



Longmeadow Primary School

SEND Information Report

Policy Sign off

Approved by:	Mr James Berry Headteacher	Date: 22nd September
	Ms Jo-Ann Staniforth, Chair of Governors	
Last reviewed on:	September 2026	
Next review due by:	September 2027	

1. How does the school know if children need extra help?

According to the Special Educational Needs and Disability Code of Practice 2015, “a child or young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age.”

At Longmeadow children may be identified as needing extra help in a variety of ways, this could include some of the following:

- Liaison with a previous school or pre-school setting
- A child falling below age expected levels or making limited progress in accordance with age-related expectations.
- Concerns raised by parents / carers
- Concerns raised by teachers, perhaps related to a change in pupil's behaviour or self-esteem
- Use of assessments.
- Liaison with external agencies
- Children with an EHCP (Education, Health and Care Plan)

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

The attainment and progress of all pupils is monitored frequently and consistently through the school's assessment cycle. Children who are falling behind age-related expectations are identified through pupil progress meetings during the year. These children are highlighted to all adults working with them. High-quality teaching, targeted teaching towards the areas in which the child requires support, will then be put in place and the child's progress will be monitored.

Parents will be informed of any concerns during Parent Teacher consultations, or earlier if necessary. If the child's progress continues to be less than expected, a more detailed assessment of the child's needs will take place, which may be supported by the SENDCO. If there are indicators that the difficulties are likely to continue, the views of the parents and the child will be sought. Following this process, the child may be recorded as having special educational needs and/or disabilities.

If you have concerns about your child's progress or feel that your child may have special educational needs, you should initially speak to your child's class teacher. If you remain concerned that your child is not making expected progress, you may wish to speak to the SENDco, Rebecca Fry.

Concerns raised by parents will be shared with the school SENCO, where appropriate. Further discussions will then take place between the relevant staff, parents and, where appropriate, the child, to consider the child's needs and agree on the most appropriate way forward.

3. How will school staff support my child?

If your child is identified as having SEND, the school will take action to try to remove barriers to learning. This support may take place in different ways according to the needs of the child:

Quality First Teaching

The teacher has the highest possible expectations for all pupils in the class and is committed to ensuring that every child is supported to achieve their full potential. Teaching is carefully planned around what children already know, can do and understand, allowing them to build on their existing knowledge and skills. A range of teaching approaches is used to ensure that children are fully involved in learning and can access the curriculum successfully.

Specific individual or group work to address areas of need

Your child will be offered adjustments, interventions or support that are different from or additional to those provided as part of the school's general working practices. Interventions may be run in the classroom or a group room by a teacher, or a member of support staff. The SENCO will support the teacher and if necessary, make further assessments of your child's needs.

Specialist advice from outside agencies

This means a pupil has been identified by the SENCO and class teacher as having more complex needs and that the support given over a period of a term or longer, has not helped them to make the expected progress. Specialist support and advice can be sought from a professional outside the school. A referral may be completed in conjunction with parents.

You will be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school and at home. The specialist professional may work with your child to understand their needs or may discuss their needs with you and school staff and make recommendations as to the ways your child is given support

within school. Once the advice has been received it will be acted upon and reviewed regularly as part of the termly meeting between the class teacher and parent.

High level Specific Individual support

This type of support is available for children whose learning needs are severe, complex and lifelong. This applies to a very small number of children (approx. 3% nationally) and has clear criteria that the children must meet. This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by a range of professionals as needing an individualised planned approach. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups alone. You and the school can request that Local Authority carry out a statutory assessment of your child's needs to see if they would benefit from having an Education, Health and Care plan (EHCP). This is a legal document which sets out any additional support required to meet the special education needs of your child. It is intended to draw together information from Education, Health and Social Care. After the request has been made, this goes to a Panel of Professionals who will decide whether they think your child's needs (as described in the paperwork provided by you and/or the school), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a further report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support. After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will (in consultation with you and the school) write an EHCP. If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible. The EHCP will outline support your child will receive and how the support should be used, and what strategies must be put in place. It will also have long-term and short-term goals for your child.

More information about the EHCP process can be found on Hertfordshire Local Offer Website at: <https://www.hertfordshire.gov.uk/microsites/local-offer/education-health-and-careplans/education-health-and-care-plans-ehcp.aspx>

4. How will I know how my child is doing?

The progress of all children is reviewed continually by the class teachers, the Headteacher and the SENCo. Termly Pupil Progress Meetings take place with the class

teacher and SENDco or a member of SLT. Information about children's progress is shared with parents at Parent-Consultations and through the annual school report.

If a child is identified as having Special Educational Needs, they will have a Pupil Passport or Learning Plan, in place which will be discussed termly between the class teacher, and parents. At the meeting, achievements will be celebrated and new targets planned.

5. How will the learning and development provision be matched to my child's needs?

If your child is identified as having SEND, the school will take action to remove barriers to learning. Special educational provision is based on the desired outcomes, including the expected progress and attainment and the views and wishes of you and your child. Information from a wide range of sources including discussion with you, your child, the class teacher and sometimes the SENCO will be gathered to determine the needs and provision for your child. If the assessments show that your child has a difficulty, a range of strategies will be discussed with you. The SEND support will take the form of a four-part cycle - Assess, Plan, Do and Review, through which earlier decisions and actions are revisited, refined and revised with a growing understanding of your child's needs and what supports her/him in making good progress with good outcomes.

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

We are a happy school. Your child's wellbeing is paramount, and we pride ourselves on our inclusive environment. Class teachers are regularly reflecting on the wider wellbeing of the individuals in their class.

The school has clear policies and guidelines around such things as medical needs, personal care, equality and behaviour and bullying.

Day to day, all children's emotional health is well supported with such things as PSHE sessions and circle time in class. Some children may additionally be offered support such as protective behaviours sessions and social stories. All children are regularly taught mindfulness and are helped to develop strategies to support with developing positive mental health.

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

The SENDCo liaises regularly with a range of external agencies and specialists. We may feel it would be helpful to refer a child to an external specialist for advice and additional support. For example: Educational Psychology, Speech and Language Therapy and Occupational Therapy. Any referral will first be discussed, in full, with you as parents.

Further information about these external services is available as part of the Hertfordshire Local Offer.

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

8. What training have the staff, supporting children and young people with SEND, had or are having?

The Deputy Head and Senco are studying for the National SENCo accreditation. All staff have access to CPD for SEND when relevant and there are opportunities for whole staff training on particular aspects of SEND. Recent training includes:

- The SENDCo attending termly local cluster meetings for updates to SEND and local provision.
- The SENDCo has received Level 1 & 2 Protective Behaviours training.
- The SENDCo has a Level 5 Diploma in Specialist Teaching for Literacy-Related Difficulties
- Most staff are trained in first aid, with a number in the Early Years having done paediatric first aid.
- Training from Speech and Language therapists for Teaching Assistants delivering individual programmes for specific pupils
- The school is a member of the group North Herts DSPL (Developing Special Provision Locally) which supports the school and, therefore, the children with a range of training opportunities and access to experts.
- Autism Awareness Training delivered by Autism Training Hertfordshire
- All staff benefit from regular CPD both in school and via external providers. This training will vary
 - depending upon the relative experience of the staff and specific needs identified both on an individual and school-wide basis.
- Brick Intervention Training

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

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about how you can support at home.

At the beginning of term, we hold 'Meet the Teacher Meetings' to discuss the class teacher's expectations, the curriculum and timetable. You will have a chance to ask questions.

Regular newsletters are sent out to keep you up to date with activities and learning that is going on in school.

Parents are invited to Parent Consultation Evenings once a term to discuss the progress their child is making and review any targets that they have been set. It is an opportunity for parents to ask how they support with learning at home. Parents receive a written school report, near the end of the summer term, outlining attainment and effort for throughout the year.

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

We encourage you to speak to the Class Teacher, SENCo or Headteacher if you have concerns surrounding your child's education at any point. If your child has been identified as having SEND and has a Pupil Passport or Learning Plan, termly meetings will take place between you, your child and the class teacher. You will always be informed if your child has been referred to an outside specialist. When an outside agency has been involved with your child, you will be invited into school to receive feedback and be involved in discussions about planning next steps. If you have an FFA (Families First Assessment) or EHCP (Education Health and Care Plan) regular meetings will be planned with you to share information and discuss progress.

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

Ours is an inclusive school and the needs of all children will be considered in the planning of any trip or event. School trips are planned meticulously using County's Risk Assessment format, which will include individual risk assessments where needed. Staff allocation will be informed by this process.

Parents may be involved at all stages of the planning and delivery of any school trip or event to ensure success.

After school provision is accessible to all children with working parents, including those with SEND. Extra-curricular activities are accessible for children with SEND, many of which are run by the teaching staff.

12. How accessible is the school environment?

The school is fully compliant with Disability and Discrimination Act (DDA) requirements. There is a disabled toilet and changing facilities. We have access to auxiliary aids through the Sensory Impairment team, Occupational Health and Physiotherapy teams. We ensure wherever possible that equipment used is accessible to all children and adults regardless of their needs.

13. Who can I contact for further information?

If your child is currently a pupil at the school, please speak to the class teacher in the first instance. Further information is available from the SENDCo or Headteacher

- Headteacher – Mr James Berry
- SENCO -Miss Rebecca Fry.

14. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

When children are about to join our Foundation Stage, parents/carers are invited to tour the school and can raise any concerns with the Foundation Stage staff or the Headteacher. Any written records are passed on to ensure as smooth a transition as possible. Children are invited to visit the Foundation Stage with their parents/carers before they start their regular sessions and spend time with staff. The Reception Teacher or SENDCo will make visits to the child's current setting.

When children join us from other schools, we encourage parents/carers to visit with their child(ren) before they begin. Information is sent to us by their previous school, including information about any special needs or disabilities. New pupils are given help to settle into their new class, with other children acting as 'buddies' to make sure they have someone to play with at playtime, and adults explaining unfamiliar routines.

When children move on to secondary school the children can spend time at their new school during the school day. Secondary schools also hold information evenings for pupils and parents/carers and sometimes run special sessions for children who might find transition difficult. The SENCo from the secondary school and another senior member of staff, generally the head of Year 7, visit the school to discuss individual children with their current teachers, including and SEND issues.

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

The school has a dedicated SEND budget that is allocated to meet the specific needs of children with SEND. The Head Teacher decides on the deployment of resources in consultation with the school governors based on needs in the school.

Some EHC plans now have funding attached and is used for individuals with complex and exceptional needs.

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

Decisions are made by the Headteacher in consultation with staff. Any decision will reflect the needs of the whole school as well as the needs of the individual child.

17. 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 disabilities?

Hertfordshire County Council's Local Offer can be accessed online at

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

Further information and local support available: –

Dolphins swimming club is a swimming club for children or young people with SEND and their families. It is held at Stevenage Swimming Centre on a Sunday. You can attend the first session for free and if you enjoy it, you can sign the whole family up for £10 for the whole year.

<https://stevenage-dolphins.org/>

This is the link to the SPACE website if you would like more information on how they can support families with children or young people with ASD/ADHD. This includes family events within Hertfordshire and online.

<https://spaceherts.org.uk/space-for-families/#workshops-and-training>

The charity ADD-Vance has been developed by a group of parents of neurodivergent children who want to support families with children or young people with ASD/ADHD. They offer a variety of services including workshops, courses, a support telephone line, as well as family events and much more.

<https://www.add-vance.org/parents/courses/>

