

Lowca Community School is committed to creating a supportive learning environment for our children to thrive in being the best that they can be. This leaflet will help you understand how we identify and support pupils with Special Educational Needs or Disabilities, often abbreviated to SEND, and what this means for parents and carers.

Who to talk to?

Your child's class teacher is the first person to contact if you have any concerns about your child's learning or development. If you are still concerned, or feel that your concerns have not been acted upon appropriately, then please speak with any member of the SEND Inclusion Team by contacting the office to arrange an appointment.

Our team meets regularly to discuss SEND throughout the school and provide training and support to all members of Staff.

SEND Co-ordinator - Jennifer Walker
Early Years SEND Co-ordinator - Franki High



To ensure our school is fulfilling its SEND duties and providing the best possible education, we have a member of the Governing Body who is assigned to SEND. If you have any concerns about the SEND Support provided, please contact Lara Brennand at L.B@lowca.cumbria.sch.uk

Do you have SEND specialists in school?

All staff receive regular training and development in supporting SEND needs. In addition, to support our SEND practice and enhance our provision, we employ a SEND Advisor, Wendy Burnie, who comes in to school on a weekly basis. Wendy provides guidance and support to staff, observes pupils within lessons and delivers specialist interventions including Lego Therapy and ELSA (Emotional Literacy Support Assistant) Sessions to pupils with identified SEMH needs.

Where can I go for support & advice?

Our school website provides specific details of the Policies and Practices we implement along with links to guidance and provision.

www.lowca.cumbria.sch.uk/inclusion-provision

There is a dedicated Cumberland Website which provides information about the SEND Local Offer.

<https://fid.cumberland.gov.uk/kb5/cumberland/directory/localoffer.page>

For more guidance around specific SEND needs and support please visit the following websites.

<https://www.autism.org.uk/advice-and-guidance>

<https://www.bdadyslexia.org.uk/advice>

<https://adhduk.co.uk/>

Living with a child with SEND or understanding their specific behaviours can be difficult - there are lots of groups available to support you as well as your child. Please contact the SEND Team for more information.

Special Educational Needs & Disabilities Information Leaflet



For visitors, parents and carers

Lowca Community School

High Lowca,

Lowca, Cumbria

CA28 6QS

01946 372646

admin@lowca.cumbria.sch.uk

Working together to help all pupils reach their full potential!

The SEND Code of Practice

The SEND Code of Practice is a national document which all schools must refer to when making decisions relating to pupils with SEND. This helps to ensure that children have access to a similar system of support, whichever school they attend.

What are Special Educational Needs?

A child may have a Special Educational Need (SEN) if they require additional or different provision to support them in their learning in order to ensure that they make progress. There are four broad areas of SEN need. These are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

How are SEND identified?

Within school we have a robust system in place to ensure that needs are identified quickly so support can be given at the earliest opportunity. Class teachers review daily needs and learning assessments to identify gaps or delays in progress. Referral forms are made to the Inclusion team and the team will work together to identify the next steps. This may be to put temporary measures of support in place, to speak with wider support teams such as County Special Advisory Teachers or Educational Psychologists.

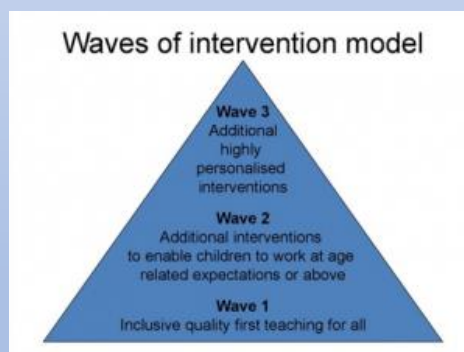
Parents will be informed at every step of the way!

What is the SEND Register?

Many pupils will need support with their learning at some point during their development. This may be short term or long term and is fluid during their time in school. The SEND Register helps track this support and ensures teachers are targeting resources to the right pupils at the right time.

How do we support pupils with SEND?

Children progress in different stages and at different rates. High quality teaching supports all children and this is normally sufficient to enable most pupils to access the curriculum and make good progress. This is often called Wave 1 support and includes strategies such as scaffolding learning, adapting teaching, providing concrete resources or adapting the environment to make it more easily accessible for some pupils.



Some pupils may require further support or interventions (Wave 2 support) and will be added to the SEND Register. A Pupil Passport will be created to track the support and progress needed by working towards specific targets. Parents will work with staff to ensure an effective partnership between home and school to support the child.

Some pupils may require additional specialist support or be referred for the diagnosis of a specific need via the Early Help process. This is known as Wave 3 support and pupils may receive an Education Health Care Plan (EHCP). The school may be awarded funding to support learning development. The EHCP is reviewed annually, alongside other educational professionals to ensure the right level of support is given and children are making progress towards their own personalised learning goals.

How do you know support is effective?

Pupils with a Passport or EHCP have targets to work towards and the progress against these targets are tracked each term. Interventions completed throughout the school are recorded and assessed to make sure they are effective and that the impact can be measured.

We provide regular feedback opportunities for parents through drop-in sessions, review meetings and online surveys to identify where improvements could be made.

Do pupils miss learning to receive support?

Our school provides a broad and balanced curriculum for all pupils. Many interventions can be completed within the classroom and inline with our inclusive philosophy. Children are only withdrawn from lessons for interventions which enable them to access the curriculum or work on specific SEMH needs or EHCP targets. These are time-tabled on a rotating basis so the same lesson or subject is not always missed.