



SEND Information Report

Please refer to our SEND policy for further information.

Our school's Special Educational Needs Co-ordinator (SENDCo)

School's SENDCO is Mrs. Geraldine O'Marah. Mrs. O'Marah has 14 years of teaching experience and has gained the National SENDCO award. She has been SENDCO for 8 years.

Mrs. O'Marah's working days are Tuesday, Wednesday, Thursday and Friday.

To contact Mrs. O'Marah, please email omarahg@lostockgralam.cheshire.sch.uk or phone 01606 668 270.

The types of Special Educational Needs and Disabilities (SEND) provided for at our school

The Department for Education's SEND Code of Practice, 2015, identifies that there are four main areas of need. These are

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

There are a broad range of Special Educational Needs across every year group in our school. These currently include the following conditions:

- Attention Deficit Hyperactivity Disorder
- Autism
- Autism Spectrum Condition (ASC)
- Development Co-ordination Disorder (Dyspraxia)
- Dyslexia
- Hypermobility
- Sensory Processing Disorder
- Speech, Language and Communication Needs

Our approach to teaching children with SEND

Our school's approach to all teaching and learning is underpinned by our mission statement: The children are at the heart of everything we do and Christ is the light that guides us. **John 8:12**

At Lostock, we are incredibly proud of our inclusive approach to education. We value all of God's children and encourage all children to take pride in the individual ways in which they learn and communicate. We nurture those children who find the demands of the school day challenging and we teach peers to value, respect and accept their counterparts. We have a dedicated staff team who make 'Ready, Respectful, Safe' the centre point of any learning activity, and who are highly trained to recognise and support any Special Educational Need. At Lostock we believe that every behaviour is a communication form and we work with our children to ensure that they are calm, regulated and happy in order to learn.

How our school identifies pupils with SEND



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The SEND Code of Practice (2015) suggests that pupils are only identified as having SEND if they do not make a good level of progress once they have received good quality personalised teaching and specialised provision (Quality First Teaching). Indeed, pupils who are underachieving are not automatically classed as having SEND.

At Lostock Gramam we follow the four-part approach of:

1. Assess
2. Plan
3. Do
4. Review

This is known as the Graduated Approach and is an ongoing cycle to enable the provision of SEND to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Our school identifies the needs of children using three elements.

Element One identifies children who access learning and support within the classroom only.

Element Two identifies children who require access to learning and support within intervention groups in addition to Quality First Teaching within the classroom. These children have an individual pupil profile with specific targets identified to support learning.

Element Three identifies children who have or may have a Special Educational Need. School receive additional funding (Top-up) from the Local Authority SEND Team to support learning for these children. Some children at Element Three have Top Up Funding and some may have an Education Health Care Plan (EHCP).

Where a class teacher has concerns that a child is not making the expected level of progress at Element One, a discussion with the school SENDCO will take place. The SENDCO will then invite parents to discuss their child's progress and identify possible areas of need. The graduated approach cycle may then follow.

How we assess children's SEND needs



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Teachers are skilled in recognising children in need of additional support or with SEND. If teachers identify that a child is still not making good progress and therefore may have a SEND, they will communicate with the SENDCo and the parents will be informed at the earliest opportunity. School will begin an "initial concerns log" alongside parents and class teacher.

To help us to identify a SEND, a variety of diagnostic assessments can be used which include:

- GL Dyslexia Screener and Dyslexia Profile
- NFER Tests
- Reading tests
- Spelling tests
- Strengths and Difficulties Questionnaires (SDQ)
- Indicators list for Communication Difficulties (CCICP Therapy Services)

This then may lead to the involvement of other agencies where necessary. A range of other agencies can be contacted, including:

- Speech and Language Therapist
- Educational Psychologist
- Community Paediatrics
- Cheshire West and Chester Autism Team
- Autism Outreach
- Cheshire West and Chester SEN Team
- School Nurse
- Occupational Therapy
- Child and Adult Mental Health Service (CAMHS)

How is the curriculum provided for each year group adapted to meet the needs of pupils with SEND?

Children who have an identified SEND have individual pupil profiles, which detail individual outcomes against the four areas of need. Profiles are written by class teachers and shared with all key stakeholders. The document is then updated termly. These enable children with specific needs to achieve their full potential within an inclusive environment.

All SEND children access a highly personalised and bespoke curriculum which meets their academic and developmental needs. This curriculum is delivered in the classroom alongside peers of the same age. Some of our young people with SEND benefit from having the additional support of a key worker for completing all tasks in school.

As a school, we use the Read, Write, Inc phonics programme. All children in Key Stage One attend daily phonics lessons delivered by highly trained members of staff. Phonics attainment and progress is monitored on a half-termly basis and children access lessons according to their level of attainment. Children with SEND attend personalised one-to-one phonics lessons in addition to their daily phonics group lesson.

All of our school writing lessons are delivered with the support of specifically chosen high quality texts. Children with SEND use the same text as their peers to support their writing, although the writing expectations and learning outcomes are adapted to meet the needs of the individual.



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Where children have developmental differences to their peers, PSHE and SRE lessons are individualised according to individual needs.

Many of our children with SEND access a bespoke sensory circuits activity each day. These activities are built into the class timetable and scheduled to enrich the child's experience of the school day.

Admission arrangements for pupils who have a disability

Our school building is fully accessible. Admission arrangements are made as needed and are written and planned according to the individual needs of the child.

What facilities we provide to help young people with a disability to access school

The school site is wheelchair accessible and contains a disabled toilet. The school has ramps where needed to ensure access to all buildings.

How we ensure pupils with SEND are treated equally in our school

Every child in our school is offered the same opportunities, regardless of their Special Educational Needs and/or Disabilities.

Reasonable adaptations are made where necessary to ensure all children have access to the same opportunities.

How we consult pupils and their families and involve them in the child's education

Your first point of contact in school, for any question, is your child's class teacher. Teachers are available at the beginning and end of every school day although we do ask you to make an appointment to discuss anything specific that may take longer than 5 minutes to discuss.

Opportunities to meet with your class teacher include

- Meet the Teacher evenings held in September
- Parents' Evening meetings held termly

Our SENDCO Mrs. O'Marah hosts weekly drop-in sessions with parents to offer a forum for parents to share concerns regarding their child's development or needs. Details of weekly drop in sessions can be found on the school newsletter.

Each month, Mrs. O'Marah hosts a coffee morning for our SEND parent support group which is open to any parents in our school who have a child with an identified, or suspected, Special Educational Need. Details of upcoming sessions can be found on the school newsletter.

We strongly believe in a partnership between home and school and welcome parents and carers' involvement in our school. Please ask a member of staff if you wish to get involved in any way.

How we assess and review children's progress

School assesses all children on a termly basis in all curriculum areas.



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Where children have identified SEND, pupil profiles are evaluated termly. This involves the class teacher and SENDCO meeting to discuss a child's progress against their personalised outcomes in the four areas of need. Parents are invited to meet and discuss childrens' progress and next steps.

How we support a pupil's transition between phases of education and beyond

We would always encourage families and children to visit any school before applying for a place and even more so if that young person has additional needs. We recognise that moving schools can be a difficult time for young people and therefore take all steps possible to ensure any transition is smooth.

If your child has been allocated a place in our Reception class via the local authority and they have a SEND, please contact us as soon as you receive the offer.

Before your child starts, an Action for Inclusion Meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before their first day. Your child's teacher may make a home visit if they are transferring from another school. All children entering reception will receive a home visit from the class teacher.

Children preparing to leave Lostock Gralam fo High School can access the following transition arrangements:

- Additional transition visits to High Schools are arranged for those children who require them.
- Social stories for children with SEND

If your child is moving to another school:

- SENDCo will liase with the SENDCo at your child's new school and any relevant paperwork will be sent (with your consent) via safe and private emails, or delivered in person if geographically possible.
- We will ensure all records about your child are passed on as soon as possible.

Moving classes within school:

- Transition day takes place for each class prior to beginning a new school year – opportunity to meet teacher and see new environment
- Transition books are made available for children if required
- Social stories for children with SEND
- Information will be passed to the new class teacher and teaching assistant

You may be invited to a transition planning meeting with the current and new class teachers and SENDCo

If a young person has an Education, Health and Care Plan, a transition review meeting will be held in the Spring term of Year 5. During this meeting, parents and carers will have the opportunity to express their parental preference for High School Placement. This will then be considered by the Cheshire West and Chester SEND team and a decision about future placement made.



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What SEND training and expertise our staff have and how this supports our young people with SEND

All staff have attended training to support recognising, identifying and meeting Special Educational Needs.

Communication and Interaction

- What is Autism
- ADHD training
- CCICP Speech and Language therapy training

Cognition and Learning

- Dyslexia and dyscalculia training

Social, Emotional and Mental Health

- No outsiders
- Responding to anxiety in children
- Child-bereavement
- Growth mindset
- Mindfulness
- Attachment
- Behaviour as a communication of need (Marie Gentles)
- Zones of Regulation
- What is emotional regulation and how can we support children's emotional regulation?
- Team Teach training
- ELSA and Drawing and Talking training

Sensory and Physical

- Sensory processing occupational therapy service training
- 'Cool kids' gross motor skills programme training

Other agencies we work with to support children with SEND in our school

- Speech and Language Therapy Service - CCICP
- Educational Psychology service
- Community Paediatrics - MCHT
- Cheshire West and Chester Autism Team
- Autism Outreach
- Cheshire West and Chester SEN Team
- School Nurse – Starting Well
- Occupational Therapy Service - CCICP
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If your child needs to be referred to one of these services, the SENDCo will meet with you to gain your full written consent and explain the process in detail. Mrs. O'Marah will then liaise closely with them to refer and you will be given a copy of the referral. You may then be invited to an appointment off site or a meeting in school. Usually a report will then be written and the advice followed in school on a programme of work to support your child.

How we enable children with SEND to engage in activities alongside their peers

At Lostock Gramam we ensure inclusion for all children in activities outside the classroom by making reasonable adaptations. These include the following:

- Risk assessments
- Pre-visits by the class teacher
- 1:1 support
- Additional resources to support
- Additional transport if required
- Social stories in preparation

These activities may include Forest Schools, Visits to Church, visits to the local area (eg field trips), or visits off-site to support curriculum enrichment. Some of our trips are residential. Access arrangements can be made to ensure children with additional needs can attend residential visits with their peers.

How we secure equipment and facilities to support pupils with SEND

- Education Resource Library
- Cheshire West and Chester SEND Team
- Cheshire West and Chester Autism Service
- Speech and Language Therapy Units
- Occupational Therapy Service
- Outreach Support Service

The ways in which we support the emotional and mental health and wellbeing of all children in our school

At Lostock Gramam we believe that children thrive when they feel happy, safe and secure. We prioritise children's emotional and mental wellbeing and plan our curriculum around meeting the needs of the child as a whole. We use a range of approaches to support pastoral, social and emotional needs, some of which are as follows:

- The Zones of Regulation – dedicated curriculum
- Jigsaw PSHE programme (weekly lessons)
- Weekly mindfulness sessions
- Religious Education Teaching and Worship Assemblies
- Social Skills Sessions
- ELSA
- Drawing and Talking



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- Nurture Group
- Games Club

We incorporate positive behaviour management strategies in all aspects of school life. Our behaviour policy states that children should be praised in public and reprimanded in private. We seek to celebrate those children who make excellent choices and go above and beyond in the following ways:

- Weekly praise Assembly and Sunflower Awards
- Positive notes sent home to share good news
- Friday biscuits and juice with the Headteacher
- Top Table lunch each Friday

At Lostock Gralam we celebrate diversity and are proud to be a 'No Outsiders' school. Every class learns about the importance of No Outsiders and we deliver half-termly lessons in order to provide children with the opportunity to learn about diversity and celebrate differences.

We are 'Rights Respecting Ambassadors' school.

We have an assigned Mental Health Lead teacher – Mrs. G. O'Marah

Our anti-bullying policy and processes

Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. Please refer to our Anti Bullying Policy for further information and procedures used to prevent bullying.

https://www.lostockgralam.cheshire.sch.uk/serve_file/9580373

How parents and carers can raise concerns and complaints about their child's SEND provision

We ask that you contact school directly to make an appointment via telephone or in person in which you can share your concerns and offer school an opportunity to answer these.

1. If a parent/carers is unhappy with their child's provision and/or progress in class; they can speak to the school's SENDCO, Mrs. G. O'Marah
2. If a parent/carers is unhappy with how the SENDCO is co-ordinating provision for their child; they can speak to the Head Teacher, Mrs. J. Powell or the Deputy Head Teacher, Mrs. L. Downing.
3. If a parent/carers feels the Senior Leadership Team have managed their query/complaint effectively, they can contact the Chair of Governors, Mr. J. Barker.
4. Where a child is known to and supported by Cheshire West and Chester SEN team, either through Top Up Funding or an Educational Health and Care Plan (EHCP), parents may refer to the resolving disagreements pages on the Cheshire West and Chester Local Offer pages <https://www.livewell.cheshirewestandchester.gov.uk/Information/Details/4464?categoryId=3972>



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If you are still unhappy following this, please follow the complaints procedure which you can obtain further information about from the school office.

Cheshire West and Chester's local offer

<https://www.livewell.cheshirewestandchester.gov.uk/Categories/3948>