



Longmeadow

Primary School

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School SEN Information Report

Policy Agreed:	Autumn 2025
Review Date:	Autumn2026

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, working alongside your child, and making observations. Teachers also complete more detailed assessments on a termly basis and assess the children against age related expectations. Termly progress and review meetings are held to review the attainment and progress of all children. At these meetings, 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 and suggest strategies to support.

If a class teacher is concerned about a child, they will seek further advice from the SENCo and the school inclusion team. The teacher and the inclusion team may decide to change the child's provision and give additional or different support. Parents will be invited to offer their suggestions and to raise any concerns. At Longmeadow, parents are informed of their child's progress regularly and offered opportunities to speak to both the class teacher and the SENCo. Parents are encouraged to contribute their views about their child's additional provision and adaptations needed.

How will school staff support my child?

If a child is identified as having additional needs beyond quality first teaching, they may be added to the school's SEN register. Parents will be informed of this, and details of the child's provision will be added to the school's provision map. Provision maps identify:

- The child's identified need
- 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
- Any adaptations needed e.g. Child X requires a fiddle toy and planned movement breaks

We use 'SMART' targets, which means targets are Specific, Measurable, Achievable, Relevant, and Timed. Pupils with more diverse needs will have an I.E.P. (Individual Education Plan) written by their class teacher in conjunction with the child and their parents. The profiles outline:

- A child's likes / dislikes
- What helps me
- What I find tricky
- People who help
- Parents' views

If a child's needs are centred on social, emotional, and mental health then they may have a 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.

All targeted support follows an 'assess, plan, do, review' format. As part of this cycle, provision is individualised 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 targeted support.

Other support staff include:

- SENCO, who oversees specific learning needs and works with teachers to plan interventions
- School Family Worker, who supports families and works predominantly with parents

How will I know how my child is doing?

Teaching staff assess children daily through targeted questioning, working alongside your child and ongoing observation. In addition, teachers complete more detailed termly assessments against age related expectations. Termly progress and review meetings are an opportunity to discuss children's progress and identify barriers to learning. Each term the impact of interventions is analysed and reviewed to ensure ongoing high-quality provision for all learners.

If children are on the SEND register, parents are entitled to meet 3 times a year to discuss the plans in place. Invitations are sent to meet with the school SENCO, but meetings can also be arranged by parents. This can be done through the school office.

What if I have concerns about my child?

In the first instance, please come and speak with to child's class teacher and raise any concerns. Following on from this meeting, it may be necessary to make an appointment to meet with the school's SENCo to discuss provision in more detail. 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

Provision plans that include additional provision in place are also drawn up by the teachers to be reviewed termly by the SENCO and the Senior Leadership Team to note where children are needing a more tailored approach.

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?

At Longmeadow we recognise that all behaviour is communication and operate a positive approach to behaviour. We follow five Golden rules which are embedded throughout our school:

- We are kind
- We keep ourselves safe
- We look after property
- We try our hardest
- We let other children learn

Achievements are celebrated in the classroom and through weekly values and achievement assemblies. All staff follow the school's positive behaviour policy, which is based on the 'Therapeutic Thinking' approach. Staff are trained to use positive praise and phrasing to support children to make pro-social behaviour choices. When things go wrong, we follow a restorative approach to justice.

The inclusion team may complete programmes of work with individuals to support their emotional wellbeing or to support any social or behavioural needs. Where necessary, we will seek the support of specialist advisors.

The School Council is led by Mrs Osborne our headteacher. The School Council exists to ensure that children's ideas and opinions are represented.

If your child has medical needs, we will work with you to create a health care plan to ensure your child's needs are met.

The DSPL2 offer support for parents which can be accessed through their website.

<https://www.stevenagedspl.org.uk/>

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 on Therapeutic Thinking), training from external agencies, Autism training, inclusive classroom environments, children's mental health and attachment disorder. Staff regularly have updates and training reflecting the diverse needs of the children currently on the school SEN register.

The SENCo and Headteacher attend DSPL2 cluster groups to share good practice and keep up to date with current thinking, practices, and research.

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 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.
- outreach services, including Larwood School and Greenside School
- Social care services
- Educational psychology advice

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

Your role as a parent is essential in supporting your child to make good progress. We regularly signpost parents to training and talks happening locally that focus on areas of SEN. We also hold half-termly coffee mornings which focus on an aspect of SEN. These events are an opportunity to meet parents in similar situations and to share knowledge and ideas.

Teaching staff will be happy to share supportive strategies to help you meet your child's needs. This may also include specific advice. Class teachers will make suggestions of how to help your child. It is always important that your child practises reading daily, regardless of their age or attainment level. Sometimes, the school may offer specific workshops on how to support your child for example, phonics and calculations. Alternatively, this information may be offered during other open events at the school.

How does the school enable constructive partnership working with families?

Each term you will be invited to an 'APDR' meeting (Assess Plan Do Review Meeting) to discuss your child's progress. If your child requires a Risk Reduction Plan 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.

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 SENCOs, Miss Bronwyn Janes

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

Headteacher: Mrs Lynne Osborne

School Family Worker: Mrs Brogan Wells

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. Children identified as needing additional support are carefully planned for as they transition between year groups.

As a school, we focus on ensuring continuity of provision as this is key to maintaining children's success. Each year, we build on the work of the previous year.

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?

Teaching assistants are deployed throughout the school according to identified need; currently this means that there is at least one teaching assistant in each class from Early Years to KS2. The deployment of the classroom 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.

Parental engagement

You know your child best and we will always seek your advice around strategies that may work for your child. We always want to work with you to find the best support and communication is key to that. If you are concerned that you have not had a formal meeting to discuss support, or if you would like to understand the provision in place better, please feel you can contact us at any time.

There are a range of courses and targeted support available from the local health team as well as Hertfordshire County Council. Accessing these will help you to understand strategies that can work for you at home, that may also be successful in school.

We promote parental co-production and encourage parents to engage with us in promoting our school rules, being ambitious for all our children and accessing the meetings that are on offer.

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

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

<https://www.hertfordshire.gov.uk/microsites/local-offer/new-to-send.aspx>

<https://www.stevenagedspl.org.uk/>

SEN profile at Longmeadow

There are currently 56 pupils on the Longmeadow SEN register (September 2025)

Of these, 11 children have EHCPs (Educational Health and Care Plans) with 3 children awaiting their final EHCPs.

How does this compare to other schools?

	<i>Longmeadow Primary School</i>	<i>Nationally</i>
<i>Number of pupils on roll</i>	200	
<i>Number of pupils on SEN register as percentage</i>	20.5%	14.2%
<i>Percentage of pupils with an EHC plan</i>	7%	5.3%