



LONGRIDGE CE PRIMARY SCHOOL SEND INFORMATION REPORT 2023

Mission Statement

Living, Learning and Sharing in a Loving Christian Family (Acts 2 v 42-47)

Name of the Special Educational Needs/Disabilities Coordinator:
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The kinds of SEND we provided for:

Longridge CofE Primary is a mainstream setting. At Longridge CofE we aim to create a curriculum and environment in which all children, including those with SEND, can develop physically, intellectually and emotionally at a pace which is suited to their individual need and where all children have opportunity to access the curriculum in order to release their full potential. The school places great emphasis on the individual needs of all children and takes into consideration the need to stretch the more able whilst providing support for the less able.

The school's SEND Policy takes account of the SEN and Disability Code of Practice (2014).

We support a wide range of children with SEND in our school who have difficulties with....

- Communication and interaction
- Cognition and learning
- Emotional and mental health
- Sensory or physical difficulties

How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?

How do you identify children/young people with special educational needs and disabilities (SEND)?

The class teachers raise concerns with parents at the earliest opportunity, in accordance with the SEND Code of Practice (2014). The school advocates that early identification of children with special and additional needs is essential.

Children are identified as having special educational needs through a variety of ways including the following:-

Child performing below age expected levels

Concerns raised by parent.
Concerns raised by teacher.
Liaison with external agencies e.g. Educational Psychology Service.
Health diagnosis through a paediatrician.
Liaison with previous school or setting, if applicable.

How do you decide when a child/young person is having difficulties in accessing learning?

The class teachers use observations and school assessment to alert parents/guardians to any concerns and start the journey of working together to help the child achieve their potential. The school has a monitoring stage in its system for identifying children who have additional needs. The class teacher completes a cause for concern sheet, which specifies what the perceived difficulty is. Teachers and the SENDCO then discuss possible actions. At this stage, parents are informed and asked to ensure that their child has had recent sight and hearing tests so that these reasons can be ruled out. The class teacher and the SENDCO assess and monitor the children's progress usually over a period of a term. However, this period can vary according to the individual needs of the child. Class teachers have pupil progress meetings each term with the head teacher, to ensure all children are making good progress. If your child is not making adequate progress, the SENDCO or class teacher, the school will inform you and set up some support.

Support may take place for a short period or over a longer period. However, all children learn regularly in small groups in class, sometimes with Teaching Assistants, in order to support their learning. If your child is still not making progress, the school will discuss with you any concerns you may have, any further interventions or referrals to outside professionals to support your child's learning and discuss how we could work together, to support your child at home and in school.

If a child/young person or their parent/carer thinks they have a special educational need, who do they discuss this with in your establishment?

First, please make contact your child's class teacher. If you still have concerns, you can contact the school's SENDCO (Mrs Parkinson) or the head teacher.

What is the role of the class teacher?

Class teachers will have the highest expectations for your child and all pupils in their class. All teaching is based on building on what your child already knows, can do and can understand. Class teachers ensure that all children have access to good / outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation). They monitor the progress of your child and identify, plan and deliver any additional help your child may need (this could be things like targeted work, additional support or adapting resources) and discussing amendments with the SENDCO as necessary. Class teachers should follow the SEN Policy.

What is the role of the teaching assistant?

Teaching assistants work in each class in a morning and they are experienced in meeting the needs of SEN pupils. They have the support of the SENCO and the specialist teacher, and work under the direction of the class teachers. Teaching assistants are also allocated to support the delivery of Precision Teaching (PT) and interventions. Teaching assistants are involved in evaluating group tasks and feeding back key information to the class teacher and SENDCO.

What is the role of the SENCO?

Coordinating all the support for children with special educational needs and / or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

The SENDCO ensures that parents and guardians are involved in supporting their child's learning, kept informed about the support the child is receiving, involved in reviewing how they are

progressing and have the opportunity to provide feedback on new targets on Individual Education Plans or Learning Plans. The SENDCO also liaises with all other people who may be coming into school to help support your child's learning. For example Speech and language Therapy, Educational Psychology etc. Updating the school's SEND monitoring and tracking is also the responsibility of the SENDCO. They also work alongside the class teachers and teaching assistants to monitor the progress of children with Learning Plans and review and update provision. Organising training of staff so they are aware and confident about how to meet the needs of children with special educational needs is the responsibility of the SENDCO.

What is the role of the Head Teacher?

The Head Teacher is responsible for the day to day management of all aspects of the school, this includes support for children with SEN and/or disabilities. She will give responsibility to the SENDCO, class teachers and subject leaders but is still responsible for ensuring that your child's needs are met.

What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about - and involving them in - their education?

Children are actively encouraged to have their say about the education they receive. Part of this is their involvement in self-assessment. Children are encouraged to reflect on their own learning and identify what their next steps might be and personal targets. We regularly collect and reflect upon pupil views across the curriculum and use these to support children in their learning. Pupils with a Statement or EHC Plan reflect on their own progress and identify areas for improvement and how this might be achieved as part of their annual review. School has various pupil voice groups which allow children to suggest amendments to school life.

What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in – their child's/young people's education?

School operates an open- door policy with regard to any concerns that a parent may have. Parents are invited into school to discuss targets and to be given ideas how they can support their child at home. Parents are also able to talk about their child's education at the parents' evenings held in the Autumn and Spring Terms. If your child has complex SEND they may have an EHCP. In such instances, a formal, annual meeting will take place to discuss your child's progress. Parents and pupils are actively encouraged to participate fully in annual reviews. Parental and pupil views are sought prior to the meeting and shared during the review. Pupils attend their annual review and are encouraged to join in the discussions that take place. Parents and pupils are asked to contribute to the setting of annual review targets and are involved in the writing of IEP targets. The SENDCO is available to meet with parents when requested to discuss concerns or progress.

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

Teaching staff provide curriculum overviews on the school website. Where possible all children are supported in order to access the curriculum fully through first quality teaching. Teachers differentiate lessons. This enables the children to access learning according to their specific needs. On occasions, tasks might be individually differentiated or extra adult support planned. The class teacher and the SENDCO will discuss a child's needs and plan support. Children with SEND will have access to the appropriate resources needed in order to help them to make progress. The SENDCO reports to the Head teacher and Governors each term

How accessible is the school environment?

To assist with access the school has ramped entrances, a disabled toilet, a lift and wider internal and external doors. The school's Accessibility Plan is available in school. The governors have a nominated member, who is specifically responsible along with the Head teacher and the Special Educational Needs Co-ordinator, for all matters connected with special needs provision. The SEND Policy is reviewed annually. The environment is designed to support children with individual needs e.g. visual timetables, coloured overlays, pencil grips.

How are the school resources allocated and matched to children/young people's special educational needs and disabilities?**How is the decision made about the type and quantity of support my child/young person receives?**

The school has allocated funding for a specialist teacher to help in the observation and assessing of children. The specialist teacher is qualified to carry out detailed standardised tests and the SENDCO uses this information to feed to class teachers and to parents and to plan appropriate interventions. In the case of children with hearing impairments, visual impairments or medical needs equipment and training is provided.

As a school we work closely with external agencies that we feel are relevant to supporting individual children's needs within our school including: GPs, school nurse, CAMHS (Child and Adolescent Mental Health Service), Child Action North West, speech and language therapists, occupational and physiotherapist, social workers, children and family wellbeing services, educational psychologists and other specialist advisory teachers.

How will both you and I know how my child/young person is doing and how will you help me to support their learning?

We believe in working closely with parents in helping their children to reach their full potential. There are two parent's evening held during the year; one in the Autumn Term and another in the Spring Term. In the Summer Term a report is written during the Summer Term outlining progress made throughout the year and identifying targets for the coming year. Class teachers will speak to parents if they feel that they have concerns regarding progress or if they feel that progress has accelerated. Class teachers monitor progress. We review progress formally every term using. However, if your child is in Year 1 or above, but is not yet accessing the National Curriculum levels, a more sensitive assessment tool is used (PIVATS) which shows their level in more detail and will also show smaller but significant steps of progress.

At the end of key stage 2 (year 6) all children are required to be formally assessed, using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results published nationally. The decision whether a child can access these tests will be in discussion with the class teacher, Head Teacher, SENDCO and parent/guardian. The progress of children with an EHCP (previously a statement) is formally reviewed with parental involvement at an Annual Review with all adults involved with the child's education.

The SENDCO will also check that your child is making good progress within any individual learning and in any group that they take part in.

What training have the staff supporting children/young people with SEND had or may they have?**What specialist services or expertise are available at or accessed by the school?**

The school budget, received from Lancashire County Council, includes money for supporting children with SEND.

The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs about SEND in school, including:

Children receiving extra support already

Children needing extra support

Children who have been identified as not making as much progress as would be expected

We review resources, training and support regularly.

Support may be given in a variety of ways and is sometimes designed to encourage the child to develop the skills of independent learning and build confidence as well as supporting their maximum progress; your child's individual support will be discussed with you regularly. As a school, we work closely with external agencies that we feel are relevant to supporting individual children's needs within our school including: GPs, school nurse, CAMHS (Child and Adolescent Mental Health Service), Golden Hill Inclusion Support Team (GHIST), speech and language therapists, occupational and physiotherapist, social workers, educational psychologists and specialist advisory teachers.

The SENDCO is able to give advice to class teachers in meeting the needs of children with literacy and maths difficulties. The SENDCO completes regular training pertinent to her role as SENDCO. Staff receive regular updates with regard to SEN and disability awareness from the SENDCO. All none teaching staff have received precision training from the SENDCO, and also PIVATs training. In the case of children with VI, HI, Physical Difficulties (PD), Speech Language and Communication Needs (SLCN) and medical needs, specialist support, equipment and training is provided by IDSS and NHS professionals (SALT, Physiotherapist etc...). Support for TAs is available when needed by the SENDCO. Where additional needs are identified and staff have not received training then this is addressed accordingly.

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

We encourage all new children to visit the school prior to starting. We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is shared and all needs are discussed and understood. Transition arrangements are in place for children in our key stage one classes where during the Summer Term they have the opportunity to spend time in their new class. For children entering our school in Reception, we have a successful induction programme in place with the class teachers visiting the children in their pre-school setting and then the child visiting the school in the summer term for visits. When a child has an identified SEND then a transition meeting is held between the school and pre-school setting during the Summer Term to which the parents and other agencies are invited. A transition document is usually given to school with individual targets and strategies to use with the identified child.

In order to ease transition into secondary school there are a number of procedures in place. The Year 6 teachers work closely with the Year 7 heads of year from the relevant secondary schools. The Year 7 Heads of Year meet with the Year 6 Teachers during a transition meeting in order to gather important information about the children. At this time SEN information is passed on and the SENDCO can be involved in the meeting if needed. During this time, they also meet with the children in order to introduce themselves. Every year all pupils visit their forthcoming Secondary School for a taster day. As the school has good links with the local secondary schools many of the children have already had the opportunity to visit a number of the schools, prior to Year 6, to take part in organised workshops and events such as science days etc... Some local high schools work very closely with the Year 6 Teachers in identifying children who may possibly have difficulties with transition and invite them to attend a transition summer school at the setting where they can become familiar with the building and some of the key staff.

How will my child/young person be included in activities outside the classroom, including school trips?
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All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents.

A risk assessment takes place prior to any off site activity to ensure everyone's health and safety. We offer a variety of after school clubs during lunchtimes and after school. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this. Currently the school provides guitar, and keyboard lessons to children in Key Stage 2, delivered by teachers from the Lancashire Music Service. Information regarding the cost of these lessons can be sought from the school office.
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We have recently worked with a local specialist school to allow our SEND children to participate in sporting events with their pupils.
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What support and arrangements do you have in place during lunchtimes and breaks and at the beginning and end of the school day?

Some children have individual support during break or lunch times. Where this is the case, this is detailed on the child's Individual Education Plan or Learning Plan.
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What support will there be for my child/young person's overall well-being?

We are an inclusive school that holds a child's emotional and spiritual development as a priority. The class teacher has overall responsibility for the pastoral, medical and social care of every child in the class.
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The school has a policy regarding the administration and managing of medicines. Parents can view a copy on the school website.
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Parents need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day.
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The majority of staff hold first aid qualifications.
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Some members of staff working in the Foundation stage have the Paediatric First Aid qualifications too.

We have separate policies which outline our approach to behaviour management and bullying. These are available from the school office and on the school website.
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How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?
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The school provision map records the type of intervention a pupil is receiving, the duration and progress made. As well as the support that an individual may receive, the provision map also clearly outlines small group interventions that take place to meet the similar needs of a group of children. SEND children all receive 1:1 support via our precision teaching programme. The children are regularly assessed both within daily lessons using Assessment for Learning strategies as well as end of term KLIPS.

Each term teachers formally review children's progress and attainment in 'pupil progress' meetings where any concerns are discussed and plans put in place to meet individual needs. The impact of any interventions is closely monitored and evaluated to ensure that the provision is correct and that the child is making progress.
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We seek the views of children and young people with SEND when we review learning plans, when we prepare for annual reviews and during subject leader interviews with pupils. Parents and carers have the opportunity to speak with class teachers regarding their reports and teaching assistants hold PT meeting with parents to discuss their child's targets.
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The Head teacher, senior leadership team and governors share key data/ information with teaching staff during staff meetings.

How are improvements identified and actioned?

Key issues discussed and if relevant actioned via the school/ subject development planning cycle.

How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?

The range of agencies and support services that school works with include, but is not limited to:

Lancashire SEND Traded Service

Specialist teachers

Visual and Hearing impairment

Speech and Language Therapy Service

Occupational Therapy

Child and Adolescent Mental Health (CAHMS)

School Nurse

Children and Family Wellbeing Service

What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?

The class teacher is the first person to contact if you have a query regarding your child. If the issue is not resolved, please make an appointment to see the SENDCO and then the Head teacher.

Please refer to the school website for the formal complaints policy.

Where can I find the contact details of support services for the parents of children/young people with SEND?

The school SENDCO is able to provide contact detail of support services for children/young people and their parents/carers with special education.

Information is also on the Lancashire County Council website-

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/carer-support/parent-carer-support-groups/>

Where can I find information on where the local authority's local offer is published?

Our Local Offer is on the school website in the SEN section- <https://www.longridge-cofe.lancs.sch.uk/our-school/sen-information/>

Lancashire County Council's Local Offer - <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/your-local-offer/about-the-send-local-offer/>