

Statement Date; September 2023

Review; Annually

This report should be read in conjunction with other policies such as the SEND Policy, Inclusion Policy, anti-bullying Policy and Behaviour Policy.

Longford Primary School – SEND Information Report

Following the publication of the Special Educational Needs and Disability (SEND) Code of Practice 0-25 years 2014, schools are required to publish information about their SEND provision. In Wiltshire this forms part of the Local Offer.

What is the Local Offer?

This provides information and guidance on services available for children and young people, aged 0-25, with SEND, and their families. Information regarding education, health, social care, preparing for adulthood and leisure can be found on this dedicated website.

For information about **Wiltshire County Council's Local Offer** please refer to their website (below). Click on the link below to be taken directly there.

<https://localoffer.wiltshire.gov.uk/>

or contact **Wiltshire Council SEND SPOC** (single point of contact) on 01225 712620 to speak with a duty SEND Lead Worker.

The **WPCC (Wiltshire parent carer council)** offers independent support for parents and carers of children / young people with SEND. Their website address is

<https://adults.wiltshire.gov.uk/Services/522>

Tel: 01225 764647

Email: admin@wiltspcc.co.uk

Wiltshire SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Services) offers information, advice and support for parents and carers of children and young people with special educational needs and disabilities (SEND). This service is also offered directly to young people.

Tel: 01225 255266

Email: Wiltshire.Sendiass@family-action.org.uk

Website: <https://www.kids.org.uk/sendiaass>

In this report you will find information about how we identify children's needs and the wide range of provision that we offer to support children with SEND.

At Longford Primary School we have approximately 68 children attending the school. The percentage of pupils with SEND is 6% which is below the national average.

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13. **What do I do if I have a concern about my child and the provision being made?**

1. What kinds of SEND does Longford Primary School make provision for?

The proportion of pupils with Special Educational Needs and Disabilities at Longford Primary School is 6%. This figure includes the total number of pupils with SEND from within mainstream.

We are experienced in supporting children with a wide range of Special Educational Needs, including:

- Specific Learning Difficulties (Dyslexia) either with a formal diagnosis or displaying associated difficulties.
- Sensory Processing difficulties
- Speech and Language difficulties
- Neurodiversity - Autism spectrum / communication and interaction difficulties and ADHD
- Attachment Disorder
- Social, Emotional and Mental Health difficulties

Our SEND provision is detailed below according to the four categories identified in the Code of Practice (2014):

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical

Within each of these areas we have listed our Universal provision for all pupils, including quality first teaching, our targeted provision which is 'additional or different' from our universal offer, and our specialist provision.

The school SENDCO meets regularly with teachers to discuss the progress of all the children in school.

- If a child is not making expected progress they will be supported within class.

- If a child has needs that are additional and different to most children they may need to be placed on the school special needs register. At Longford, we follow the Wiltshire Graduated Approach of identification and support for children with SEND and this will be used to guide staff of next steps for your child.
- All interventions are evidence based and monitored closely to ensure a positive impact is made. Progress is shared with the child, the parents and the staff team.
- The governor for SEND visits the school regularly to monitor provision.
- All staff are kept up to date with the latest SEND information and training. We have regular staff meeting time dedicated to staff training in sharing and improving good practice. Below, is a list of some of the training staff have taken. This training has been led by the SSENS team, Behaviour Support Service, and SENCO:

Staff Training

- Attachment
- Creating Calmer Classrooms
- De-escalation
- Lego Therapy
- Managing Emotions Training
- Team Teach
- Paired Reading
- Precision Teaching

Our SENCO holds the following qualifications: B.Ed Honours in Special Needs, PGCE Speech and Language; CAES SPLD (dyslexia); National senco award.

The following systems are in place to set provision for children with special needs:

Cognition and Learning

Universal Provision for all pupils - Quality First Teaching	Targeted Provision	Specialist Provision
<p>Scaffolding in class in terms of levels of activities/tasks and support.</p> <p>Classroom aids to help learning including word banks, classroom support mats, additional use of ICT (e.g. use of ipads, reading eggs, mathletics, Nessy, times table rock stars), use of pencil grips, support seats, coloured overlays and</p>	<p>Individual provision identified and recorded on school provision map.</p> <p>Staff run groups for children who need a boost with phonics, maths, writing etc. Targeted support over a specified time period.</p> <p>Class interventions for children who need extra support in</p>	<p>Agency referrals to Special Educational needs Support Service (SSENS), Educational Psychology Service, Speech & Language Service. Children are assessed and advice/recommendations given to school and parents.</p> <p>Programmes of support / recommendations given by these professionals are put in place to support children as appropriate.</p>

<p>bookmarks.</p> <p>Positioning of child in class (e.g. role models, view of whiteboard).</p> <p>Use of visual timetables.</p> <p>Provision of individual lined paper.</p> <p>Rewards – Dojo’s for Years R – 2, House point cards Years 3 – 6.</p>	<p>phonics.</p> <p>Class TA’s carry out 1:1 targeted sessions for children who have been identified by their teachers as requiring extra support in maths and literacy.</p>	<p>Individual sessions using specialist resources such as Wordshark and Numbershark.</p>
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Communication and Interaction

<p>Universal Provision for all pupils - Quality First Teaching</p>	<p>Targeted Provision</p>	<p>Specialist Provision</p>
<p>Staff model correct speech for children.</p> <p>Staff ensure that children understand what is being said, what instructions are being given by simplifying language, using visual clues, 1-1 additional verbal support, and chunking or breaking down instructions or repeating them.</p> <p>Staff ensure that children understand social rules through good role models and using picture clues. Golden rules are developed by the children.</p> <p>Rewards – Dojo’s for Years R – 2, House point cards Years 3 – 6.</p>	<p>Individual provision identified and recorded on school provision map.</p> <p>Personalized timetables.</p> <p>Advice is sought from the Speech and Language Advice Line.</p> <p>Supporting sheets and activities are sent to enable us to support children.</p>	<p>Referrals are made to Speech & Language, children are assessed and where necessary provided with targets for home and school. Some children may require more intense support and 6-weekly blocks of Therapy is provided.</p> <p>1:1 support to follow individual SALT programmes: The TA works with children given targets from Speech and Language. Targets are returned when completed or reviewed by the Speech and Language Therapist if progress is not made, and children re-assessed.</p> <p>TA’s support pupils with speech and language difficulties.</p> <p>Token Economy systems, language jigs and social stories are put in place when required. These are used for children, including those on the Autistic Spectrum, to help with social interaction difficulties and social situations.</p> <p>Individual visual prompts and timetables.</p>

Social, Emotional and Mental Health

Universal Provision for all pupils - Quality First Teaching	Targeted Provision	Specialist Provision
<p>Pastoral care in the classroom. This includes TA support.</p> <p>Corham Scarf PSHE</p> <p>Pupil Voice</p> <p>Rewards – Dojo’s for Years R – 2, House point cards Years 3 – 6.</p>	<p>Individual provision identified and recorded on school provision map.</p> <p>Individual Reward System / social stories / token economy</p> <p>Forest school Outdoor Learning - Play Ranger provides children with activities to develop social interactions, self-evaluation.</p> <p>Access to physical swinging and hanging equipment in a safe area. This provides a safe haven for children requiring additional support, and time for them to de-stress and enable them to rejoin their class.</p> <p>Transition Support for Year 6: Support from SENDco and Year 6 teacher to enable a smooth transition for children moving to secondary school.</p>	<p>Professional Counselling Service is provided in partnership with teaching staff, parents and pupils, maintaining confidentiality.</p> <p>Behaviour Support Service involvement.</p> <p>School Nurse: Provide support for children and their parents regarding medical and emotional issues e.g. diet, sleeping, toileting.</p> <p>CAMHS: These teams offer an intervention to any child that has an identified emotional, mental health or behavioural concern. Criteria has to be met.</p> <p>Alternative Education at Riverbourne Community Farm</p>

Sensory and / or Physical Needs

Universal Provision for all pupils - Quality First Teaching	Targeted Provision	Specialist Provision
<p>Sensory equipment in the classroom including the use of specially adapted seating.</p> <p>Vision impairment: teachers know which pupils in their class have glasses and make sure they remember to wear them when necessary.</p> <p>Positioning of child in classroom, size of writing on worksheet.</p> <p>Use of coloured worksheets and background on</p>	<p>Individual provision identified and recorded on school provision map.</p> <p>Strategies to improve developmental Co-ordination difficulties.</p> <p>Fine and gross motor groups.</p> <p>Riding sessions at the RDA (Wilton)</p> <p>Soft play equipment and other sensory equipment.</p> <p>Provision of writing slopes and wobble cushions.</p>	<p>Agency referrals: Occupational Therapy, Physiotherapy and Physical Impairment Service.</p> <p>Advice and recommendations provided.</p> <p>Programmes are implemented by TA’s to develop children’s dexterity, gross and fine motor skills.</p>

2. How will Longford Primary School identify and assess my child's needs

At Longford Primary School we recognise the importance of holistic assessment to inform our practice. We are keen to ensure that any barriers to learning your child may have are identified as early as possible, to ensure that we can put into place any extra support and provision they may need. We continually assess the attainment and progress of all children. We encourage and welcome open communication with you as parents / carers and encourage you to discuss any concerns you have about your child. Staff in Early Years have developed strong links with pre-schools and endeavor to identify areas of need prior to school starting, through liaison with the settings. Staff carry out screening during your child's time in reception using the Early Years Foundation Stage Profile.

If teachers are concerned about a child in their class they will discuss their concerns with you, the parents and carers. They will also liaise with the SENCO. The Wiltshire Graduated Response to SEND Support is used in Longford School and this gives guidance on the four categories within the SEND Code of Practice and when to place children on the SEND Register. A tiered system of SEND support is used, as follows:

Stage 1

**The child is showing
a concern. Support is class based.**

Stage 2

**The child
is receiving additional
support for a difficulty,
often within a group, or receiving 1:1 with a TA.
A One page Profile and Individual Progress Plan may be started.**

Stage 3

**The child is receiving sustained support
which is additional to and different
from the rest of the class, often
individually. They may receive
assessment and support from
external agencies.
A My Support Plan may be in place.**

Stage 4

**The child has an Education, Health
and Care Plan.**

Class Teachers carry out informal and formal assessments throughout the year to monitor the progress of your child. Math and Literacy Assessments are carried out termly or as required.

Terms 1 and 2: A range of formal and informal assessments are undertaken including baseline assessments in maths and English (ITRACK); Spelling and Reading tests; Phonics (Yr R-2) RBA – gov. EY baseline, EYFS baseline – Foundation Stage Profile; Phonics screener for Year 1 pupils and older pupils who have not passed. Year 2 phonics test.

Terms 3 and 4: Reading and spelling tests. Foundation Stage profile. Maths and English (ITRACK)

Terms 5 and 6: Foundation Stage Profile, Year 1 and 2 phonics test; Year 4 times tables test; Years 2 and 6 – KS SATs; Maths and English (ITRACK)

This helps us to track your child's progress and monitor it in relation to national data.

Occasionally children may require support from external agencies such as Educational Psychology, Wiltshire's Specialist Special Educational Needs Service (SENS), Speech and Language, Occupational Therapist, Wiltshire traveler education service, Education Welfare Officer (EWO) or the School Nurse. At Longford Primary School we work closely with outside agencies to support each child's individual needs. Interventions are carefully considered and put in place where necessary to help your child with their area of need (See Section 1). Interventions are carefully evaluated and outcomes are monitored to identify the impact of the intervention.

When a child is considered to have SEND, they will, in consultation with their parents / carers, be included on the schools Provision Map as SEN support. Children on the SEND register and those at SEN Support have their individual interventions / support strategies recorded on the provision map or on Individual Progress Plans.

If children continue to need additional support the school may, in conjunction with parents/carers, start a My Support Plan which will include what goals your child will work towards, and how exactly the school will help your child achieve them. Parents / carers will get a copy of the plan in writing.

If your child has a higher level of need, the Local Authority may identify the need for additional support and funding in the form of a My Plan (an Education, Health and Care Plan (EHCP)). Again, your child's achievement towards the set outcomes is continually monitored and additionally, an Annual Review meeting will be held to review their needs.

3. How do I contact the SENCO?

The school SENCO is Mrs Ruth Massie. Mrs Massie can be contacted by email: admin@longford.wilts.sch.uk Alternatively parents can make an appointment at the office. Mrs Massie's SENCO day is Tuesday.

4. How will Longford Primary School consult with me and involve me in my child's education?

The Code of Practice 2014 emphasises the expectation of parental / carer involvement in discussions of the child's provision and review of their progress.

At Longford Primary School the class teacher will discuss concerns about your child with you. If there is a need for additional support to boost your child's literacy or numeracy for example, you will be asked to sign a form to acknowledge that the school is giving your child additional support. This will be reviewed during the year either during parents evening or at other mutually convenient times.

If your child has a 'My Support Plan' their progress will be reviewed with you several times during the year.

If your child has a My Plan (an Education, Health and Care Plan), an Annual Review meeting will be arranged with the class teacher and SENCO, and, if appropriate, other professionals involved with your child. Your child's achievement towards their agreed outcomes will be reviewed and any further provision will be discussed.

If your child is not receiving SEN support and you are concerned, please contact your child's class teacher in the first instance.

At Longford Primary School we have an open-door policy. You are always welcome to make an appointment to speak to your child's class teacher should you be concerned about anything. Our ethos embraces the importance of home-school communication. We all strive for the same outcome – the best for your child.

5. How will Longford Primary School involve my child in their education?

At Longford Primary School we aim to involve your child throughout their education. We will discuss your child's individual targets with them and involve them in the process. We celebrate the child's successes in both class and in school assemblies.

Children being supported at Stage 1 and Stage 2 will be involved in decisions about their interventions and their outcomes. We will discuss with them what is working well and what is not working so well.

At Stage 3, your child will be involved in drawing up a 'My Support Plan' and reviewing their achievement towards the outcomes that we are all working towards.

Children with a 'My Plan' (an Education, Health and Care Plan) will be involved in sharing their views within the Annual Review process. If appropriate, the child will be invited to take part in the Annual Review Meeting.

Some children will have a 'one page profile', which is a short A4 page document detailing their interests and strengths. Children are actively involved in producing these. The aim of this document is to inform anyone working with the child how they can be supported within the classroom.

6. What is Longford Primary School's approach to teaching children with SEND?

At Longford Primary School we have high expectations and aspirations for all children. We are an inclusive school and all children are given equal opportunities and access to the stimulating, broad and balanced curriculum which we offer. Teachers differentiate the curriculum so that children are able to access learning at their own levels. All children have opportunities to work with others of different abilities within their class. They are all involved in evaluating their work and discussing the next steps in their learning.

There is an expectation that Quality First Teaching is the first response to meeting the needs of all pupils. For children who experience greater difficulties a range of interventions is provided. These are carefully tailored towards the child's needs (See Section 1). The aims of the interventions are to assist the child in their work in the classroom. For children with more complex needs who may have an Education, Health and Care Plan, the curriculum will be carefully planned towards their individual needs and regularly reviewed to ensure that outcomes are met.

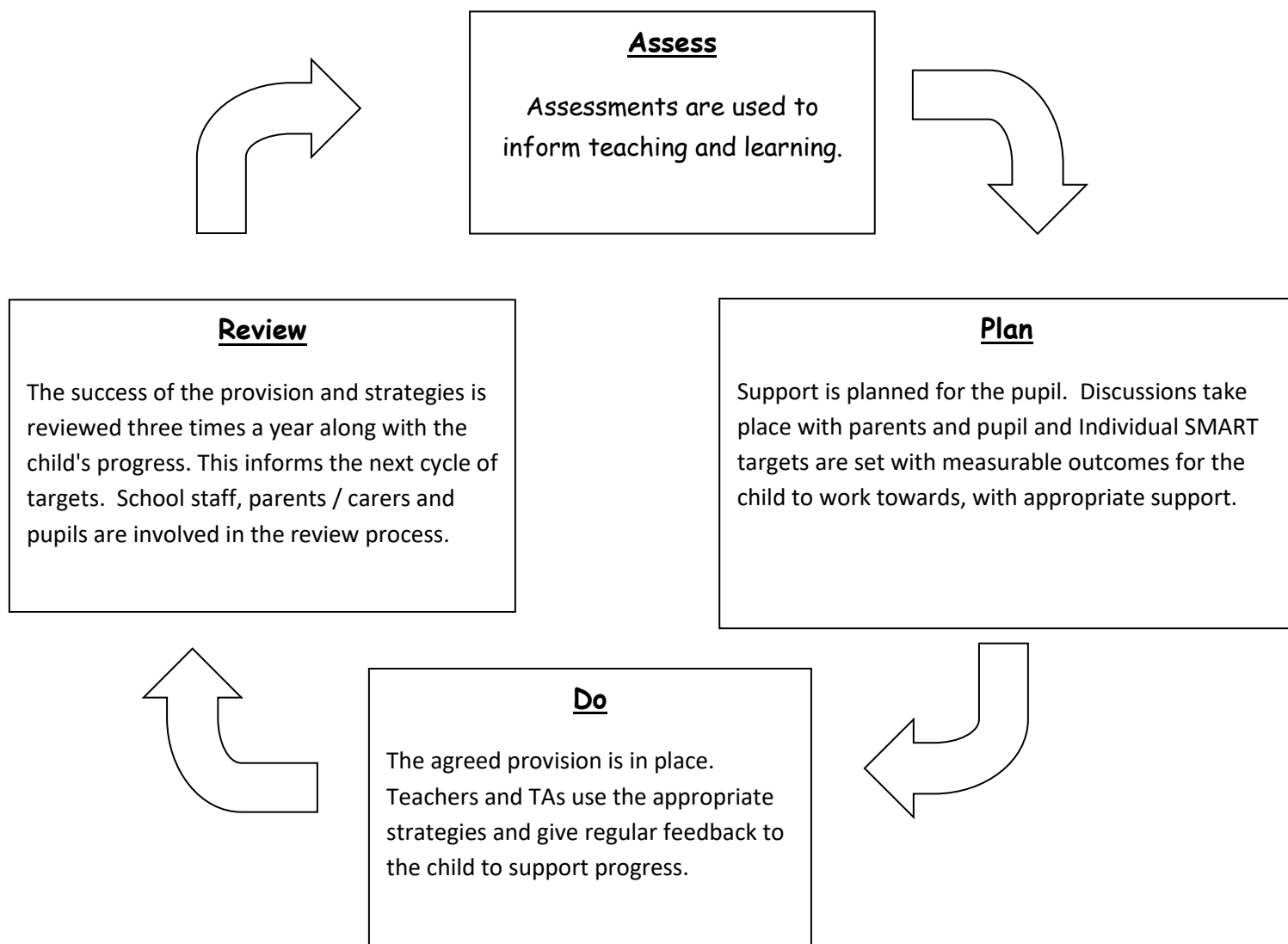
At Longford Primary School we believe that all learners are entitled to the same access to extra- curricular activities, and whole-school experiences, and are committed to making reasonable adjustments to ensure access to participation. We provide a range of clubs, both at lunchtimes and after school. A range of sports activities takes place throughout the year, again for all children irrespective of their academic abilities.

7. How will Longford Primary School match the curriculum and learning environment to my child's needs?

At Longford Primary School we ensure that all children, including those with SEND, have access to high quality teaching, appropriately differentiated to meet their needs. Teaching Assistants are experienced at delivering specific interventions as well as supporting children in class.

Children at Stage 1 will be monitored closely by the class teacher. Those children at Stage 2, 3 & 4 will have their additional support recorded and evaluated on the class provision map and Individual Pupil Plans which are reviewed throughout the year.

A cyclical four-stage process is used to inform needs, as detailed in the Code of Practice 2014.



Parents of children with an Education, Health and Care Plan may have a personal budget through which allocation of support will be made.

8. How will Longford Primary School support my child's emotional and social development?

At Longford Primary School we continually celebrate children's achievements in class and in whole school assemblies. We use reward systems to acknowledge children's successes both in work and in their social skills. We use a range of strategies and interventions to help children who experience difficulties at times in their social development (see section 1).

9. What kinds of expertise and training do staff at Longford Primary School have to support my child?

We are fortunate to have a range of provision delivered by trained teaching assistants and teachers. Teaching Assistants are trained in the interventions detailed in section 1.

Our SENDCO has a B.Ed Honours in SEN and holds a qualification in Specific Learning Difficulties (dyslexia). She has a PGCE in speech and language and has many years' experience of working with children with ASD. She holds the National Award for SENDCOs.

Two members of staff have level 1 training in Team Teach (Positive Behaviour Training).

All staff received Attachment Training and training on de-escalation.

Interventions and support for children with SEND is continually evaluated and recorded on the Provision Map, through Individual Pupil Plans and One page Profiles. We ensure that our expertise is updated, with staff attending courses to ensure their knowledge is up to date. Staff receive training in new interventions which we see as beneficial to our children's needs.

10. How does Longford Primary School evaluate the effectiveness of the provision made for children with SEND?

The impact of interventions is measured as far as possible through quantitative and qualitative means. The SENCO is available to meet with teachers to discuss each child's provision and review targets. The SEND Governor and SENCO meet regularly to discuss SEND within the school.

11. How does Longford primary School support children in moving between phases of education?

Moving Classes: When children with SEND move classes, we ensure that visits to their next class, and visits from their new class teacher take place in plenty of time, in order to allay any fears or worries the child may have.

Joining in Reception: When children join our school in Reception, visits are organised for children to come into school in small groups prior to starting. Meetings with parents and carers ensure that all necessary information is available to make this transition as smooth as possible.

Joining the school in different classes: We aim to ensure that children settle as quickly as possible if they are joining our school at a later stage of their schooling. To help with this, wherever possible, we arrange transition visits and contact between settings to ensure we have up-to-date information to help with the transition.

Transferring to a new school: A child with SEND may find it particularly difficult moving to a new school, whether this is at the end of year 6 or in other year groups. The class teacher, together with the SENCO, provide transition support for those pupils in year 6 transferring to secondary school. Sessions are held to help children find out about the school, discuss their worries and excitements, and prepare them for moving on. Visits to Secondary Schools are arranged and additional visits can be organised if necessary. Secondary support staff also make visits to the school to meet the children who will be joining them in September. Additional visits to the new setting are arranged if appropriate.

For children moving to a new school from other year groups, we ensure information is passed to parents or sent to their new school. If necessary, telephone calls are made to the SENCO at the next school to help with the transition period.

For children with My Support Plans and My Plans, transition meetings will be held with parents / carers and other professional agencies, to ensure a smooth move to the new school.

12. How does Longford Primary School involve other agencies to support my child and family?

At Longford Primary School we work closely with a wide range of agencies in order to provide assessments and support for your child. We can make referrals, or support parents in the process, to many external agencies, including:

- Educational Psychologists
- Traveler Education Support
- Speech and Language Therapists
- Advisory teachers form the Special Educational Needs Support Service (SENS)
- Occupational Therapists
- Pediatricians
- Physiotherapists
- Child and Adolescent Mental Health Service (CAMHS)
- Social Services
- Behaviour Support

13. What do I do if I have a concern about my child and the provision being made?

If you are concerned about anything regarding your child our complaints policy is available online, but we would encourage you to see your child's class teacher in the first instance. Should you wish to discuss your concerns further, you could make an appointment to see the SENCO or Head teacher.