



## 2021-22 Special Educational Needs & Disabilities

### (SEND) INFORMATION REPORT

**Lowfield Primary School**  
**London Road**  
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**Headteacher: Christopher Holder**

**SEN Governor: Ghazala Hussain**

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

**SEN Support Co-ordinator: Kelly Townsend**

- **SEN Teaching Assistant: Angela Hammond**
- **SEN Teaching Assistant: Amanda Stacey**

**Safeguarding Liaison Officer/Pastoral Support: Jo Quinlen**



### Local Offer/Support Services for Parents

The Children and Families Bill was enacted in September 2014. From this date, local authorities and schools are required to publish and keep under review information about the services that will be available to children and young people with Special Educational Needs aged 0-25.

The local authority refers to this as the 'Local Offer', which has two main purposes:

1. To provide clear, comprehensive and accessible information about the support and opportunities that are available.
2. To make provision more responsive to local needs and aspirations.

Lowfield Primary School's contribution to the Local offer can be found at [www.sheffielddirectory.org.uk](http://www.sheffielddirectory.org.uk)

Parents of pupils with SEND can find details of a range of support services using the above link including education, learning and training related services in Sheffield, leisure activities, events, days out and clubs in Sheffield and advice and information from national organisations and local support groups.

## **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 and Mental Health Difficulties.

## **Identification of Pupils with SEND**

Progress and attainment is monitored closely through High Quality Teaching and ongoing, formative assessment in the first instance. 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, emotional regulation. *Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.*

- At any point throughout the year, class teachers, in consultation with parents, can complete a designated 'Initial Concerns' form which detail any concerns regarding a child's progress and development. Any concerns arising will be discussed with the Inclusion Team who action accordingly.

### ➤ **Assessing Pupils' Needs**



- 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. Consultant Teacher in SEND or Speech and Language therapist may be sought if required.
- Children are placed on the Initial Concerns register and their progress is discussed with class teachers after a designated monitoring period and during formal, termly SEND reviews. If progress is not sufficient, 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.

Formal SEND reviews are undertaken on a termly basis for all pupils receiving SEND support. Reviews are also conducted for those children with 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 use 'LanguageLine Solutions' 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 and an invitation to make a written contribution to the meeting will be issued.

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.

## **Arrangements for Consulting Pupils with SEND**

Children with My Plans or Education, Health & Care Plans are given the opportunity to contribute to their reviews by completing a One Page Profile which highlights for example, what other people like and admire about them and how they want to be supported in school. Younger children and/or children with complex needs have access to an alternative One Page Profile which allows them to offer their views using pictures and symbols. One Page Profiles are brought to the review by the class teacher and form an important part of the discussion.

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.

During 2021-22, the SENCOs will be introducing 'Pupil Conferencing' as a further way of consulting our pupils with SEND.

## 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 differentiated 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>Early Reading Intervention</p> 	<p>To support children at the earliest stages of reading i.e. pink/red book bands. Teaches bibliographic knowledge, high frequency word recognition &amp; phonic skills.</p>	<ul style="list-style-type: none"> <li>● Kalthum Ahmed</li> <li>● Nasim Khan</li> <li>● Kelly Townsend</li> </ul>
<p>Fischer Family Trust (FFT)</p> 	<p>To support childrens' early reading and writing skills. Children on red/yellow book bands are targeted with the aim of developing decoding skills/reading fluency.</p>	<ul style="list-style-type: none"> <li>● Kalthum Ahmed</li> <li>● Nasim Khan</li> <li>● Kelly Townsend</li> <li>● Angela Hammond</li> </ul>
<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"> <li>● Kelly Townsend</li> <li>● Angela Hammond</li> <li>● Kalthum Ahmed</li> <li>● FS2 TAs: <ul style="list-style-type: none"> <li>➤ Amy Carnall</li> <li>➤ Sania Razaq</li> </ul> </li> </ul>

## 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:

- Differentiate 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"> <li>• Learning partners</li> <li>• Mixed-ability</li> <li>• Individual work</li> </ul>	<p style="text-align: center;"><u>RESOURCES</u></p> <ul style="list-style-type: none"> <li>• Visuals e.g. photographs or personalised timetables</li> <li>• Concrete apparatus e.g. Numicon </li> <li>• Fidget aids </li> </ul>	<p style="text-align: center;"><u>TEACHING &amp; LEARNING METHODS</u></p> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Practical tasks</li> <li>• Quizzes and games</li> <li>• Pre-teaching of key vocabulary </li> </ul>
<p style="text-align: center;"><u>TIME</u> </p> <ul style="list-style-type: none"> <li>• Reducing teacher talk/carpet time</li> <li>• Giving longer processing times</li> <li>• Repetition, repetition, repetition!</li> </ul>	<p style="text-align: center;"><u>SUPPORT</u></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;"><u>OUTCOMES</u></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 provided for by Local Authority Support Services. Additional resources to support SEND pupils may be purchased using the school's allocated budget for SEND, as and when required.

## **Staff Training/Expertise**

Jen Robins has 7 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.

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. Training during 2020-21 included:

### **Teachers/Teaching Assistants**

- Makaton
- FFT refresher/FFT for groups
- Dyslexia
- Dyscalculia
- LEAP
- ADHD overview & classroom strategies
- Adverse Childhood Experiences (ACEs)

### **SENCOs**

- Birmingham Toolkit training
- Annual Review training
- Engagement Model training
- SCERTS framework
- SEND Network briefings
- Psychological First Aid training

We work closely with Fusion SEND Hub (Learning Support Service), 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 learning and enable them to access a mainstream learning environment. 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 – Our 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

- Fusion SEND Hub (formerly Learning Support Service) – Our Consultant Teacher in SEND provides 9 visits per term and works in partnership with our school to meet the needs and maximise the attainment of pupils with a range of learning difficulties and disabilities
- Educational Psychology – Our Educational Psychologist works in school on a weekly basis to support our children in fulfilling their potential and overcoming barriers

Other agencies that support our pupils with SEND include:

- Service for Deaf and Hearing-Impaired Children
- Vision Support Service
- Autism Team
- MAST

### **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 My 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 screens, running records/book-band information for FFT pupils etc.
- Reviewing Support timetables regularly to ensure that SEND provision is appropriate to pupils' needs
- Pupil discussion - During 2021-22, the SENCOs will be introducing 'Pupil Conferencing' to support the evaluation of SEND provision
- A half-termly cycle of lesson observations, learning walks and work scrutiny undertaken by the Senior Leadership Team
- Observations by the SENCOs

### **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. Class teachers regularly liaise with the SENCOs, Safeguarding Liaison Officer and Inclusion team through a virtual platform and via face-to-face meetings in order to provide information about the children in their care.

School uses a range of strategies to support vulnerable learners and to improve their emotional and social development. These include: Buddy system for new arrivals, circle time games, young leaders/playground helpers, lunchtime support/groups and Social Stories. In the past we have sought expertise via TaMHS to provide additional, pastoral support. Extra pastoral support arrangements will be made on an individual basis.

During 2021-22, our school will receive training via 'Trauma Informed Schools UK'. Trauma Informed Schools is an organisation committed to improving the health and wellbeing and ability to learn of the most vulnerable schoolchildren in the UK.



## **Transition Arrangements (within school)**

Transition events take place across the school during the summer term. Children spend 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.