



SEND & INCLUSION

Transition from Primary School to Lostock Hall Academy

- Attendance at Year 6 Annual Reviews by SENDCo and/or SEND Officer to inform planning for Year 7 of students with a statement/EHC Plan of SEND.
- Primary visits in the Summer term by Transition Coordinator and SENDCo/SEND Officer to gather strategic information for any students with SEND.
- Separate transition visits arranged in the Summer term to identify specific development requirements. Students are invited in for a school lunch and to experience the High School environment.
- A Key Worker maybe arranged prior to transition dependant upon student needs.



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SEND Provision at Lostock Hall Academy

Key Worker Support

- The role of the Key Worker is to provide support with organisation, for example completion of homework. Any areas of concern are promptly identified to ensure your child is settled and content in school.
- It is a priority at Lostock Hall Academy to establish positive home school relationships in support of your child, with the Key Worker being the first point of contact for both you and the student.
- To provide enhanced communication with home and teaching staff, promoting a collaborative approach to your child's learning experiences.
- Students and staff benefit from strategic in class support and intervention in monitoring your child's progress to promote independent learning and development.



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In-Class support

Teaching Assistants are deployed into lessons to provide in-class support for a child.

- Teaching Assistants are in place to support students with SEND needs and to build up on their expertise. They will provide support to give enhanced knowledge of a differentiated inclusive curriculum in order to allow your child to achieve their full potential.
- SENDCo and SEND Officer support the team of teaching assistants in working effectively within lessons, identifying further intervention needs.
- Subject teachers are supported by the SEND department suggesting successful differentiation strategies for individual SEND students in their classes.



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Student Testing

- In the Autumn term all students are assessed using group reading and spelling tests.
- Individual tests are also administered to Year 7 students already identified by primary school as having a SEND.
- Individual diagnostic testing is undertaken to identify further students who may require additional investigation and pinpoint specific need. For example, spelling, handwriting and numeracy difficulties.



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Intervention

- Morning intervention sessions supporting students in Literacy and Numeracy take place supported by teaching assistants from 8:30am for students requiring enhanced literacy/numeracy support.
- The [Accelerated Reader Programme](#) has been implemented for Year 7 groups to encourage and support reading skills.
- One to one/small group withdrawals – [Fresh Start Phonics](#) and the [Indirect Direct Learning programme \(IDL\)](#) for literacy. Numeracy and social and communication skills are supported by individual tailored planning.

Exam Access Arrangements

- Students are screened in Year 9 for appropriate exam concessions. Specialist teacher testing takes place at the start of Year 10 and approved arrangements remain in place until the end of the GCSE exam series.



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Support during examinations

Students could be entitled to access a reader, scribe, receive prompts or a practical assistant dependant on their specific difficulty. For external examinations letters are sent home advising parents/guardians of their child's entitlement.

- Revision advice and individual revision plans are tailored to subject areas to support students at Key Stage 4.

Outside Specialist Agency Interventions

- Support from Specialist teachers may be requested to support a variety of SEND categories.

- Freelance support is also integral to the department provided by a literacy/numeracy specialist.



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[Independent careers advisor](#) provides guidance to Year 9, Year 10 and Year 11. They provide an action plan on the next stage of their academic development.

- Input from the [Educational Psychology Service \(EP\)](#) may be requested to provide additional assessment, reporting and strategies.

[Student Support](#)

- Our Behaviour for Learning team and on-site Counsellor are available to support students emotionally in developing strategies to overcome barriers to their learning.

[Personalised Learning Centre \(PLC\)](#) offers a calm, supportive environment to encourage independent learning. The PLC supports disaffected learners in re-engaging their focus allowing for coursework catch up, revision and homework completion



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SEND liaison with Parents/Guardians

- For students with a statement/EHC Plan of SEND, an Annual Review is undertaken. Emergency reviews can be arranged at the request of parents/guardians or school should a need arise.
- The SEND department at Lostock Hall Academy welcomes parents and guardians to express any concerns regarding their child. Please contact the SENDCo/SEND Officer to discuss and resolve.

Foundation Learner Programme

- Foundation learners can be given the opportunity to engage in a more creative practical curriculum to enhance their future prospects for employment and further education.



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Extra-Curricular Timetable

- There are a number of clubs and activities aimed at all students to promote an inclusive approach and enhance their social and educational experiences.
- Lunch Homework Club is open daily in the library to enable students to complete homework and access ICT facilities.
- The Learning Zone is also offered to all students who need homework support or a quiet area to work after school on a Tuesday, Wednesday and Thursday.