



# Lowercroft Primary School

## SEND Information Report

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# SEND Information Report



## **What types of SEND do we offer support and provision for?**

At Lowercroft, we provide SEND support to pupils with a range of difficulties linked to:-

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

## **Who will I have contact with if my child has identified SEND?**

**Class Teacher** - The main point of contact will be with your child's class teacher who is responsible for any child that has SEND within their class. The class teacher plans and monitors the support and will ensure that the pupils needs are fully met.

**SENCO** - The SENCO attends reviews and oversees the SEND provision. They co-ordinate the support of pupils with SEND; provides professional guidance to staff members and is responsible for liaising with external agencies when specialist advice is needed.

**Head Teacher** - There may be times when it is appropriate to speak to the Head Teacher in relation to your child's needs. There may also be occasions when the Head Teacher attends a SEND meeting.

**SEND Governor** - There may be a time when you wish to speak to the SEND Governor about the SEND provision within school.

## **How do we identify and assess pupils with SEND?**

In some circumstances children join Lowercroft with previously identified Special Educational Needs. However, there are times when children's needs become apparent in the early stages of education. As a school we rely on a variety of information in order to ascertain whether a child does have SEND, such as:-

- Meetings and discussions with pre-school settings
- Discussions and information received from parents and carers
- Baseline Assessments
- Foundation Stage scores
- Assessment data
- Ongoing Assessments
- Observations/interactions with pupils
- Review meetings with teachers
- Input from specialists eg Speech and Language Therapists, Educational Psychologists, Paediatricians

At Lowercroft we implement the 'Notice, Check, Try' rationale to ensure we support all children within our setting. If a class teacher 'notices' a child experiencing difficulties in any area they will then 'check' in with parents/carers, previous teaching staff and previous settings to discuss if this has been previously highlighted. They will then 'try' some adaptations within the class to support that child. These could be small reasonable adjustments such as adaptations to language, instruction or seating arrangements. The outcome of this would then be discussed with parents/carers and, if needed the SENCO. The next steps would then be highlighted. This rationale ensures we place all children at the centre of their own learning and means that parents are always involved and communicated with at every step in their child's school journey.

## **What provision is made available to children with SEND?**

If a child has identified SEND then provision is put in place to meet their needs. This is provided through "Quality First Teaching" by the class teacher and in addition may involve:

- In class support

- An intervention led by teaching/support assistants
- Specialist equipment or resources
- Outside support from specialist agencies

Class teachers ensure that individually targeted support is in place and the impact is monitored closely in Pupil Progress Meetings and APDR meetings where new targets may be set. We follow a cycle of "Assess, Plan, Do, Review" (APDR/learning plans). This involves carrying out assessments to highlight pupils' strengths and difficulties and gathering information from parents, carers and staff members. From this, targets are set and appropriate interventions are put in place to support the needs of the child. These interventions last for 6-8 weeks and the outcomes are reviewed. The evaluation of the intervention outcomes informs new targets and provision. This cycle runs continuously to support the child's needs. Provision for pupils with SEND is closely monitored by the class teacher and SENCO. For pupils with an Education, Health, Care Plan an annual review is held to ensure that provision continues to be matched to best meet the child's needs.

At Lowercroft we are also able to offer a quieter learning setting called 'The Nest' which children can access for sensory needs and small group/individual work. This is a classroom that is being continuously adapted to suit the needs of children with more specific learning needs. It offers an additional space for children to access to help them regulate and complete activities from a more personalised curriculum. It is in addition to a classroom space that children are always fully included in. Children are given the autonomy of where to be to feel most comfortable to learn.

Lowercroft is committed to the local authority's vision of OAIP (Ordinarily Available Inclusive Provision). This ethos is based on the belief that the majority of children will have their needs met through universal and mainstream services guided by an ethos of best practice and reasonable adjustments. Further guidance can be found by clicking this link [gm-oaip-2025-2026.pdf](#)

### **How are staff trained to support children with SEND?**

Within school, all teachers and support staff have access to training using the online portal 'School bus' as well as opportunities to complete training offered by the local authority.

The SENCO is due to start the NPQ in September. The SENCO's role is to support the class teacher and TAs in planning and providing support for pupils with SEND. All support staff are trained to support the needs of children with SEND. Regular SEND training sessions are led by the SENCO on writing effective APDRs/learning plans and appropriate training is sought and put in place staff to support children of all needs. We have also recently moved to using a new provision mapping system- TES provision- to oversee all of the needs of the children and ensure appropriate support is in place for each child. Training sessions are also run weekly for TAs focusing on good SEN practice.

If specialist support is required, the school is able to request support and advice from the outreach team and Bury's community of practice team run by Bury council. They are also able to access Bury council's Graduated response toolkit that will signpost them to support and intervention ideas based across the four areas of need.

### **How do we consult and involve parents and carers of children with SEND?**

At Lowercroft, we value the role of parents and carers and believe that strong links are vital to ensure that children's needs are best met. In order to ensure clear communication and partnership the school provides:-

- An open door policy whereby parents are welcome to speak to the class teacher, SENCO or Head Teacher at any time
- Regular review meetings
- Targets are sent home and agreed
- Meetings, discussion and feedback linked to involvement from outside agencies

### **How do we consult and involve pupils with SEND?**

Children are given opportunities to share their views about SEND by:-

- Discussion during interventions with a member of staff
- Pupil Passports - children to share what helps them with their learning and what they find difficult
- Involvement in Annual Reviews - children share their views and attend the meeting (if appropriate)

### **How does the Governing Body involve other bodies in meeting the needs of the pupils with SEND and in supporting families?**

The link SEND Governor can be contacted via the school office email: [lowercroft@bury.gov.uk](mailto:lowercroft@bury.gov.uk). Please mark any emails for the attention of SEND Governor.

School has links and access to many outside agencies which provide specialist support. Examples of these are:-

- School Nursing Team
- Visual and Hearing Impairment Team)
- Bury's community of practice team (we are in Bury West)
- CAMHS
- Early help
- First Point
- Social Services
- Speech and Language Service

#### **What arrangements are made for supporting pupils with SEND in a transfer between Key Stages?**

Lowercroft recognises that the transition into the Foundation Stage, Key Stage One, Key Stage Two and then onto Key Stage Three (High School) can cause some anxiety and apprehension for both children with SEND and their families. At Lowercroft we provide an enhanced transition process for children with SEND which ensures all information is passed onto the relevant members of staff.

Enhanced transition for children starting in Foundation Stage:-

- Visits to the child's current setting by the class teacher, SENCO and support staff
- Meetings with relevant staff at current setting to gather information about the child
- Transition photo books for the child to take home over the summer, including photographs of the environment, staff members etc
- Visits to the Reception classroom to become familiar with the surroundings, the staff and other children

Enhanced transition for children moving into Key Stage One and Two:-

- Additional visits to the classroom to become familiar with the surroundings, the staff and other children

- Transition photo book for the child to take home over the summer, including photographs of the environment, staff members etc
- A transition pupil progress meeting in the summer term to discuss progress, needs and strategies that work.

Enhanced transition for children transferring to High School:-

- For pupils with an EHCP, a transition plan will be created during the Annual Review
- High School SENCO to attend the EHCP Review
- Opportunities for the child to visit the High School prior to the main transition day for all children

**Where will I find contact details of support services for parents of pupils with SEND?**

Please refer to the information set out in Bury Local Authority's "Local Offer". Available at [www.theburydirectory.co.uk](http://www.theburydirectory.co.uk)

A link to the Authority's local offer is also available on the school website at [www.lowercroft.co.uk](http://www.lowercroft.co.uk)

**What should I do if I have a complaint in relation to the SEND provision at Lowercroft?**

All complaints will be dealt with as sensitively and swiftly as possible. Initially the SENCO should be contacted and then the nature of the complaint will determine the course of action to be taken and the people involved. Wherever possible the complaint will be dealt with by the SENCO, but it may be necessary to involve other staff, the Head Teacher and the Governing Body.

Should a formal complaint be made to the Governors or Head Teacher, the Complaints Policy should be followed. A copy of this is available on the school website. The nature of the complaint will be discussed with the SENCO and appropriate action taken. If necessary other relevant agencies will be consulted. A response to a formal complaint will be made as soon as possible after investigation and full consultation has taken place.

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