



## **Lowe's Wong Infant School**

### **A graduated response to providing SEND support**

#### **Summary guidance for parents/carers & staff**

Lowe's Wong Infant School aims to support all pupils with SEND (Special Educational Needs and Disabilities) through quality first teaching and reasonable adjustments to cater for individual learning needs. This support is further enhanced by the delivery of a range of training opportunities for all staff relating to a variety of SEND needs. This document sets out our graduated response to meeting pupils' SEND.

#### **Standard Provision – Quality First Teaching**

##### **Teachers will:**

- Make reasonable adjustments to support the child's day.
- Assess regularly and look at the child's progress.
- Consider delivery, adaptations and groupings during lessons.
- Plan for and assess the impact of interventions.
- Check that the learning environment meets the needs of all learners e.g. dyslexia and ASD friendly.
- Use visual timetables to support routines.
- Discuss with parents & carers any concerns they may have.
- Follow the school's Behaviour Policy.
- Include pupils who they are concerned about on the School Aware register held by the SENDCo.
- Attend relevant staff training and inform SENDCo of any specific training needs.

If individual short-term intervention/adaptations are ineffective at meeting the needs of the pupil, higher level support will be offered. This may also occur if parents explain a need or wish to have an assessment made. At this point, the pupil could be identified as needing Special Educational provision.

#### **School Action – Individual Provision**

A pupil is considered 'School Action' if they are experiencing learning difficulties and are significantly behind expected attainment and/or progress. Any support or provision that is additional to and/or different from that which is given as part of the standard educational provision will result in pupils being identified as School Action on the school's SEND Register. A pupil who is School Action will have an IEP (Individual Education Plan) which will be reviewed every term.

##### **Teachers will:**

- Discuss concerns with the SENDCo (Mrs Segasby) including the main area of need – these are; Cognition & Learning, Social, Emotional or Mental Health concerns, Communication & Interaction and Physical or Medical concerns.
- Arrange for the SENDCo to observe the pupil if needed.

### Assess, Plan, Do, Review cycle (APDR)

At the point in which the pupil is considered School Action the assess, plan, do, review cycle will begin and be reviewed termly. The reviews will be child-centred and will involve the child, parent/carer and class teacher. The SENDCo may also be involved if needed.

### Outside agency involvement

The SENDCo, with permission from parents/carers, may arrange for further assessments to be carried out by external professionals.

These may include Early Health Assessment Framework (EHAF), Neurodevelopmental Behaviour Support Services (NBS), School and Families Specialist Service (SFSS), Health Related Education Team (HRET), Educational Psychologist, Schools Behaviour and Attendance Partnership (SBAP).

Outside agencies will give advice on support measures to the class teacher and liaise with the SENDCo. The support measures will be put in place and the APDR cycle will continue.

### Multi-agency Meeting

If necessary, a multi-agency meeting will be arranged by the SENDCo in order to coordinate the appropriate support for a pupil. This will include parents/carers, class teacher and all agencies involved with the pupil. Notes will be kept, and next steps decided upon and actioned.

### Additional funding

AFN/HFN bids for extra funding will be written by the SENDCo with information and assessment supplied by the class teacher. AFN bids are moderated at Family level, and HFN bids go to a county panel.

### **EHCP – Education Health Care Plan**

If there is an overall agreement from all involved that the needs of the child are complex, severe, long term and impacting on everyday life and/or the headteacher believes that the placement of the child in the school should be assessed/considered then an EHCP request can be made. An EHCP request will be completed by the parents/carers, SENDCo and any outside agencies involved with the pupil.

An EHCP is a statutory document stating the individual needs of a pupil and how these should be met.

If granted the EHCP cycle begins. The SENDCo will coordinate and chair the EHCP review and relevant meetings.

**SEND Local Offer** - provided by the Local Authority.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities, and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need or disability. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

### **Further Information**

There is further, and more detailed information about our SEND provision on our school website. Useful documents include our SEND policy and SEND report.

[www.lwi.org.uk](http://www.lwi.org.uk)

### **Contacts at Lowe's Wong Infant School**

The parent/carer's first point of contact will be your child's class teacher either by email or telephone – 01636 812207

Following this:

School SENDCo - Mrs Sarah Segasby – [S.Segasby@lwi.org.uk](mailto:S.Segasby@lwi.org.uk)

Headteacher - Mrs Aly Speed – [head@lwi.org.uk](mailto:head@lwi.org.uk)

SEND link Governor – Mrs Laura Tovey – [laura.tovey@lwi.org.uk](mailto:laura.tovey@lwi.org.uk)