



Lowerhouse – Inspiring a lifelong love for learning!

Lowerhouse Junior School Local Offer 2024 - 2025

Lowerhouse Junior School is a Mainstream Junior School for children aged 7-11. We value, include and hold high expectations for every child. We provide a broad and balanced curriculum and Quality First Teaching to enable all children to reach their full potential. We can offer a supportive and knowledgeable Leadership Team to support the needs of the children.

Support for Children

We are an inclusive school that welcomes and celebrates diversity. All staff believe that having high self-esteem is crucial to a child's emotional well-being and academic progress. We have a caring and understanding team who look after all of our children. Extra support will be provided for children who need intervention. Specialist Intervention is delivered where necessary with trained members of staff. Regular assessments of progress are carried out and next steps identified and shared with all concerned. Strategies from advisory teachers are in place and monitored regularly. Specialist training is undertaken by staff for specific areas of needs identified.

1. How does the school know if my child needs extra help?

We have a number of methods to help us identify if a child needs extra help.

These include:

- Information from your child's previous school.
- Observations both in and outside the classroom.
- Specific assessments conducted by the SENDCo and monitoring of progress
- The Class Teacher/SENCO/Head Teacher visiting the feeder Infant School to observe your child and speak to their class teacher and support staff.
- Information from other services who have worked with your child, for example a speech and language therapist.
- Information from SEND experts visiting school and observing the child and providing strategies to overcome barriers to learning.

- Home Visits (if deemed appropriate) when your child initially starts our Junior school to discuss any worries or concerns (information sharing). This information will be used to ensure that we meet any additional needs your child may have. Once your child is in school, we will monitor their progress and development to ensure they are meeting their own personal goals. If we have concerns about how your child is progressing, we will always discuss this with you, as a parent/guardian in the first instance and we may ask other professionals, with your permission, to give advice and support. Following the assessments from any outside agencies (Speech and Language etc.) strategies are implemented into the school day to ensure your child overcomes any barriers to their learning.

2. What should I do if I think my child may have Special Educational Needs?

We feel it is important to identify needs as early as possible. Concerns can be raised with your child's class Teacher and they will always be taken seriously. The Class Teacher will communicate with the SENDCo to consider next steps and strategies to support your child's need. There are a range of assessments that can be used to identify additional need.

From there, you will be invited to a meeting with the SENDCo and Class Teacher to discuss progress and a plan of action.

3. How will school staff support my child?

There are many ways in which our school supports the children within our care. Every child receives Quality First Teaching that includes the needs of all children. Resources are used within all lessons to ensure the learning is accessible to all children. The teachers use a range of teaching styles to ensure all children are engaged and challenged. Teaching Assistants are used effectively to ensure progress is made in each lesson. The progress of all children is reviewed on a regular basis, through observations monitoring and assessment. A range of interventions take place across school to ensure children make necessary progress. Children identified as having a Special Educational Need will be placed on the SEN Register and a Pupil Passport will be created with each child with an average of 3 individual targets each term. Where necessary, the school may seek support from outside services. This will be discussed with you and a referral made with your permission. The governing body is responsible for ensuring that funding is used appropriately, and for monitoring teaching and accessibility. There is a designated SEN Governor who works with the school SENDCo. With all these support systems within school, we also ensure that communication between school and home is strong and constant. Any changes/developments are shared and our school door is always open should you wish to discuss anything about your child's school life.

4. How are parents informed of progress and how they can support learning?

We have a supportive Leadership Team who believe in strong communication between parents and school. Our Class Teachers and Senior Leadership Team are regularly available for informal discussions, and encourage concerns to be discussed through meetings. Parents evenings will be held twice an academic year. Pupil progress meetings are held three times a year with the Head Teacher, SENCO and class teacher and children's progress is discussed, with relevant intervention put in place where necessary. Pupil Passports will be shared each term with parents. Should your child have an EHC plan, you will be invited to an annual review and are encouraged to communicate regularly with our SENDCo.

5. What support will there be for my child's overall well-being?

Support we can provide in school may include:

- nurture groups
- social skills and friendship groups,
- listening to the 'voice of the child'
- behaviour programmes including rewards and sanctions
- Mental Health support

Medicines can be administered in school with signed parental permission. There are nominated first aiders in school and several members of staff have paediatric first aid qualifications and Mental Health First Aid training. If your child has significant medical needs, you will need to speak to the school SENDCo to discuss how we can best support you and your child. This might include drawing up a Health Care Plan. The class teacher has responsibility for the overall well-being of every child in their class. If you have any worries speak to the class teacher. If further support is needed the class- teacher will speak to the SENDCo and/or the Headteacher.

6. What specialist services and expertise are available at or accessed by the school?

Currently we have teachers and teaching assistants who have had training in the following areas:

- Speech and Language
- Autistic Spectrum Disorder
- Sensory Needs
- Fine/ Gross Motor support

- Lego Therapy

It may be necessary for us to access support from other Services and SEND teams which include:

- Speech Therapy services
- Speech and Language Therapy
- School nurse
- Autistic Spectrum Disorder Advisory Services
- Occupational therapy
- Child and Adolescent Mental Health Service
- Counselling services
- Service for Children with Sensory Needs
- Physiotherapy
- Developmental Language Delay Advisory Services

7. What training have staff had, or are undertaking, to support children with special needs?

School support Continuous Professional Development for all members of staff. During appraisals and meetings for support staff areas of development are identified and the appropriate CPD put in place. This is either delivered 'in house' or by external specialists. Shadowing/peer observation regularly takes place as well as regular moderation of work. Medical training to support pupils with medical care plans such as epilepsy, asthma, and epi-pen training is always updated. School works closely with the School Nursing Team to ensure we are trained for Medical Conditions within school.

8. How will my child be included in activities outside the classroom, including school trips?

We make sure that activities outside the classroom and school trips are inclusive to all as they provide rich learning experiences and real life situations.

Risk assessments are carried out for each trip and a suitable number of adults are made available to accompany the pupils, with 1:1 support if necessary.

After school clubs are available to all pupils. Vulnerable pupils are given priority and adjustments will be made to support their participation.

Health and safety audits will be conducted as and when appropriate.

9. How accessible is the school environment?

The school site is largely wheelchair accessible. There is a school wheelchair by the Year 3 steps to access the raised part of the building.

An accessibility plan can be found on the school's website, detailing the inclusive school environment.

10. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

Induction events take place during the summer term for all children who are joining Year 3 in September. There is a close liaison between the SENDCO, teachers in Year 3 with those in the feeder school as well as the Key Stage 3 and dual placement settings. This may involve multi-agency meetings to support the transition.

Good transfer of all SEN information is ensured with documents also being shared via CPOM's. Previous schools are contacted for information sharing when children are new to our school.

Transition sessions are facilitated during the summer term with new class teachers and classrooms.

Transition sessions for Year 6 pupils during the summer term or earlier if necessary. New schools are invited to attend any reviews prior to transition.

11. How are the school's resources allocated and matched to children's special educational needs?

The special educational needs (SEN) budget is managed by the Head Teacher, SENCO, SEN Governor and Bursar. Resources are requested and ordered as necessary to support each pupil's learning. Regular meetings are held to monitor impact of extra support. The governing body is kept informed of funding decisions. There are a variety of after school clubs that run throughout the year, some are sports activities while others are team building or academic in design.

12. How is the decision made about what type and how much support my child will receive for their special educational needs?

Each child is assessed individually according to the SEND Code of Practice and LEA guidance. Personalised or group learning support programme (s) will be developed dependent on the need. Additional assessments from outside services, such as educational psychologists, language and learning support, speech and language etc. will inform the types of support

and/or resources needed. Regular review meetings with appropriate staff are carried out to discuss your child's progress and any additional needs that require support. Pupil progress meetings are held with the Deputy Headteacher and class teacher to track progress and decide upon further support. School based plans are discussed with parents and staff up to three times a year (if appropriate).

13. Who can I contact for further information?

If you have a question, or would like more information about how school can meet the needs of your child then please contact your child's Class Teacher or the SENDCo. Information is also available on the school website. We look forward to meeting you and your child and assisting them to grow into independent citizens with lifelong skills that enable them to succeed and accomplish in all they do. The Local Offer can be found on the Lancashire County Council website. This is accessible by clicking on the link below.

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>