of high quality. Any assessments or further support that is needed will be discussed with the Virtual School (a team of staff who track the progress of children looked after by the local authority, as if they attended a single school).

## 13. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Transition events take place across the school during the Summer Term.

### **Between years/phases:**

- Time is designated to allow the current class teacher and the new class teacher to meet and discuss the needs of all children in the class.
- All children spend time during the final weeks of the school year in their new classes. This provides a valuable opportunity to get to know their new classrooms and the staff who will be working with them.
- 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 Inclusion Team to further support the transition process.
- There is a comprehensive transition programme for our new F2 pupils. This includes a series of school visits, nursery visits and home visits as appropriate. SENCOs will also attend transition review meetings at nurseries and liaise with the Nursery SENCO about the needs of children transferring to Lowfield.
- There is also a comprehensive transition programme for our Y2 children moving to Y3 as we recognise the move to Key Stage 2 can be daunting for some children.

### Between schools:

- If your child moves on from our school during the academic year (in-year transfer), we will liaise with their new school and ensure key information is shared as appropriate.
- When your child moves on from our school at the end of Y6, we will share information with their new secondary school. This includes liaising closely with secondary staff to ensure that 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.



## 14. What support is available for me and my family?

If you have questions about SEND, or require any further support, please get in touch. To see what support is available to you locally, you may wish to access Sheffield's Local Offer [here](#).

The Local Offer provides parents and young people with information about special educational needs and disability services available in Sheffield. It includes:

- Services and advice provided by the Local Authority.
- Services and advice provided by the health service.
- Services provided by the voluntary and private sectors.

The Local Offer also offers advice to help young people make choices, such as:

- Where to live
- Transport
- Social activities
- Work and training
- Moving into adulthood.

Lowfield Primary School's contribution to the Local Offer can be found [here](#).



## **15. What should I do if I have a complaint about my child's SEND support?**

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.