



SEND Information Report and Policy 2022/2023

AIMS

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

A key principle which underpins the ethos of Longlands Community Primary School is that all children are valued and entitled to equality of educational opportunity. This means that all children’s needs are regarded as special and that the needs of children with learning difficulties and/or disabilities (SEND) will be addressed naturally within the school’s learning policy.

LEGISLATION AND GUIDANCE

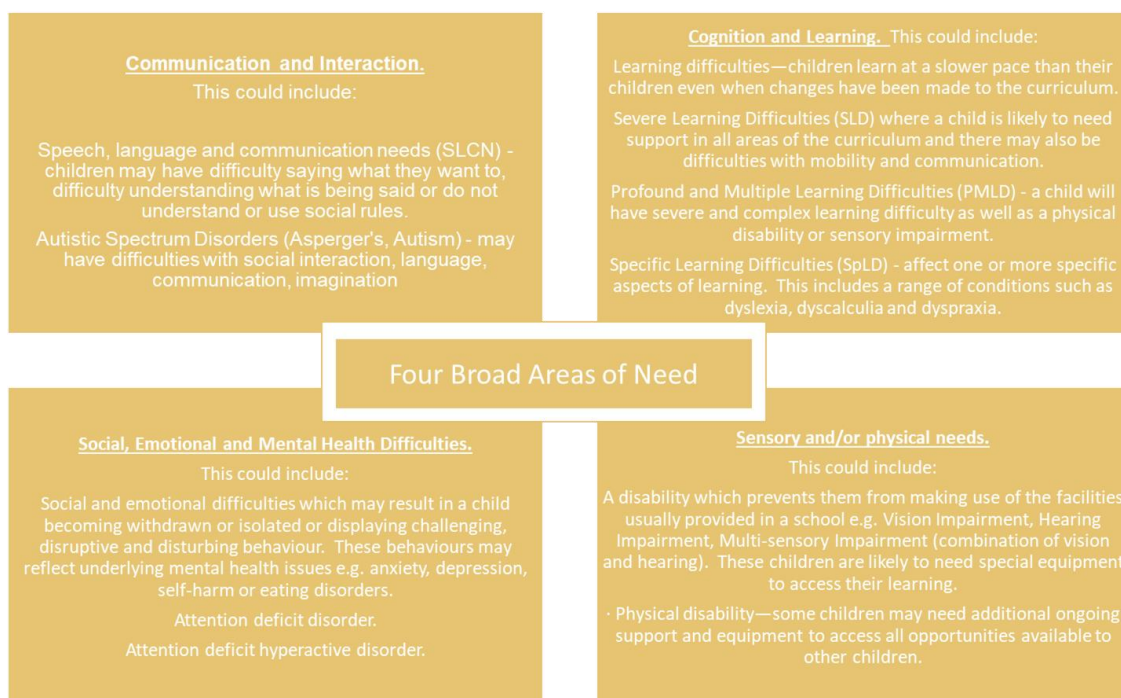
This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools’ responsibilities for education, health and care (EHC) plans, SEN coordinators (SENDCOs) and the SEN information report

WHAT IS A SPECIAL EDUCATIONAL NEED AND DISABILITY (SEND)?

A pupil has SEND where their learning difficulty or disability calls for special educational provision. This means provision that is different from or additional to that normally available to pupils of the same age.

The Special Educational Needs and Disability Code of Practice 0-25 Year (2014) identifies Children’s SEND in four broad areas of need:





WHO CAN I TALK TO ABOUT MY CHILD'S DIFFICULTIES WITH LEARNING/SPECIAL EDUCATIONAL NEEDS OR DISABILITY?

The Special Educational Needs and Disability Co-ordinator (SENDCo) for Longlands is

Mrs Natasha Lloyd



Please contact at:

Email: lon.sendco@lon.mmat.co.uk

Tel: 01630 652312 to arrange an appointment.

She is responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy and action plans to make sure all children get a consistent, high-quality response to meeting their needs in school. This includes developing and monitoring the school's graduated response of support for our SEND pupils and supporting the assessment of progress and impact.
- Ensuring the changes under the SEND Code of Practice 2014 are implemented in line with the schools SEND Development Plan.
- Ensuring that parents are involved in supporting their child's learning, kept informed about the support their child is getting, involved in reviewing how they are doing.
- Liaising with all the other people who may be coming into school to help support a child's learning e.g., Speech and Language Therapy, Educational Psychology, etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- To evaluate, in conjunction with all relevant stakeholders, the effectiveness of the school's SEND provision.
- Applying for additional support and funding where necessary for our most vulnerable children.
- Coordinating Learning Support Assistants and Teaching Assistants to ensure the best support is given to the children on the SEND register and those with GSP and Education, Health and Care Plans.



Your child's Class Teacher is responsible for:

- Checking on the progress of a child and identifying, planning and delivering any additional help they may need (this could be things like targeted work, additional support) and letting the SENDCO know as necessary.
- Writing Person Centred Plans (PCP) and sharing and reviewing these with parents at least once each term and planning for the next term.
- Completing Assess, Plan, Do and Reviews of children's targets.
- Ensuring that all staff working with a particular child in school are helped to deliver the planned work/programme for the child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources, as well as differentiated quality first teaching.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- Implementing recommendations from outside agencies.

The Headteacher, Mrs Lisa Millington is responsible for:

- The day-to-day management of all aspects of the school, this includes the support for children with SEND.
- Giving responsibility to the SENDCo and class teachers but is still responsible for ensuring that your child's needs are met.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
- Support the school SENDCo in terms of budgeting the SEND provisions.

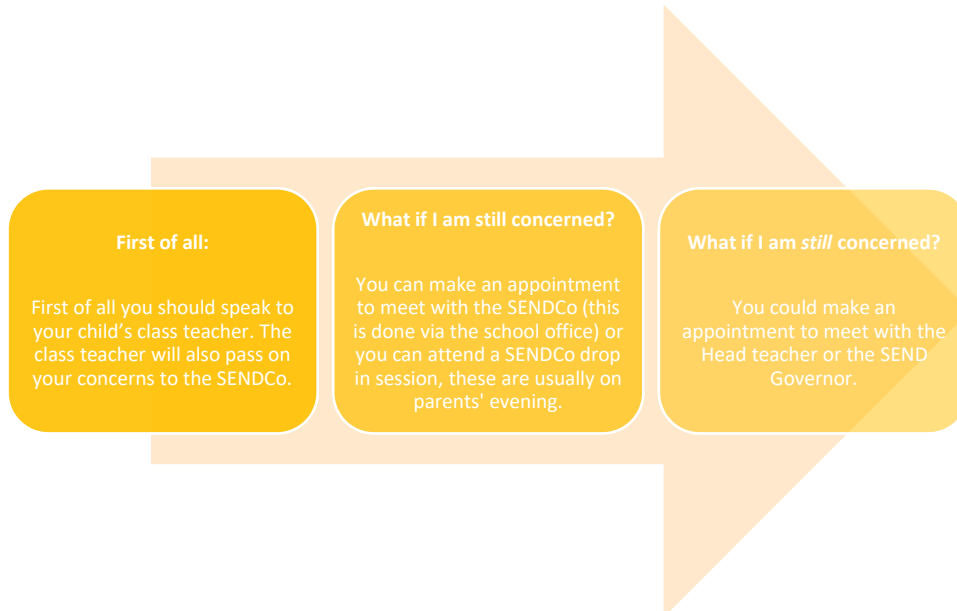


The SEND Governor, Linda Scott is responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Challenging the school's SEND department to ensure ALL children are reaching their full potential.



HOW CAN I LET THE SCHOOL KNOW I AM CONCERNED ABOUT MY CHILD'S PROGRESS IN SCHOOL?



HOW WILL THE SCHOOL LET ME KNOW IF THEY HAVE ANY CONCERNS ABOUT MY CHILD'S LEARNING AND PROGRESS?

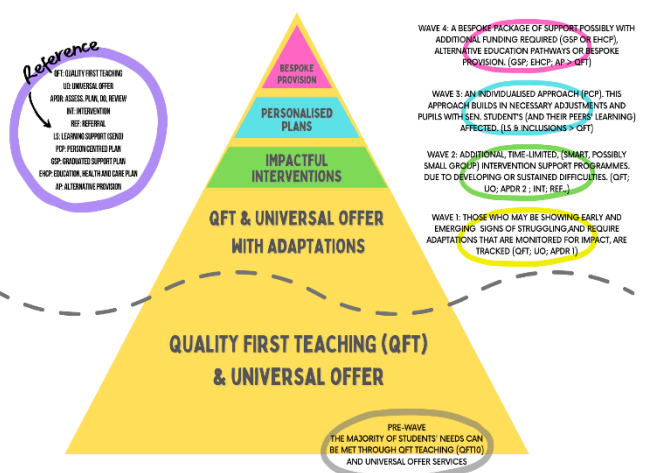
Your child's progress will be discussed with you at Parents' Evening each term.

If it is felt that your child would benefit from being on the SEND Register, the school will set up a meeting with you to discuss this in further detail and to:

- listen to any concerns you may also have.
- plan any additional support for your child.
- discuss with you any referrals to outside professionals to support your child's learning.

WHAT ARE THE DIFFERENT TYPES OF SUPPORT AVAILABLE FOR CHILDREN WITH SEND AT LONGLANDS COMMUNITY PRIMARY SCHOOL?

Support is provided along a graduated pathway (can be referred to as the assess, plan, do, review process) at Longlands Primary School whereby the majority of students' needs are met through the Universal Offer, including Quality First Teaching. Where a student's needs are greater than the Universal Offer, an assessment of need will identify the appropriate next steps to support the student to a provision that meets their need: specific, low-level intervention, high-level intervention or an extensive provision, possibly with additional funding required, via a bespoke provision offer (Graduated Support Plan or Education, Health and Care Plan).





Adaptive classroom teaching by the Class Teacher (also known as Quality First Teaching)

For your child this will mean that:

- the teacher has the highest possible expectations for your child and for all children in their class.
- all teaching is based on building on what your child already knows, can do and can understand.
 - different ways of teaching are in place so that your child is fully involved in their learning. This may involve things like using more practical and visual resources.
- specific strategies (which may have been suggested by the SENDCo or outside agencies) are in place to support your child to learn.
- your child's teacher will continually check your child's progress and differentiated activities will be in place to address gaps in learning in order to help your child make the best possible progress.

All children receive this as part of excellent classroom practice.

Specific group work with a smaller group of children (Intervention Groups)

Intervention Groups:

provide targeted, short term support to address a particular area of learning such as phonics, handwriting or social skills for example.

These groups are often reactive to how the children have progressed in their learning that morning:

- may be run inside the classroom or in a different room.
- may be run by a teacher or a teaching assistant who has had the appropriate training to run the group.

Support through Intervention Groups is available to all children, as appropriate, who have been identified as needing some extra support in order to help them make good progress. This will include children on the SEND Register, as appropriate to their individual needs.

Specialist support by an outside agency

Children on the SEND Register in the category of School Support may also receive support from a member of staff from an outside agency e.g. Speech and Language Therapy (SALT), Sensory Inclusion Service (hearing and visual needs).

For your child this will mean:

- your child will have been identified by the Class Teacher/SENDCo (or you will have raised your concerns) as needing more specialist support instead of, or in addition to, Quality First Teaching and intervention groups.
 - you will be asked for your permission for the school to refer your child to the appropriate agency.
 - an appropriate professional will work with your child to understand their needs and make recommendations to school staff - this advice may be about particular teaching strategies or specialist resources that would benefit your child.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality first Teaching and intervention groups.

Specified individual support

This is usually provided by an **Early Intervention Grant (EIG)**, the **Graduated Support Pathway (GSP)** or an **Education, Health and Care Plan (EHCP)**. This means your child will have been identified as needing a very high level of support to access the curriculum, which cannot be provided from the budget available to the school. Usually your child will also need specialist support from professionals outside the school e.g. Speech and Language Therapy (SALT), the ASD Outreach Team (Spectra), Learning Support Advisory Teacher (LSAT), Sensory Inclusion Service (hearing and visual difficulties), Educational Psychology etc.

For your child this will mean:

- the EIG/GSP/EHCP will outline the level of support your child will receive, how support should be used and what strategies must be put in place.
 - the EIG/GSP/ EHCP will set out long and short term goals for your child.
 - the EHCP will be reviewed annually.
- This type of support is only available to students whose learning needs are severe, complex and, in some cases, lifelong.



IF MY CHILD REQUIRES AN EHCP, HOW DO I GET THIS FOR MY CHILD?

Following intervention from both the school and outside agencies, it may be felt that your child's needs are particularly complex and cannot be addressed from the budget available to the school. School (or you as a parent) may wish to request that the Local Authority (LA) carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

For your child this will mean:

School will complete a request for statutory assessment which will provide the LA with information about your child such as attainment levels, strategies and resources that have been used in school, areas of difficulty, external professionals' advice and attendance.

The LA will then decide if your child's needs seem complex enough to require a statutory assessment. If this is the case, they will then ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs a statutory assessment, they will ask the school to continue with SEND Support.

After the reports have all been received by the LA they will decide if your child's needs are severe, complex and lifelong and if additional support is required to enable your child to make good progress. If this is the case they will write an Education, Health and Care Plan (EHCP). If this is not the case, they will ask the school to continue with SEND support.

The EHCP will outline the band of support your child will receive from the LA and how the support should be used and what strategies must be put in place to help your child meet long and short term goals. This support may be used to support your child with whole class learning, run individual programmes or run small group interventions to include your child.



HOW IS EXTRA SUPPORT ALLOCATED TO CHILDREN AND HOW DO THEY MOVE BETWEEN THE DIFFERENT LEVELS?

- The school budget includes money for supporting children with SEND.
- The Head teacher decides on the budget for SEND in consultation with the School Governors and SENDCo, considering the children getting support already, the children needing extra support and the children who have been identified as not making as much progress as would be expected.
- At Longlands each class has an amount of Teaching Assistant time to support children with SEND. The Class Teacher will organise the Teaching Assistant's time and targeted support according to the children's needs.
- If appropriate, children may also be part of targeted intervention groups to address particular needs.
- All resources and support are reviewed regularly and changes are made as needed.

WHO ARE THE OTHER PEOPLE PROVIDING SERVICES TO CHILDREN WITH SEND AT LONGLANDS?





WHAT TRAINING DO STAFF HAVE TO HELP THEM MEET THE NEEDS OF CHILDREN WITH SEND?

- The SENDCo supports class teachers in planning for children with SEND.
- Longlands has a training plan for all staff to improve teaching and learning for all children and this includes whole school training on SEND issues such as ASD, speech and language difficulties etc.
- Individual members of staff also attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

HOW WILL TEACHING BE ADAPTED FOR MY CHILD WITH SEND?

- Class teachers plan lessons taking into account the needs of all children in their class, including those with SEND.
- Specially trained teaching assistants can adapt the teacher's planning further to meet the needs of individual pupils if needed.
- Your child may also be part of an intervention group to target a particular area of learning e.g., phonics or handwriting.
- If appropriate, resources may be provided to help your child's learning e.g., writing slope, pencil grips, lap cushion, fidget toy.
- Planning and teaching will be adapted daily if needed to meet your child's learning needs.

HOW DO WE EVALUATE THE EFFECTIVENESS OF THE PROVISION MADE FOR CHILDREN AND YOUNG PEOPLE WITH SEND?

- All children including children with SEND have their progress and attainment tracked throughout the year. Currently there are three main dates throughout the year where data is collected.
- Pupil progress meetings are held regularly throughout the year to identify children including those with SEND that are not making expected progress and the support being put in place for these children.
- Targeted interventions are put into place for children who are not making expected progress and interventions are tracked and analysed to evaluate the impact.
- Regular meetings with staff, parents and pupils ensure that interventions and additional support have the desired impact on pupil's progress, attainment and personal development.

HOW ARE CHILDREN AND YOUNG PEOPLE WITH SEND ABLE TO ENGAGE IN ACTIVITIES AVAILABLE WITH CHILDREN AND YOUNG PEOPLE IN THE SCHOOL WHO DO NOT HAVE SEND?

- We ensure that all children have equal opportunities.
- All our children are encouraged to join in the range of extra-curricular activities.
- We ensure that our school environment is adjusted and adapted to meet the specific needs of any individual pupil.



HOW DO WE SUPPORT THE EMOTIONAL AND SOCIAL DEVELOPMENT OF OUR PUPILS WITH SEND?

The wellbeing of all our pupils is paramount.

- Our PSHE curriculum supports the needs of all pupils including those with SEND.
- For those pupils with particular social and emotional needs targeted intervention groups are made available such as ELSA.
- At Longlands, we have a qualified Emotional Literacy Support Assistant (ELSA) who supports children with a range of emotional needs including recognising emotions, self-esteem, social skills, friendship skills, anger management, loss and bereavement.
- Our Anti-Bullying policy outlines the school's approach to all instances of bullying. All pupils are taught about bullying and how to prevent it.
- Clear and consistent behaviour policy promotes positive behaviour is used across school and also promoted during assembly time.

HOW WILL WE MEASURE THE PROGRESS OF YOUR CHILD IN SCHOOL?

- Your child's progress will be continually monitored by the class teacher.
- Their progress will be formally reviewed every term by the class teacher and given a level in reading, writing and maths.
- Longlands Primary School uses a variety of assessments to assess and monitor attainment and progress in children's learning.
- At the end of each key stage (i.e., at the end of year 2 and year 6) all children are assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally. If the SATs are not appropriate for your child due to the level of their needs, they may not have to sit them.
- Children with SEND have an individual Pupil Profile which will be reviewed with you each term.
- Pupil Profiles and assessment data are monitored by the SENDCo each term to ensure learning approaches are appropriate and children with SEND are making progress.
- If your child has an EHCP, this will be formally reviewed with you at an Annual Review with all adults involved in your child's education.

HOW IS LONGLANDS ACCESSIBLE TO CHILDREN WITH SEND?

- Longlands is all on one level, with ramps where necessary, which ensures it is accessible to all children.
- We ensure that equipment used is accessible to all children regardless of their needs.
- After school clubs are open to all children, including those with SEND.



HOW DO WE WORK TOGETHER WITH CHILDREN WITH SEND?

- We value the opinion of all our pupils and allow regular opportunities for children to discuss their learning. Children are involved in peer and self-assessing regularly and respond to marking to improve their learning.
- SEND Pupil profiles are created and reviewed with the child termly.
- Pupils participate where possible in setting targets.

HOW DO WE WORK TOGETHER WITH YOU AS A PARENT OF A CHILD WITH SEND?

- We believe that parent/carer involvement and support is vital to the success of the education of the children and especially those with SEND.
- At Longlands we have an open-door policy and class teachers are always available to discuss your child's progress or any concerns you may have, at a mutually convenient time.
- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have. An appointment can be made through the school office.
- The SENDCo runs a drop-in session during parents' evenings.
- Class teachers will share with your strategies that are working well in school for your child so that similar strategies can be used at home if appropriate.

We work closely with all parents to listen to their views so that we can build on children's previous experiences, knowledge, understanding and skills so that they develop in all aspects of the curriculum.

All parents are encouraged to attend Parents' Evening each term, as well as the 30-minute SEND meetings with the Class Teacher. During the SEND meetings, your child's SEND Pupil profile and targets will be reviewed and updated together. Support and strategies will be discussed to support your child both at home and in school.

Pupils who have an EHCP will also have an annual review. The pupil, parents and professionals who are working with the pupil, will be invited to the meeting to review progress and set new challenging targets for the future.

All information from outside professionals will be discussed with you by the professional concerned, or where this is not possible, in a report.

Homework will be adjusted as appropriate to meet your child's needs.

If appropriate, a home/school contact book may be set up to support communication between home and school.

We respect the differing needs of parents/carers such as disability or communication and linguistic barriers.



Further support in discussing this process is available from The Shropshire Information, Advice and Support Service (Shropshire IASS) which provides free, confidential and impartial information, advice and support regarding special educational needs and disabilities (SEND), including health and social care.



Contact Shropshire IASS on 01743 280019. The referral line is manned Monday to Friday, 10am till 4pm.

Email address: iass@shcab.cabnet.org.uk Website: <http://www.cabshropshire.org.uk/shropshire-iass/>

HOW WILL WE SUPPORT YOUR CHILD WHEN THEY MOVE TO ANOTHER CLASS IN OUR SCHOOL OR THEY LEAVE LONGLANDS?

We recognise that transitions can be difficult for all children and particularly children with SEND. We therefore take the following steps to ensure transition is as smooth as possible:

When your child moves to another class in our school we will:

- ensure teachers have a transition meeting before your child moves class, in order to pass on information such as Pupil Profiles (including learning styles, outside agencies involved, interests), make a book with your child, if appropriate to their needs, with details of staff and the new class.

If your child moves to another school, we will:

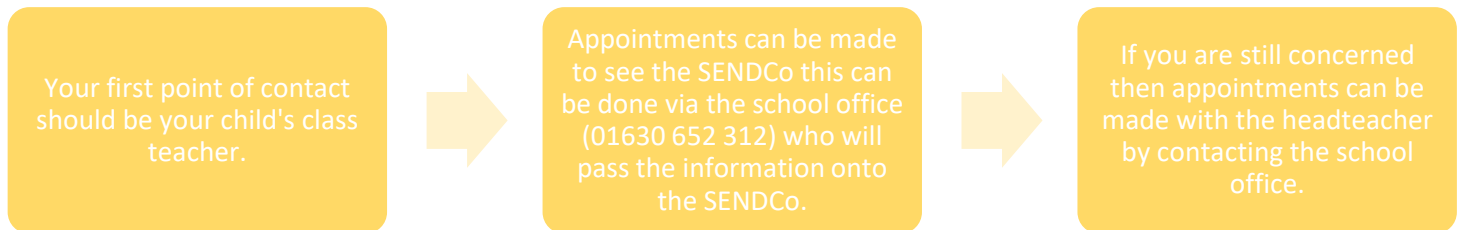
- contact the SENDCo at the new school and ensure they are aware of the support your child needs.
- ensure that all records about your child are passed on as soon as possible.

In Year 6 we will:

- ensure the Year 6 teacher and SENDCo liaise with staff from the secondary school to pass on information.
- provide focused learning activities about aspects of transition to support your child's understanding of the changes ahead.
- ensure your child has additional visits to their new secondary school.
- ensure the SENDCo from the appropriate secondary school is invited to your child's Year 6 Annual Review.



If you have any questions, concerns, complaints or compliments about our provision for pupils with SEND then please follow the process outlined below.



Longlands Primary School Provision Map

	<u>All pupils have access to:</u>	<u>Additional strategies for pupils with SEND may include (when appropriate):</u>
<u>Cognition and Learning</u>	<ul style="list-style-type: none"> • Quality first teaching • Differentiation strategies • Flexible teaching arrangements e.g., seating • Stimulating curriculum • Different learning styles 	<ul style="list-style-type: none"> • Focused teaching on individual targets • In class TA support for English and Maths to focus on basic skills (small group or 1:1) • Multi-sensory activities e.g., for spelling • Extra 'thinking time' to organise thoughts and complete work • Additional reading with an adult • Additional use of IT (information technology) • Visual timetables • Scribe for writing • Activities to develop memory skills • Use of resources to focus concentration e.g., lap pads, fidget toys • 1:1/small group teaching for phonics • Individualised arrangements for SATs • Intervention groups e.g., Project X Code, Read, Write Inc, Catch Up Literacy • Individual support from LSAT, Educational Psychologist and ASD Outreach service • Precision Teaching



	<u>All pupils have access to:</u>	<u>Additional strategies for pupils with SEND may include (when appropriate):</u>
<u>Communication and Interaction</u>	<ul style="list-style-type: none"> • Quality first teaching • Differentiation strategies • Flexible teaching arrangements e.g., seating • Stimulating curriculum • Different learning styles • High focus on speaking and listening activities 	<ul style="list-style-type: none"> • Visual timetables • Multi-sensory activities • Peer support to model language • In class TA support for speech and language activities (small group or 1:1) • Additional use of ICT • Use of barrier games • Intervention groups e.g., social skills group, Talk Boost • Playground support • Individual support from Speech and Language Therapist, LSAT or Educational Psychologist

	<u>All pupils have access to:</u>	<u>Additional strategies for pupils with SEND may include (when appropriate):</u>
<u>Social, Emotional and Mental Health</u>	<ul style="list-style-type: none"> • Quality first teaching • Differentiation strategies • Flexible teaching arrangements e.g. seating • Stimulating curriculum • Different learning styles • Whole school behaviour policy – rewards and sanctions • Whole school and class rules • Focused PSHE curriculum • Headteacher awards and other strategies for recognition • Positions of responsibility e.g. PALS, Librarian • Social Farm • Garden time • Forest School • Time with the Child and Family Liaison worker • Use of the Nurture Space 	<ul style="list-style-type: none"> • Focused teaching on individual targets • In class TA support and reminders • Playground support • Individualised reward systems – related to interests • Separate tables for independent work when appropriate • Visual timetables • Small group circle time • Access to quiet 'time out' space • Social stories and comic strip activities • Regular contact with a staff mentor • Intervention groups e.g., ELSA, No Worries, Zones of Regulation, social skills group, Talkabout • Individual support from Woodlands Outreach, LSAT, Educational Psychologist, BeeU, ASD Outreach



	<u>All pupils have access to:</u>	<u>Additional strategies for pupils with SEND may include (when appropriate):</u>
<u>Sensory and Physical</u>	<ul style="list-style-type: none">• Quality first teaching• Differentiation strategies• Flexible teaching arrangements e.g., seating• Stimulating curriculum• Different learning styles• '5 a day 'activities daily• PE curriculum• After school sports clubs• School games teams• Forest School• Daily Mile	<ul style="list-style-type: none">• Focused teaching on individual targets• In class TA support• Use of resources such as pencil grips, writing slopes, different paper types, larger fonts, alternative PE equipment• Visual timetables• Use of Makaton• Additional use of ICT• Forest School activities• Intervention groups e.g., Cool Kids, Speed Up Handwriting, Motor Skills United, OT Pack• Individual support from Sensory Inclusion service, Occupational Therapy, Physiotherapy