



Longmeadow Primary School

SEN School Offer

Agreed: Autumn 2015

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Longmeadow Primary School Special Educational Needs and Disability (SEND) Information Report

(School Offer)

At Longmeadow Primary School we strive to support all children to enable them to achieve at school.

In order to do this many steps are taken to support them through their learning journey.

Quality teaching is vital; however for some children there are occasions when further support may be needed to help them achieve their targets.

The Special Education Needs Co-ordinator (SENCo) is:

Mrs Rebecca Evans

The SENCo is responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children's special educational needs (SEN). The SENCo liaises with staff to monitor pupils' progress and may plan further interventions where progress is slower than expected. Regular contact with a wide range of external agencies that are available offer more specialist advice.

If you have any concerns regarding SEN matters please do not hesitate to contact us.

How does Longmeadow Primary School know if children need extra help?

We know when pupils need help if:

- Concerns are raised by parents/carer, teacher or the child.
- Limited progress is being made.
- There is a change in the pupil's behaviour or progress.
- Concerns are raised by outside agencies (e.g. school nurse).
- Information is provided from the previous setting (e.g. pre-school).

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

- The class teacher is the initial point of contact for responding to parental concerns.
- If you have any further concerns then contact Mrs Evans who is the SENCo.

How will I know how Longmeadow Primary School support my child?

- Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional support by the teacher or teaching assistant in class where appropriate.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills etc. Then the pupil may be placed in a small focus group. This could be run by the class teacher or teaching assistant with the class teacher overseeing the work. The length of time of the intervention will vary according to the needs of the child. The interventions will be reviewed regularly by all involved to ascertain the effectiveness of the provision and to inform future planning.
- Interventions will be recorded and monitored to determine their impact. If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENCo.
- Pupil progress meetings are held each term. This is a meeting where the class teacher and teaching assistant meet with the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.
- Occasionally a pupil may need more expert support from an outside agency such as Speech and Language Therapy, a Paediatrician or other agencies. A referral will be made, with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parent/carers.
- The Head Teacher and the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. Should there be any concerns after a parent has spoken to their child's class teacher and SENCo an appointment can be made with The Head Teacher who can also raise any issues deemed appropriate with the School Governors.

How will the curriculum be matched to my child's needs?

- When a pupil has been identified with special educational needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.
- Teaching assistants (TAs) may be allocated to work with the pupil in a 1-1 or small focus group to target specific needs.
- If a child has been identified as having a special need, they may be given an SEN Support Plan. Targets may be set according to their area of need. These will be monitored by the class teacher and by the SENCo. SEN Support Plans will usually be discussed with parents and carers and a copy given to them.
- If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencil grips/easy to hold pencils or colour overlays.

How will I know how my child is doing?

Parents are involved and supported both formally and informally.

- You will have the opportunity to discuss your child's progress at Parents' Evenings.

- You can make an appointment to speak to your child's class teacher or SENCo if you wish to raise a concern or have an update on how they are getting on by visiting the school office, telephoning or emailing.
- Annual reports are written by the class teacher.

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

- The class teacher may suggest ways of how you can support your child.
- The SENCo or Head Teacher may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour/emotional needs.
- If outside agencies or the Educational Psychologist have been involved suggestions may be provided for parents and carers.
- We may recommend parenting courses/advice through the Children's Centre or Family Support Worker.

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

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties.

- Members of staff such as the class teacher, class teaching assistant, Pastoral Support Teaching Assistant and SENCo are readily available for pupils who wish to discuss issues and concerns.
- Personal, social and health education lessons are planned by the class teacher.
- Pupil voice is gathered by discussion and surveys and also through the school council.
- School assembly time can explore moral and social issues.
- Where appropriate group or individual sessions may be offered regularly to a child who needs it and outside agency counselling sessions or Family Support Worker sessions may be used.
- For those who find playtimes or lunchtimes a challenge clubs and/or alternative arrangements are available.
- We have specialised English as an Additional Language (EAL) support in school for 1 day per week (however of course EAL does not necessarily mean that a child has SEN).

Pupils with medical needs

- If a pupil has a medical need then a Care Plan is compiled sometimes with support from the school nurse/Paediatrician and in consultation with parents and carers. These are discussed with all staff who are involved with the pupil.
- Staff receive epipen training yearly delivered by the school nurse.
- Where necessary and in agreement with parents/carers prescribed medicines are administered in school when a prescribed medication form is in place.
- Many staff have had basic first aid training.
- We have a defibrillator in school which many staff have been trained to use.

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

At times it may be necessary to consult with outside agencies to receive more specialist expertise.

The agencies available to the school include:

- The Communication Disorder Team (Autism Spectrum Disorder)
- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- Attendance Officers
- Physical and Sensory Services to support pupils with hearing/visual impairment
- Children's Services (Social Services)
- Speech and Language Therapy
- Occupational Therapy
- Child Development Centre (CDC) - Paediatricians
- School Nurse
- Early Year Advisory Service
- School Family Worker
- Woolgrove Outreach

An Educational Psychologist is allocated to each school. He/she would normally only work directly with pupils whose needs are felt to be considerable and have not responded well to the interventions previously put in place for them.

In order to help to understand the pupil's educational needs better, the psychologist will generally meet with the parent and give feedback. He/she will offer advice to the school and parents/carers on how best to support the pupil in order to take their learning forward.

What training are the staff supporting children with SEND had or are having?

The school provides training and support to enable all staff to deliver quality teaching for all children. Members of staff have received training related to SEND.

These have included sessions on:

- How to support pupils on the autistic spectrum.
- How to support pupils with social, emotional and mental health needs.
- How to support pupils with speech and language difficulties.
- How to support children with specific learning difficulties, including dyslexia.
- How to support children with learning delay.
- How to support pupils with physical and co-ordination needs.
- How to support children with medical issues.

Mrs Evans has gained the qualification 'National Award for Special Educational Needs Co-ordination'. As part of the local SEND cluster group relevant up to date training can be accessed in order to support the needs of the children.

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

Activities and school trips are available to all and care is taken to think about the needs of all the pupils when these are planned.

- Risk assessments are carried out and procedures are put in place to enable all children to participate. Appropriate provision and reasonable adjustments will be made where necessary.
- However, if it is deemed appropriate that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.

How accessible is the school environment?

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- Ramps into school to make the building accessible to all.
- 2 toilets adapted for disabled users.
- Wide doors in some parts of the building.
- A stair lift into the Key stage one part of the school.

How will the school prepare and support my child when joining Longmeadow or transferring to a new school?

Many strategies are in place to enable the pupils' transition to be as smooth as possible.

These include:

- A transition programme for nursery and reception children, including nursery staff home visits, pre-school visits and stay and play sessions.
- Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- All pupils attend a transition session where they spend some time with their new class teacher.
- Additional visits are also arranged for pupils who need extra time in their new school.
- Staff are willing to meet with parents/carers prior to their child joining school.
- Secondary staff visit pupils prior to them joining their new school.
- Mrs Evans (SENCo) liaises with the SENCos from secondary school to pass on information regarding SEN pupils.
- Where a pupil may have more specialised needs, separate group sessions preparing them for transition may be arranged and extra meetings may take place with resources such as photos of important staff members and buildings.

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

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- In exceptional cases the SENCo may apply for Exceptional Needs Funding.
- Resources may include deployment of staff depending on individual circumstances.

How is the decision made about how much support my child will receive?

- These decisions are made in consultation with the class teacher and the Senior Leadership Team. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies.
- During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will normally be arranged. This will usually happen at a pupil progress meeting.

How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education.

This may be through:

- Discussions with the class teacher.
- Parents' Evenings.
- Discussions with the SENCo or other professionals.
- Discussions on their child's SEN Support Plan.
- Coffee mornings are arranged with senior members of staff for parents to offer views and suggestions.

Who can I contact for further information?

If you wish to discuss anything with the school please contact the school office to arrange a meeting with the relevant person.

How can I find information about the Local Authority's Local Offer of services and provision for children and young people with special educational needs and disability?

The local authority, Hertfordshire County Council, has published its local offer of services and provision for children and young people with SEND on its website at:-

www.hertsdirect.org/localoffer