



Longmeadow Primary School

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School SEN Information Report

At Longmeadow, we believe in achievement for all and pride ourselves on an inclusive ethos.

How will the school know if my child needs SEN support?

What should I do if I think my child has special educational needs?

In the first instance, please speak with your child's class teacher/s. Teachers make judgements about children's attainment and progress every day. This will be through asking questions, marking work and making observations. They also complete more detailed assessments on a termly basis and the children are given a level of attainment. 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. Particular groups of children are focused upon, including any individual children not making expected rates of progress from their individual starting points. Staff will also use this time to identify any barriers to children's learning.

If a class teacher is concerned they will seek further advice from the SENCO and the school Inclusion Team. Together, the teacher and the inclusion team may decide to change the child's provision and give additional or different support. Parents will be informed of their child's progress regularly and will be offered opportunities to speak to the class teacher and the SENCO or the phase leader. Parents will be encouraged to contribute their views about their child's additional provision.

Alternatively, you may wish to speak directly with the school SENCO, Katy Alexander, who is available at senco@longmeadow.herts.sch.uk. She is also available to speak to during each parents evening and termly bookable Parent-SENCO Chats.

How will school staff support my child?

If a child is identified for the school SEN register, they will have individual provision outlined on a provision map. Provision maps identify:

- The frequency of additional provision (e.g. 2 x weekly)
- The duration of additional provision (e.g. 30 minutes)
- Adults delivering the provision
- Targets and intended outcomes for each provision

We use 'SMART' targets, which means targets are Specific, Measurable, Achievable, Relevant, and Timed. Pupils with more diverse needs will have a Learning Support Profile (LSP), written by their class teacher in conjunction with the child and their parents/carers. The profiles outline:

- Likes / Dislikes
- What helps me
- What I find tricky
- People who help me

- Parents' views

If their needs are centred around social, emotional and mental health then they may have an risk reduction plan (RRP). This will support any additional reasonable adjustments the school makes to their provision. Class teachers are responsible for setting these targets, supported by the Inclusion Team. This will follow an 'assess, plan, do, review' format. As part of this cycle, provision is individualized and amended to best meet children's needs.

Every class is supported by a teaching assistant, who, alongside the class teacher, will be responsible for providing additional support.

Other support staff include:

- School behaviour lead
- SENCO, who oversees learning needs
- School Family Worker, who supports families and works predominantly with parents

How will I know how my child is doing?

Teaching staff assess children on a daily basis through questions, marking work and observations. Teachers complete more detailed termly assessments to give the children a level of attainment. There are half-termly progress and review meetings, held between teachers and appropriate SLT – including the SENCO – to analyse rates of progress and to identify barriers to learning. Each term the impact of interventions is analysed and reviewed to ensure ongoing high quality provision for all learners.

Please come and speak with your child's class teacher. The school has an open door policy. There are termly parent consultations where you will receive a short written report alongside having the opportunity to discuss your child's Learning Support Plan or Risk Reduction Plan. However, you may need to meet with your child's class teacher more frequently to discuss their individual needs. Any provision can be discussed in more detail with the SENCO and/or the phase leader. Please make appointments with staff through the school office.

How will the school's approach to teaching and learning be matched to my child's needs?

Every child is treated on an individual basis. A child may be working above or below their age-related expectations, and all our staff are aware that tasks must be individualised as part of a high-quality teaching package. Teachers plan lessons that are adapted according to individual need and are happy to discuss these adaptations with parents to gain understanding, support and further ideas.

Teachers may adapt the curriculum through:

- 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

This is all be identified on teachers' planning as well as through the class Provision Map. Pupils with significantly different needs may have their own Learning Support Plan. These documents are shared with pupils and parents for their information and input.

What support will there be for my child's overall wellbeing?

Longmeadow has a values culture and children's achievements are celebrated in the classroom and through weekly values and achievement assemblies. 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

to make pro-social behaviour choices, which are rewarded through motivational tools such as stickers and reward charts. These can be individualised. The school's behaviour policy is built around a positive model where children work their way up to 'outstanding' or 'role model' throughout the course of the school day.

The inclusion team may complete programmes of work with individuals to support their emotional wellbeing or to support any social or behavioural needs. This work may also be carried out by your child's phase leader. There is a school council to ensure that children's ideas and opinions are represented. If your child has medical needs, you will be given a health care plan template to complete in order to liaise closely with your child's teacher about their needs. This is overseen by the school's medical officer and reviewed by the school's inclusion team. There are named members of staff who are trained in paediatric first aid. Prescribed medication must be handed into the school office with written consent for administration. Together, school staff offer a supportive and nurturing environment where children grow the skills they need to become good learners and citizens. All staff are trained in child protection and have a duty of care to all children.

The school's mental health lead practitioner and behaviour lead is Lee Geer who can be contacted on lgeer@longmeadow.herts.sch.uk. This role sits as part of the inclusion team, who have access to contacts offering specialist support, mental health and therapy services. The inclusion team will refer pupils who meet thresholds set by these services where additional wellbeing support is needed.

Longmeadow also holds the Hertfordshire Anti-Bullying accreditation and we follow our anti-bullying policy, which is available on the website.

What training have the staff had for working with children with SEND?

Longmeadow has embedded an extensive programme of training for all staff. This includes 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 school has a team of Autism Champions, a team of Speech and Language Champions, and is working to develop further 'staff experts' in the school team to support best practice.

The SENCO regularly attends cluster groups to share good practice and keep up-to-date with current thinking, practices and research. The SENCO holds the National Award for SEN Co-ordination, completed in 2011.

What specialist services and expertise are available at / accessed by the school?

The SENCO (and other members of the SLT and Inclusion Team) may make a referral for an outside agency if additional support and advice is needed.

The school may request access to:

- a counsellor
- an educational psychologist
- a speech and language therapist
- relevant medical professionals – e.g. the school nurse or a community paediatrician
- an advisory teacher – this may be specifically for children with autism, children with social and emotional needs or children with physical or neurological needs.
- Larwood School, The Leys SpLD or Primary Support Base outreach services
- Social care services, including Intensive Families

How will the school help me to support my child's learning?

Your role as a parent/carer is essential in supporting your child to make good progress. From time to time you may receive information on courses and talks happening locally in the area from the school SENCO. Please contact her if you would like any further information.

Teaching staff will be happy to share supportive strategies to help you meet your child's needs. This may also include specific advice from the inclusion team. Class teachers will make suggestions of how to help your child through homework flyers or reading records. It is always important that your child practices reading daily, regardless of their age or ability. Sometimes, the school may offer specific workshops on how to support homework for example, phonics and calculations. Alternatively, this information may be offered during other open events at the school. Class teachers will also send home curriculum newsletters so that you can read about what your child will be covering in more detail.

Every year there will be a 'New to Year X' meeting so that teachers can outline the curriculum for the year and ensure parents are aware of expectations.

How does the school enable constructive partnership working with families?

During termly parent's evenings you will be invited to contribute to your child's LSP (if they have one). If your child requires an Risk Reduction Plan then you will be invited into the school to complete this with the class teacher and a member of the Inclusion Team. If your child has more complex needs, you may be invited to contribute more frequently.

You can discuss longer-term planning for your child's future provision with either the SENCO or your child's phase leader. The SENCO holds termly bookable parent-SENCO meetings and is developing a more extensive parent voice programme.

The head teacher will hold regular parental voice sessions. If you have questions or issues you wish to raise, please email in for discussion. parentalvoice@longmeadow.herts.sch.uk

Children have the opportunity to contribute their views as part of the school council, through regular discussion opportunities in line with British Values and Character Education, and in meeting with teachers when discussing their Learning Support Plans and targets.

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

Every care is taken to ensure there is an inclusive approach to school trips and visits. School staff are committed to equality of opportunity. Additional measures may need to be put into place for some children, for example changes to adult-to-child ratios. The school may ask you to accompany your child on a school trip. All visits are thoroughly risk assessed and any individual needs are planned for. There are after school and breakfast clubs based at the school and all children are welcome to these.

How accessible is the school environment?

Please refer to the school's Accessibility Plan, available on the website.

Who can I contact for further information?

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

Following this you may make an appointment with the school SENCO, Mrs Katy Alexander.

You may also discuss this with a member of the school inclusion team:

Head teacher: Mrs Emily Howley

Behaviour Lead: Mr Lee Geer

School Family Worker: Miss Brogan Jennison

How will the school prepare and support my child to join the school or transfer to a new school?

The school has a clear transition policy; this will ensure a smooth transition as children enter the school and as they move through the classes. Staff will complete home visits (or telephone calls) for all new children and careful transition arrangements are made for year 6 children as they prepare for year 7 including the school engaging in the transition programme.

Every year there will be a 'New to Year X' meeting so that teachers can outline the curriculum for the year and ensure parents are aware of expectations.

More planning may be required if your child has additional needs. To enable them to feel supported in the school, a member of the Inclusion Team will oversee this planning. Individuals may be offered additional support as they transition between year groups.

How are the school's resources allocated and matched to children's special educational needs and how is the decision made about how much support my child will receive?

There is a teaching assistant in each class from Early Years to KS2, as well as an interventions-focused TA in each phase. These teaching assistants support the children by delivering small group work. They may work individually with children to work on specific targets. The deployment of the teaching support staff is the responsibility of the class teacher and children are targeted according to the amount of progress they are making. Teachers will use careful assessments to decide what future provision a child needs. The school also has some additional teaching assistants who will support children with exceptional needs. The allocation of these is decided by the Inclusion Team or through the provision of external funding (usually Exceptional Needs Funding or Education, Health and Care Plans).

The Inclusion Team hold regular open meetings where staff can discuss individual children and plan for their needs. Use of school records are also monitored and evaluated by the Inclusion Team to ensure correct provision.

It is our practice to seek parental advice around strategies that may work for children that school are not aware of, as a child's family knows them best. For children requiring a higher level of support, such as those with Learning Support Profiles, parents and carers will be invited to meet with the teacher to discuss what we are doing to meet a child's needs.

Where can I find more information about the Local Authority's local offer of services and provision for children with special educational needs?

www.hertsdirect.org/localoffer