



**The Lowry Academy**

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# **SEND Information Report**

## **2022 - 2023**

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<b>Author</b>	Assistant Principal SEND		
<b>This Review</b>	September 2022	<b>Next Review</b>	September 2023

Governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published must be updated annually and any changes to the information occurring during the year must be updated as soon as possible. (Special Educational Needs and Disability Regulations, 2014)

### **1. The kinds of special educational needs for which provision is made at the school:**

The Lowry Academy is an inclusive school that welcomes all who wish to attend whilst recognising that some face barriers to attendance, participation and achievement. As a school we welcome students with SEND in relation to all four areas of need recognised in the SEND code of practice, namely cognition and learning, social, emotional and mental health, physical and sensory, and communication and interaction.

The Lowry Academy will: - inform children and young people with SEND so that they know precisely where they are in their learning and development; - ensure that decisions are informed by the insights of parents and those of children and young people themselves; - have high aspirations and set stretching targets for them; - track their progress towards these goals; - keep under review the additional or different provision that is made for them; - and to ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.

High quality teaching is that which is scaffolded and personalised to meet the needs of the majority of children and young people. Some children and young people need something additional to or different from what is provided for the majority of children; this is special educational provision and The Lowry Academy will use their best endeavours to ensure that provision is made for those who need it. Special educational provision is underpinned by high quality teaching.

Admissions Arrangements (See also School policy/general admission arrangements and School Prospectus)

All schools and Academies must admit students with SEND without an EHC plan. They should admit students with already identified SEND, as well as identifying and providing for students not previously identified as having SEND. Students with SEND, but without EHC plans, must be treated as fairly as all other applicants for admission. Students with an EHC plan will have places allocated through the Local Authority's SEND Panel process.

### **2. Information, in relation to mainstream schools and maintained nursery school, about the school's policies for the identification and assessment of students with SEND:**

The Lowry Academy assess each student's current skills and levels of attainment on entry (this includes the use of reading/ spelling tests). Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all students. Where students are falling behind or making inadequate progress given their age and starting point they will be given extra support.

Adequate progress can include progress which:

- is similar to that of peers starting from the same baseline;
- matches or betters the child's previous rate of progress;
- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider.

Where students continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENDCO, will assess whether the child has a specific learning difficulty. Where this is the case, then there should be agreement about the SEND support that is required to support the child. Parents will be fully informed by the school and they (the young person) will be involved in the planning to meet the need. Identification will include the use of high quality formative assessment. For higher levels of need, The Lowry Academy has arrangements in place to draw on more specialised assessments from external agencies and professionals.

**3. Information about the school's policies for making provision for students with SEND, whether students have EHC plans, including:**

a) How the academy evaluates the effectiveness of its provision for such students

- Assessment information/progress rates pre and post interventions
- Analysis of attainment and progress data for children with SEND across the school, by class, year group, subject area
- Analysis of outcomes for children who have received interventions compared with that of those who haven't
- Trends over time of closing the gap between children with SEND
- The impact of the support provided, along with the views of the student and their parents, will feed back into the analysis of the student's needs.
- The class or subject teacher, working with the SENDCO, should revise the support in light of the student's progress and development, deciding on any changes to support and revised outcomes in consultation with the parent and student.

Students will be removed from the SEND register at support level when they have progressed to a level whereby their needs can be met through quality first teaching using classroom differentiation and scaffolding. This decision will be discussed with staff and parents/carers. Students who are being removed from SEND Support will be placed at monitor level.

b) The academy's approach to teaching students with SEND

When planning and teaching the National Curriculum, all teachers must set suitable learning challenges, respond to students' diverse learning needs and overcome potential barriers to learning and assessment. All students have the opportunity to experience success in learning and achieve as high a standard as possible. Teachers plan suitable learning for students with attainments significantly above or below the expected key stage levels.

All teachers:

- set high expectations and provide opportunities for all to achieve
- take account of legislation requiring equal opportunities
- take specific action to create effective learning environments, secure students' motivation and concentration, provide equality of opportunity, use appropriate assessment and set targets for learning.

### **Children with SEND**

Teachers:

- take account of the type and extent of a student's special educational needs in planning and in assessment
- provide support for communication, language and literacy needs
- plan, where necessary, to develop students' understanding through the use of all available senses and experience
- plan to enable children to take full part in learning, physical and practical activities
- help students to manage their behaviour, to take part in learning effectively and safely and, at key stage four to prepare for work
- help individuals to manage their emotions, particularly trauma and stress, and to take part in learning

For students with particular learning and assessment requirements, teachers support individuals and groups to enable them to participate fully in curriculum and assessment activities.

The school provides a wide range of educational and extra – curricular activities taking account of varying capabilities and interests.

- Teaching assistants and SEND staff attend school trips enabling all students to be involved.
- Parental advice and expertise will always be sought where necessary as part of Health Care plans and in providing consent for students to attend educational visits and school trips.

### **Children with disabilities:**

Not all students with disabilities necessarily have special educational needs. Teachers take action however, to ensure students with disabilities are able to participate as fully and effectively as possible in the National Curriculum and statutory assessment arrangements. Potential areas of difficulty are identified and addressed at the outset, without the need for disapplication.

Teachers:

- plan for enough time for satisfactory completion of tasks
- plan opportunities where needed for the development of skills in practical aspects of the curriculum
- identify aspects of programmes of study and attainment targets that may present specific difficulties for individuals

The Lowry Academy uses information from KS2 testing, reading age data. Students can move between groups based upon their progress.

c) How the school adapts the curriculum and learning environment:

Differentiation by:

- Grouping – small group/1:1/ability/friendship /peer partners/cross-age tutors
- Lesson format – thematic units/games, simulations, role-plays, discovery learning Pace
- Alternative recording methods – scribing, use of ICT, mind-mapping, photographs etc.
- Outcome
- Materials
- Support level
- Reward

d) Additional support for learning that is available for students with SEND:

- Reading group Literacy/ numeracy intervention
- Use of ICT
- Deployment of teaching assistants
- Liaison with external professionals

e) Activities that are available for students with SEND in addition to those available in accordance with the curriculum:

Please refer to the Local Offer <http://www.salford.gov.uk/localoffer.htm> for a list of the extra-curricular activities available for all – these are accessible to any child who wants to attend subject to the reasonable adjustment duty.

f) Support is available for improving the emotional and social development of students with an SEND Staffed Inclusion hub; this is open before school, at break and at lunch. It is open at lunch to students who prefer a quieter environment during the above times

**4. Contact details of the SENDCO- Mrs J Travis, SEND Co-ordinator, [jennifer.travis@lowryacademy.org.uk](mailto:jennifer.travis@lowryacademy.org.uk) 0161 529 2032**

**5. Information about the expertise and training of staff in relation to CYP with SEND and about how specialist expertise will be secured:**

What training have the staff supporting children with SEND had or having?

- All staff in the academy have received training in quality first teaching and scaffolding teaching to support students with additional needs in the last year
- Literacy: We have staff trained in Catch up literacy, guided reading, toe by toe, accelerated reader, dyslexia.
- Numeracy: We have staff trained in Catch up Numeracy, understanding dyscalculia,.
- Emotional and behavioural Support: We have staff trained in counselling who deliver SEMH support groups. Further to this, our support staff have attended a range of training to support young people including mental health first aid, anger management, emotional intelligence, and one step ahead behaviour training
- Social Stories are used to support the behaviour, communication and interaction of some of our students who find those unspoken social rules difficult to understand.
- Speech & Language: Staff are trained in delivery of ELKLAN.

**6. Information about how equipment and facilities to support CYP with SEN will be secured:**

As stated in the Equality Act 2010; the duty to make reasonable adjustments is an anticipatory duty i.e. it applies not only to disabled students who are already at a school but also to disabled students who may be admitted in the future. This does not mean schools have to anticipate every possible auxiliary aid and service that might be required by current or future disabled students, but that they should anticipate those auxiliary aids and services which it would be reasonable to expect may be needed.

Auxiliary aids that could be provided include:

- A piece of equipment
- Extra staff assistance for disabled students
- An electronic or manual note taking service
- Induction loop or infrared broadcast system
- Videotapes
- Audio-visual fire alarms
- Readers for people with visual impairments
- Assistance with guiding

If you have any further queries relating to the provision/ adaption of equipment please contact the SENCO.

**7. The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child:**

- Meetings/ telephone calls/ email (or other preferred method) to keep parents fully informed
- Use of parental surveys and questionnaires
- Parents Evenings/School reports
- Review of EHCPs
- Student profiles

**8. The arrangements for consulting young people with SEND about, and involving them in, their education:**

- Student Council with representatives from all year groups regardless of ability
- Use of student surveys and questionnaires
- Students are involved in writing their own Student Profiles under the guidance of the SENDCO or designated teaching assistant. These are shared with all teaching staff so that they are fully informed of students' needs and helpful strategies to use in the classroom.

**9. Any arrangements made by the Local Governing Board (LGB) or the proprietor relating to the treatment of complaints from parents of students with SEND concerning the provision made at the school:**

If you have any complaint about the Special Educational Needs provision for your child, or about Special Educational Needs provision generally, in the first instance please speak to the SENDCO. If there is still no resolution, the Principal will become actively involved.

If the matter is still not resolved, the complainant must put their complaint in writing for the attention of The Chair of Local Governing Board, The Lowry Academy, Hilton Lane. Worsley, Manchester M28 0SY.

Should the issue remain unresolved, you should contact your local Parent Partnership who will make arrangements with a view to resolving disagreements between parents and the academy or by helping to liaise with the Local Authority to reach a solution.

In the unlikely event that the matter is still not resolved, the parent can take the complaint to the Local Authority Complaints Officer and ultimately to the Ombudsman/Secretary of State.

**10. How the School Improvement Board involves other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of students with SEND and in supporting the families of such children:**

The Lowry Academy works closely with a range of external professionals including regular contact with: Educational Psychologists; Advisory Teachers; Speech and Language Therapists; Counsellors; CAMHS; Educational Welfare and Social Services.



Early Help Assessment meetings held and organised by KS3/ KS4 Pastoral leads under the guidance of the designated leads for safeguarding

**11. The contact details of support services for the parents of students with SEND, including those for arrangements made in accordance with clause 32:**

Parent Partnership  
Unity House  
Salford Civic Centre  
Chorley Road  
Swinton  
M27 5AW 0161 778 0538

Statutory Assessment Team  
Burrows House  
10 Priestley Road  
Wardley Industrial Estate  
M28 2LY 0161 778 0410

Learning Support Service (LSS)  
c/o Moorside High School  
57 Deans Road  
Swinton  
M27 0AP 0161 607 1671

Educational Psychology Service  
Burrows House  
M28 2LY  
0161 778 0476

Children with Disabilities Social Work Team  
Salford Civic Centre  
Chorley Road  
Swinton  
M27 5DA 0161 793 3535

Starting Life Well 0161 793 3275	New Directions (the Joint Learning Difficulty Team within Adult Services) 0161 793 2286	Transition Coordinator 0161 793 2298
City Skills Sixth Form Centre - 50 Frederick Road, Salford, M6 6QH	Eccles Sixth Form Centre - Chatsworth Road, Eccles, Salford, M30 9FJ	Connexions 0161 603 6850
Pendleton Sixth Form Centre - Dronfield Road, Salford, M6 7FR	Walkden Sixth Form Centre - Walkden Road, Worsley, Salford, M28 7QD	FutureSkills – Dakota Avenue, Salford, M50 2PU
Key Stage 2 - Key Stage 3 Educational Psychology 0161 778 0476 LSS 0161 607 167	Key Stage 3 - Key Stage 4 Educational Psychology 0161 778 0476 LSS 0161 607 167	Key Stage 4 - Key Stage 5 and beyond Educational Psychology 0161 778 0476 LSS 0161 607 167

**12. The contact details of support services for supporting students with SEND in transferring between phases of education or in preparing for adulthood and independent living:**

- Transition meetings are held with primary schools in which we discuss all children and their strengths and difficulties – these meeting highlight children requiring additional support.
- At all key transitional points the SEND team offer support to ensure that appropriate provision is available to make the transition as smooth as possible, for example the SENDCo is available to attend and advise at options interviews in Year 9 and can offer support and advice when decisions are being made for Post 16 pathways.
- When students encounter a transition between school post year 7 we liaise with the school and any agencies involved to gather pertinent information.
- We liaise closely with Post 16 establishments to pass on relevant information and where necessary arrange transition sessions. Support can be offered for college assessments and interviews.
- Our careers advisors will attend Annual Review Meetings in year 10 and 11 to help prepare young people for their future. They will also arrange meetings with the young people in school to offer advice and support.
- We can liaise with the transport team to arrange independent travel training where appropriate.
- Information sharing when a child moves on is prompt and detailed in order for their needs to be met and for support and provision to be in place. This will include details of support and provision currently in place in order for a new school to implement a similar support package.

For any child with a disability not already known to Social Services who you think needs a service from them to help support transition at any stage, you need to refer to the Multi Agency Safeguarding Hub (MASH)  
0161 603 4500

For any child with a disability who is already in receipt of Social Services and needs Social Care help to support transition at any stage support, contact the Children with Disabilities Team  
0161 793 3535

**13. Information on where the local authority's local offer is published:**

The Local Offer in Salford (LOIS) can be found at this location: [www.salford.gov.uk/localoffer.htm](http://www.salford.gov.uk/localoffer.htm)