

SEN Information Report 23/24

What is a SEN information report?

Under the Children and Families Act 2014, the governing body or proprietor of maintained schools, maintained nursery schools and academy schools must publish information on their websites about the implementation of the setting’s policy for pupils with SEN. This information should be updated annually, with any changes to the information that occurs through the year being updated as soon as possible. The information that is required is set out in the Special Education Needs and Disability Regulations 2015 and is covered in Chapter 6 of the Special Education Needs Code of Practice 2015.

Key Contacts

Principal: Mrs Claire Coy

SENDCo: Mrs Jennifer Travis (email: jennifer.travis@lowryacademy.org.uk)

SEND SLT Link: Mrs Rosie Aylward

Local Offer:

<https://directory.salford.gov.uk/kb5/salford/directory/localoffer.page?localofferchannel=0>

What are the main additional needs at The Lowry Academy?

As SEND identification is fluid and not always static, as of October 2023, The Lowry Academy has 885 students on roll. 113 students are on our SEND register (13%). 11 students (1.5%) have an Education, Health and Care Plan (EHCP) and 87 students (10%) have SEND Support (K). A team of eight teaching assistants, including two higher level teaching assistants (HLTAs) act as key workers for these students.

	On roll	SEMH	C&L	C&I	S&P	EHCP	Boys	Girls	TOTAL	% of Year Group
Year 7	107	5	0	13	1	0	9	10	19	18%
Year 8	198	7	7	11	3	5	18	10	28	14%
Year 9	211	8	4	10	0	3	15	7	22	11%
Year 10	183	9	3	8	0	2	10	9	20	11%
Year 11	187	9	6	6	1	2	18	6	24	13%
TOTAL	886	33	20	37	4	11	61	35	113	13%

Our highest area of need is Communication and Interaction, due to students identified with Speech and Language difficulties. Social, Emotional and Mental Health is our second highest level of need with a number of students being diagnosed with ADHD and anxiety. As per the national trend, we are noting increasing numbers of students who, at some point during their time at The Lowry Academy are experiencing Social, Emotional and Mental Health (SEMH) concerns. In our context as an high disadvantaged school, (84% of our students are from the top 20% highest levels of income deprivation, with 62% in the top 10% highest levels of income deprivation), we believe that the life experiences some of our students have inevitably result in trauma, meaning we have a much higher need for SEMH support than most other schools.

The national average for 2022/23 for EHC plans was 4.3% of pupils, and 13% SEND Support. The percentage of students within The Lowry Academy who have SEND, based on the National Average, suggests the Academy has an average number of students at SEND Support (K). **We have 7 EHCP assessments in progress with the Local Authority - we expect these applications to be successful, therefore, our number of students with an EHCP will increase this academic year.**

How are SEND students and disabled students admitted to (school)?

- Students with additional needs will apply to The Lowry Academy via the usual admissions process as outlined in our Admissions Policy.
- Students with an EHCP will apply during their Annual Review process and transfer phase during year 6, with guidance from the Salford Local Authority SEND team.
- No student will be refused admission to The Lowry Academy based on his or her special educational needs. In line with the Equality Act 2010, we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.
- Jennifer Travis (SENCO) is frequently consulted in advance of applications by parents of students with SEND and is always willing to offer advice.
- Students with SEND who are offered a place are visited in their Primary settings (or contact is made with their previous settings) and their needs discussed with parents and teachers in order to ascertain appropriate provision.
- Where Salford Local Authority proposes to name The Lowry Academy in an EHCP, made in accordance with section 324 of the Education Act 1996, the Academy will be sent a consultation and will outline whether the student's needs can be met and whether a place will be offered or not. If it is deemed that it would be incompatible with the provision of efficient education for other children, this will be outlined in the consultation response to the Local Authority.
- The Lowry Academy will admit any child in whose EHCP it has been appropriately named. In deciding whether a child's inclusion would be incompatible with the efficient education of other children, the Academy shall have regard to the relevant guidance issued by the Secretary of State to maintained schools.
- The Lowry Academy welcomes any requests to visit our site to ensure we can meet individuals' needs (with advice as necessary from health professionals on suitability)

How are additional needs identified at The Lowry Academy?

There are a range of methods on how potential additional needs are investigated and determined. Classroom teachers and pastoral staff can submit referral requests to the SEND team. Follow up observations, screening and collaboration between teachers and parents are likely to occur to identify any potential further needs.

Often parents may identify certain traits at home, as such we welcome contact from parents to discuss needs further. We will always listen to parental concerns.

If students have previously been identified with additional needs, this information will be shared with the SENCo during transition meetings prior to students starting with us in September, by primary school staff. Individual SEND folders will also be passed onto the SEND department.

As an educational setting, we cannot diagnose neurodevelopmental conditions, medical needs or mental health issues. In these cases, if there is enough evidence and it is deemed appropriate that

the young person meets the referral criteria, the SENCo will complete external referrals for further specialist investigations. The following agencies can be referred to: Community Paediatrician, CAMHS, Neurodevelopmental Pathway, Occupational Therapy, Speech and Language service and Educational Psychology service.

As part of the investigation process into whether a student has additional needs, the Academy will review a range of data to gain a holistic understanding of the student, this includes, but is not limited to academic progress, attendance, behavioural incidents and social interaction.

We can provide internal testing to build up a greater picture of a student's cognitive profile. Testing can include screening for dyslexia, dyscalculia, visual stress, reading and spelling ages. We also use our summative assessment data to inform proactive assessment of needs – for example, at key points throughout the year, we identify students that are not making progress in certain subject areas over-time, ascertain why these learning gaps have occurred and investigate possible SEND through a variety of cognitive assessments. We also use Speech & language screening tests for our incoming Year 7 to identify possible Communication & Interaction needs.

We follow the statutory guidance and definition from the DfE Code of Practice on whether a student is identified as SEND, based on this if a student has lower than expected progress, this will not automatically identify them as SEND. As part of the identification process, strong communication to classroom teachers is crucial. The SEND team share all key findings, whether from internal or specialist external reports, to students' classroom teachers via students' electronic records, the SEND Register and email communication.

SEND Provision at The Lowry Academy

Intervention and provision at the Academy falls into the three differing waves. This provision will be determined by the individual need and progress of a student. In most cases students will access Wave 1 and Wave 2 interventions before they are placed in Wave 3 intervention, as per guidance from the Code of Practice and the graduated response. The Academy follow the latest research in effective SEND support from the EEF, which states quality subject specialist teaching is the most effective support strategy. With this research, the majority of SEND students within the Academy attend all timetabled lessons. Our training and expectations from classroom teachers ensures that all teachers are aware of students' individual needs and have the necessary tools to support students successfully. Our Teaching and Learning policy and values of Rosenshine's Principles and Doug Lemov's Teach Like a Champion are incredibly well researched and proven pedagogical strategies which work in harmony with supporting students with SEND. Our Lowry lesson structure of "Teach, Check, Practice" ensure that all students learning is rigorously "checked" at several points throughout a lesson, therefore meaning students with SEND are consistently supported if they require it.

There are a range of set timed interventions which are run by our SEND team, as well as subject specialist tutors. Interventions offered at the Academy include: a bespoke Literacy Intervention Wave programme, where the level of intervention increases according to the severity of need and student's specific reading gaps are addressed, Step-up (extra English and Maths), 1-1 counselling, and access to The Link for anger management and anxiety management. Whether a child is identified as SEND Support or has an EHCP, the intervention offered to them will be personalised and based upon the graduated response of assess, plan, do and review.

Provision is evaluated on the progress of the student and whether it is achieving the desired outcomes. All interventions carry out an entrance and exit assessment to measure a students' progress during the dedicated sessions for that intervention. Progress within the classroom is also measured and considered to review its success.

We are committed to removing barriers to allow access to a broad, engaging and supported curriculum. High quality teaching is our first step in responding to students with SEND. This will be differentiated for individual students. Support and provision will vary according to the individual needs of students and is based on what outcomes are to be achieved for that student. The following support is available to every student with SEND:

- Key worker
- Pupil passport (equivalent of an IEP)
- Form time organisation/pastoral support
- In-class teaching assistant support
- Home-school communication log
- Coloured overlays
- Laptops to use in class
- Reset
- Supported homework club after school
- Link access for SEND students at break and lunch times

*For certain students, reasonable adjustments need to be made for their medical diagnosis, such as uniform or the curriculum. These adaptations will be reviewed regularly, and targets set to minimise them.

Examples of Reasonable Adjustments to Support SEND Students

<p>Cognition and Learning</p> <p>Wave 1 Quality First Teaching</p> <ul style="list-style-type: none"> - Break larger tasks down in to chunks - Teach specific memory techniques - Provide cream books/ coloured overlays - Use vocabulary maps - Prepare key word mats/ simplified knowledge organisers - Use of assistive technology - Provide access arrangements: reader/ scribe/ extra time/ rest breaks/ read aloud <p>Wave 2</p> <ul style="list-style-type: none"> - Literacy interventions: Lexonic small group intervention, 1-1 reading, reading enrichment, Lexia. - Numeracy interventions: Direct Instruction, Ninja Numeracy, Dyscalculia small group intervention <p>Wave 3</p> <ul style="list-style-type: none"> - Learning Support Service – Specialist Teacher advice & bespoke programme of support - Educational Psychologist assessment & bespoke programme of support <p><u>Subject Specific Examples</u></p> <p>MFL <i>Speaking skills 25% - choral response, repetition</i></p> <p>English <i>Use of Sparx Reader to support acquisition of vocabulary</i> <i>Digital Theatre can be used as visual aid to reading scripts</i> <i>Maths – increased “teach, check, practice” cycles to ensure new information is taught in small steps.</i></p>	<p>Social Emotional and Mental Health</p> <p>Wave 1 Quality First Teaching</p> <ul style="list-style-type: none"> - Allow use of fidget toy - Use an individualised reward system - Agree discrete communication/non-verbal signs for behaviour feedback - Agree /plan for an alternative to calling out - Extra preparation for transitions between activities - Encourage sensory break/ movement break before escalation of behaviour - Complete Reducing Anxiety Management Plan (RAMP) - Provide access arrangements: discrete provision/ rest breaks / prompter <p>Wave 2</p> <ul style="list-style-type: none"> - Anger Management small group intervention - Starving The Anxiety Gremlin programme - Self Esteem workshops <p>Wave 3</p> <ul style="list-style-type: none"> - In-school counsellor - I-Reach mental health practitioner - 42nd Street mental health practitioner - Educational Psychologist assessment & bespoke programme of support <p><u>Subject Specific Examples</u></p> <p>MFL <i>Targeted identification – use of ‘clarifiers’</i> <i>Active learning, allowing movement- chanting</i></p>
<p>Communication and Interaction</p> <p>Wave 1 Quality First Teaching</p> <ul style="list-style-type: none"> - Actively teach social skills - Directly teach non-verbal cues - Provide visual checklists/ graphic organisers - Provide talking stems - Provide non-verbal communication cards - Create and practice social stories - Provide access arrangements: discrete provision/ rest breaks / prompter <p>Wave 2</p> <ul style="list-style-type: none"> - Social communication groups – LEGO Therapy - ELKLAN trained staff support <p>Wave 3</p> <ul style="list-style-type: none"> - Learning Support Service – advice & bespoke programme of support 	<p>Sensory and/or Physical</p> <p>Wave 1 Quality First Teaching</p> <ul style="list-style-type: none"> - Allow use of fidget toy - Encourage sensory / rest / movement breaks - Allow use of word processor for longer writing tasks and in-class assessments/ exams - Provide coloured overlays - Allow extra time / private changing - Follow advice from OT/ physiotherapy - Provide access arrangements: discrete provision/ rest breaks / prompter <p>Wave 2</p> <ul style="list-style-type: none"> - Handwriting skills - Sensory Circuits <p>Wave 3</p>

- Educational Psychologist assessment & bespoke programme of support
- Salford Speech and Language Therapy – assessment & advice

Subject Specific Examples

MFL

Teach active listening skills

English

Reading scripts aloud – turn & talk (social skills)

- Educational Psychologist assessment & bespoke programme of support
- Physio / OT/ paediatric care plans

Subject Specific Examples

PE

Private changing

Maths

Dyspraxic students – manipulation of compass. Use of TA support / scribe in-class. Further advice to be sought from LDA & occupational therapist as needed.

Access Arrangements

<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/>

Access Arrangements allow students with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes and Braille question papers. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make ‘reasonable adjustments’.

At The Lowry Academy we endeavour to ensure that students who require access arrangements receive them. This is based on diagnostic testing as well as collating evidence of a history of need and a student’s normal way of working. The SEND team work closely with teaching staff in completing the appropriate file notes, evidence or application to the Awarding Bodies.

Students are monitored and assessed using a body of evidence in support of the access arrangements needed. Standardised assessments are also used to form these judgements. JCQ guidance is adhered to when making applications for access arrangements.

How are students with SEND assessed, with regards to their provision and how is further provision determined?

Regular monitoring of the quality of provision for all students, including those with SEND, follows the academy’s assessment and monitoring calendar. In addition, the cycle of Assess, Plan, Do and Review ensures that students with SEND have their individual provision reviewed regularly, at least termly. As part of this graduated approach, parent and student voice are integral to the review.

Across all curriculum areas, student progress is tracked termly and where students are not making sufficient progress additional information is sought and appropriate action taken. Curriculum Leaders are also encouraged to evaluate the provision for students with SEND as part of their ongoing quality assurance measures. Any concerns are to be raised with the SENCo. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate student progress and to meet student needs. Where little or no progress is made, despite consistent intervention over at least a 12 week period, additional advice may be sourced from external specialists as required (for example, Educational Psychology, Speech and Language or CAMHS).

What training do staff undertake at The Lowry Academy to support students with SEND?

All classroom-based staff have completed/ engage in:

- Induction training
- SEND systems / where to find information
- Identification of dyslexic students and classroom strategies
- The use of visual strategies in the classroom to support SEND students' spelling and working memory
- Daily Communications updating on key students
- Early intervention and safeguarding
- Individualised planning for students with SEND (using Pupil Passports)
- Solution focused drop-in sessions and consultation with the Educational Psychologist and / or SENCo for identified individuals or groups of pupils
- De-escalation strategies for challenging behaviour
- SEND and behaviour workshop
- how to support pupils with SEND within the disruption free learning system
- Collaborative meetings with Curriculum Leaders in response to areas for development (access arrangements, curriculum planning, SEND focused learning walks, book looks and student voice).

We also have a number of staff with specific training in the following areas:

- ELKLAN (Speech and Language)
- Lexonic (literacy intervention)
- TALC Assessment
- LEGO Therapy
- Mental Health first aid
- Zones of Regulation
- Emotionally Based School Avoidance Pathway (EBSA)

How are students with additional needs encouraged to take part in the wider school offer and learning opportunities?

The Lowry Academy ensure that every student can develop new skills, talents and character outside of the curriculum. We offer a variety of clubs including multiple sports, performing and creative arts, cooking, computing and technology. The timetable changes each term. Regular attendance to clubs and activities is necessary for student development both academically as well as emotionally and socially. Students with SEND can be supported by their key worker as needed to plan their attendance. The Academy will ensure that any barriers will always be attempted to be overcome.

Student Leadership Our Student Leadership programme supports this value, offering students the opportunity to take an active role in academy life, improve their confidence and further expand their knowledge and experience - all crucial to ensuring their success when they eventually depart for

further education and/or the world of work. Students with SEND are represented in all areas of our Student Leadership teams.

What Social, Emotional and Mental Health provision is there at The Lowry Academy?

The Lowry Academy's Vision

We aspire to become a mentally healthy school: one that adopts a whole-school approach to mental health and wellbeing. Our whole-school approach will involve all parts of the academy working together and being committed. We will develop partnership working between senior leaders, teachers and all school staff, as well as students, parents, carers and the wider community.

As part of the **Thrive in Education model**, we will provide targeted support for young people's emotional health and wellbeing. This model offers a co-ordinated response with multi agency joint working and a dedicated 'mental health support team' (MHST). The model was developed in response to the Mental Health in Education Green Paper.

The Lowry Academy's Senior Mental Health Lead is Leanne Earle, Assistant Principal. Please email leanne.earle@lowryacademy.org.uk if you have any questions or comments.

The Lowry Academy Mental Health & Wellbeing Initiatives and Interventions - Our Offer:

- Staff Wellbeing Committee – voluntary members across both teaching and support staff
- Emotionally Based School Avoidance (EBSA) pathway - Collaboration between the following services will offer support to school staff, parents, and young people who are struggling to attend school: Education Welfare Service, Early Help Team, Educational Psychology Service, Primary Inclusion Team (PIT), CAMHS (including iReach), Place2Be and 42nd Street
- In-school counselling - students can be referred for emotional support via their Head of Year
- Anger Management – small group intervention which runs weekly for a 6 week period
- Anxiety Management – small group intervention which runs weekly for a 6 week period
- Bespoke SEND support – as required
- Link Access - offered to students in need every lunchtime - provides a safe and nurturing indoor space supervised by a member of our teaching assistant team
- Other key partners: 42nd Street, Salford CAMHS, iReach, Salford Educational Psychology Service, CityWall, Early Help, IYSS.

*All students that access the small group interventions are baselined using the Strengths & Difficulties Questionnaire (students, parent, teacher views). These are repeated at the end of the 6 week intervention to assess impact.

See Appendix 1 – SEMH Triage System

How are students and families included in the decision making?

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with them, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the Academy and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the Academy endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At The Lowry Academy we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child.
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education.
- Understand procedures and documentation.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decisionmaking process about special educational provision.
- Parents/carers of a child with SEND support will have the opportunity to meet with their keyworker at least 3 times a year formally. The SENCO is happy to meet with parents/carers, whenever possible.
- Parents/carers of a child with SEND support will have the opportunity to attend half-termly coffee afternoons to meet in a supportive and informal environment with other parents / carers, the SENCO, members of the Senior Leadership and wider SEND / Pastoral team, a representative from SIASS and an Educational Psychologist (dependent on availability).

Salford Information, Advice and Support Service (SIASS)

SIASS offer free information, impartial advice and support to children, young people and parents about special educational needs and disability, including matters relating to health and social care.

<https://directory.salford.gov.uk/kb5/salford/directory/service.page?id=wLi8jdfvhZU&localofferchannel=8>

How are transition periods managed at The Lowry Academy?

The transition for a child with special educational needs and or disability (SEND) or an emerging concern which is being supported by a short-term plan will require some additional planning to ensure that it is smooth and successful.

Primary school transition

The Academy works closely with its primary partners to ensure the transparent handover of information for students with SEND. Transition visits are planned according to individual needs. Additional visits are arranged through our Stepping Stones program for those with SEND needs. The SENCO can attend EHCP annual reviews at Year 6, on request. Parents are also invited to make one to one appointments with the SENCO at the Academy to discuss individual needs in more depth and to tour the Academy on a 'normal working day'.

In Year 7, most students will enter mixed ability groups; a small number of vulnerable children may need extra support in the transition from primary school to cope with the demands of moving about a larger building, changing subjects and teachers and generally being part of a large community. There is a facility for these students to be allocated to a smaller 'nurture' class for Year 7 which has smaller student numbers and access to a full-time teaching assistant. This allows students time to settle into a larger mainstream environment. Students are able to move into or out of the nurture class as necessary.

Post 16 transition

Students with SEND can be supported on an individual basis to include them in additional transition support / visits to post 16 settings.

How is the provision and support of students with SEND evaluated at The Lowry Academy?

Impact is measured by:

- Analysis SEND progress & attainment
- Analysis of SEND attendance
- Decreasing SEND suspensions
- Evidence of reasonable adjustments becoming more consistent with all staff (QA of T&L)
- Alignment of SEND T&L work with whole school T&L priorities
- SEND student voice captures
- Feedback from parents, students and teachers as part of the graduated response
- Progress in books through work scrutiny – do students with SEND know more and remember more?

SEMH Triage System – The Lowry Academy

