

## **Longmeadow Primary School SEN Information Report**

### **Academic Year 2022 – 2023**

#### **What kinds of special educational needs (SEN) do we provide for?**

The school provides provision for children with Cognition and Learning needs, Communication and Interaction needs, Social, Emotional, Mental Health needs and Sensory and/or Physical needs. Longmeadow is a mainstream school that provides reasonable adjustments and adaptations to support pupils SEND needs. Children in school who have been identified as having SEND are supported at SEND Support level and some children have an Education, Health and Care Plan.

#### **How do we identify children and young people with SEND and assess their needs?**

If you, as a parent or carer, feel your child may have SEND, please speak with your child's class teacher. Teachers make assessments about children's attainment and progress in school every day. This will be through asking questions, marking work and making observations. They also complete more detailed assessments on a termly basis. Teachers, alongside the Senior Leadership Team (SLT), including the SENCO, hold half termly progress and review meetings to analyse the attainment and progress of all children. If a child is assessed as making less than expected progress, or requiring ongoing additional from or different to provision then this may indicate a SEND need. If a class teacher identifies this, they will seek further advice from the SENDCO. Parents will be contacted if school staff believe a child may have a SEND need so that parents are part of the assessment process.

#### **How do we consult with and involve parents/carers and pupils?**

In addition to the scheduled parents' evenings, parents of children with SEND are invited to meet with their child's class teacher and the school SENDCO termly to assess, plan and review provision to meet their child's needs. We really value these collaborative meetings. The school SENDCO is contactable on her working days via telephone and email and is available for parents to arrange additional meetings with if needed. The School Family Worker holds various coffee mornings and events for parents too which we encourage parents/carers to attend.

#### **How do we assess and review pupils' progress towards outcomes?**

All children with SEND have an individual learning plan (called APDR) which identifies outcomes for the child to work towards and provision to support them to achieve these outcomes. These plans are updated termly during meetings with parents/carers, the class teacher and SENDCO. Pupil voice is important to this process and children's views are always gathered prior to the meetings.

## **How do we support pupils moving between phases and preparing for adulthood?**

Transition occurs each year when children move from one year group to another, often working with new members of staff. We support children by providing a transition visit to their new class in the summer term where they can (wherever possible) meet the new staff members they will be working in and familiarise themselves with their new learning environment. Social stories and/or transition books are created for children who may need additional support to successfully move between year groups. When a child joins Longmeadow in the Early Years, staff will complete home visits (or telephone calls) for all new children. Careful transition arrangements are made for Year 6 children as they prepare for Year 7, including early contact with their new school and SENDCO.

## **What is our approach to teaching pupils with SEND?**

At Longmeadow, we believe in achievement for all and pride ourselves on an inclusive ethos. Every child is treated on an individual basis and has full access to a broad and balanced curriculum which is suited to their learning needs. A child may be working within, above or below their age-related expectations, and all our staff are aware that approaches to teaching and learning need to be individualised as part of a high-quality teaching package. We place high importance on high quality teaching and believe that this should be the first response to supporting children with SEND. Interventions may be used to support the learning happening within the classroom but not to replace it.

## **How have we adapted the curriculum and learning environment?**

All lessons taught will involve some adaptations to ensure that all children can access the learning and make progress. These adaptations may include, but are not limited to:

- Giving work in smaller, manageable sections
- Offering additional structure to a task, such as a visual step-by-step guide or concrete apparatus
- Tailoring tasks to pupils' individual interests, e.g. including favourite characters
- Removing a focus on writing or speech if this is a child's main difficulty
- Ensuring specialist equipment is used, e.g. hearing impairment support
- Making use of specific interventions both within class and in small groups / individually

We record these strategies on class Provision Maps to ensure all teachers who teach a class of children are aware of strategies which support individuals. For more information regarding the accessibility of the school environment, please see the school's Accessibility Plan, available on the website.

## **What additional support for learning is provided?**

We provide reasonable adjustments to high quality teaching and use targeted support strategies within lessons to support children's learning. We provide targeted interventions in groups as well as 1:1 support sessions if needed. Interventions can run during the school day as well as before and after school.

### **What is the expertise of staff and how do we train staff?**

We provide SEND training for all staff. This includes training focused on managing behaviour (focusing around Herts Steps), training from external agencies, Autism training, inclusive classroom environments, children's mental health and attachment disorder. Staff regularly have updates and training reflecting the different needs of the children currently on the school SEN register. The SENCO regularly attends networking meetings with other SENDCOs to share good practice and keep up-to-date with current thinking, practices and research. The SENDCO is currently working towards the National Qualification for SEND Coordination.

### **How does the school's equipment and facilities support pupils?**

We provide equipment and facilities which can be used by all children. Adapted equipment, for example specialist scissors, are used to support children where needed. For more information about the school environment, please see the school's Accessibility Plan on the school website.

### **How do we evaluate the effectiveness of our provision for pupils?**

Regular monitoring takes place in school, formally and informally, to support the evaluation of provision for our pupils. This includes, but is not limited to, learning walks, lesson observations, book looks, data tracking and pupil voice. Monitoring activities are conducted by in school staff, governors and external professionals. In 2023 the school received an inspection from Ofsted which stated that:

Pupils with special educational needs and/or disabilities (SEND) are well supported. Leaders have developed a robust system for identifying these pupils' needs and putting plans in place to meet them. Pupils with SEND access the same curriculum as their peers. This is thanks to their individualised provision and the well-trained adults who support them.

### **What do we do to ensure that pupils with SEND have equal access to all activities available to all pupils in school?**

Every care is taken to ensure there is an inclusive approach to school trips and visits. School staff are committed to equality of opportunity. All visits are thoroughly risk assessed and any individual needs are planned for. Additional measures may need to be put into place for some children, for example changes to adult-to-child ratios. We aim to communicate clearly with you as parents/carers to ensure that all children are included and have equal access to all activities offered by the school.

### **What support is in place for improving emotional and social development of our pupils?**

Developing children's social and emotional skills is of paramount importance to us at Longmeadow. All staff follow the school's behaviour policy, which incorporates the Herts Steps therapeutic approach. Staff are trained to use positive praise and phrasing to support

children make pro-social behaviour choices, which are rewarded through motivational tools such as stickers and reward charts where needed. The school's behaviour policy is built around a positive model of recognising children's efforts and achievements and providing restorative conversations to support learning. We recognise that some children need more targeted support to help them with their social and emotional development. We have a full time Family Support Worker who works closely with our SENDCO to provide support to children and family who may benefit from a more targeted approach. Together, school staff offer a supportive and nurturing environment where children grow the skills they need to become good learners and citizens.

### **How do we involve other agencies in meeting pupils' needs and how do we support families?**

We work closely with professionals within education, health and care to support the needs of pupils, as needed. The SENCO (and other members of the SLT) may make a referral to an outside agency if additional support and advice is needed.

These agencies include, but are not limited to:

- counsellors
- educational psychology
- speech and language therapy
- relevant medical professionals - e.g. the school nurse or a community paediatrician
- advisory teachers - this may be specifically for children with autism, children with social and emotional needs or children with physical or neurological needs.
- social care services

### **What arrangements are in place for handling complaints regarding SEND provision?**

If you are concerned about your child's SEND provision, please speak to your child's class teacher in the first instance. If your concern or complaint is not resolved, please contact the school SENDCO. If your concern or complaint is still not resolved, please speak to the Headteacher. Formal complaints can be made in line with the school's complaint policy.

### **Who can you speak to with regards to SEND at Longmeadow Primary School?**

Please see your child's class teacher in the first instance.

Following this you may make an appointment with the school SENCO, Mrs Emily Riley. The Headteacher and School Family Worker can also be contacted for support:

Head teacher: Mrs Lynne Osbourn

School Family Worker: Miss Brogan Jennison

### **The Local Authority Offer**

Please follow this link to explore Hertfordshire County Council's Local Offer, detailing local advice and support for children with SEND: [The Hertfordshire Local Offer](#)