



# Longmoor

Community Primary School

*Together we grow, explore, discover.*

## SEN Information Report

<b>DFE:</b>	Statutory	<b>Category:</b>	SEND	<b>Review:</b>	Annual
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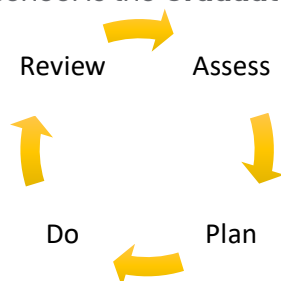
## Key Information

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<b>Local Offer Contribution</b>	<a href="#">Liverpool's Local Offer</a> , <a href="#">Sefton's Local Offer</a> , <a href="#">Knowsley's Local Offer</a>

## Our Approach as a School

High Quality First Teaching and adaptations are defined through our person-centred planning approach across the school contributing to our provision management arrangements. These processes help us to regularly review and record what we offer all children or young people in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about Quality First Teaching and the application of an adapted and personalised approach to teaching and learning. We make it a point to discuss aspirations with **all** of our learners. This is a whole-school approach and this report will promote how we underpin this practice across our classrooms, pastoral care and support arrangements.

Underpinning ALL our provision in school is the **Graduated Approach** cycle:



All teachers are responsible for every child in their care, including those with special educational needs.

**Assess:** All children are **assessed** regularly throughout the school year and their progress in core subjects is carefully tracked each half-term. Pupil Progress meetings are held on a termly basis between each class teacher, the Headteacher, the SENCOs and the Assessment Co-ordinator;

**Plan:** Using assessments, observations and discussions with parents/carers and children, staff then begin to **plan** what adjustments might need to be made to close any identified gaps or remove barriers to a child's progress. A provision map will be drawn up, between the child, their parent/carer and teacher if a child is identified as having a special educational need. The SEND Code of Practice (2015) states that: **All teachers and support**

**staff who work with the child should be made aware of their needs, the support provided and any teaching strategies or approaches that are required;**

**Do:** The delivery of any interventions or support is **done** in close collaboration between all involved with the child's education. The class teacher has day-to-day responsibility for the learning and progress of all pupils in their class;

**Review:** In the **review** stage of the process, teachers gain a growing understanding of what approaches secure better outcomes. The success of any interventions/support is measured, discussed and analysed continually throughout the year and formally at Pupil Progress Meetings; taking us back to the **assess** stage of the cycle. All reviews are shared and discussed collaboratively with parents / carers.

Having consulted with children and their parents/ carers, all our additional provision (internal or external) is based on an agreed outcomes approach and these are discussed with the professionals that offer the support to your child and hold both our internal/external providers and ourselves to account.

Using the Graduated Approach, we endeavour for early identification of SEND. We do so through the SENCOs, staff working with the children and parents/ carers working collaboratively, using the 'assess, plan, do, review' cycle above, alongside the information about the four broad areas and provision available below. In doing this process, we are able to identify and communicate a child's possible SEND needs to their parents/ carers; leading school to seek the appropriate provision/ external advice.

## **Inclusion at Longmoor**

At Longmoor, inclusion underpins every aspect of school life. We believe that all children, regardless of their needs, should be able to participate fully in a broad, balanced and ambitious curriculum. Our approach is based on:

- High, Quality First Teaching (QFT), adapted to meet a range of needs within each subject;
- A commitment that children with SEND learn alongside their peers wherever possible;
- Removing barriers to learning by adapting resources, classroom environments and teaching strategies;
- Ensuring that pupil voice, family views and aspirations are central to decision-making;
- Monitoring participation so that children with SEND have equal access to enrichment, trips and wider school opportunities;
- Preparing pupils for their next steps in learning and life, in line with their individual ambitions for adulthood (education, employment, independence, and community participation).

## SEND Needs

Children and young people's SEND is generally thought of in the following four broad areas of need and support (*as outlined in the Graduated Approach*):

### Communication & Interaction (C&I)

This includes:

- Autistic Spectrum Condition Diagnosis (ASD) with differences in social communication, interaction and flexibility of thought;
- Speech, language and communication needs (SLCN). Children and young people with SLCN have difficulty in communicating with others. This may be because they have difficulty saying what they want to and being understood by others, difficulty understanding what is being said to them or they do not understand or use social rules of communication.

C&I is Longmoor's greatest area of need. Due to this, we call upon a wide range of specialists to support our C&I provision. This is as we have a growing number of pupils within our school who have ASD or who are awaiting assessment on the Local Authority's ASD Pathway. Therefore, the support and training we receive from external specialists (specific agencies outlined below) to help us to meet the needs of these pupils, is vital, as it allows us to strive to make each classroom as ASD friendly as possible.

At Longmoor, we offer support to any children who may require additional help with their speech and communication skills. We assess the communication skills of every child who joins us in EYFS, and put in support if and when appropriate. We work in close conjunction with the city's NHS Speech and Language Therapy Team, as well as the private speech therapist we employ on a weekly basis. In addition to this, we have an extensive bank of communication resources, as well as a separate Speech and Language room which is used for assessments and therapy.

### Cognition & Learning (C&L)

This includes children and young people who may learn at a slower pace than their peers and may include:

- Moderate learning difficulties (MLD);
- Severe learning difficulties where children and young people may have needs or difficulties in areas associated with mobility and communication;
- Profound and multiple learning difficulties (PMLD) where children and young people are likely to have severe and complex learning difficulties as well as physical disability or sensory impairment;
- Specific learning difficulties (SpLD) affect one or more specific aspects of learning including a range of difficulties such as dyslexia, dyscalculia and dyspraxia.

Many children with a primary need of C&L, are working significantly below the age-related expectations and because of this, access our BSquared curriculum. This curriculum creates a highly personalised, adapted curriculum for each child. Progress within the BSquared curriculum is recorded using the online target tracker and monitored regularly. Individual BSquared curricula are shared with parents. Progress of the BSquared system is thoroughly and regularly monitored by the Class Teacher and SENCO, as well as the SEND Governor.

For children with SpLD, we work closely with link professionals to ensure that the provision in place is suitable for the individual child.

## **Social, Emotional and Mental Health (SEMH)**

Children and young people may experience a wide range of social and emotional difficulties which manifest in many ways. These may include:

- Becoming withdrawn or isolated as well as displaying challenging, disruptive or anxious behaviours;
- These difficulties may manifest in different ways such as becoming withdrawn or depressed;
- Other behaviours may include depression, self-harming, substance misuse, eating disorders and other physical symptoms;
- It may also include conditions such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or attachment disorder.

At Longmoor, we pride ourselves on encouraging all children to feel that they can talk to any member of staff about anything. In addition to this commitment, we have a Mental Health Lead, **Mrs E. Garside** and a Learning Mentor, **Miss E. Carroll**. These key members of staff work closely with all staff and parents/ carers to ensure the well-being of every child.

We encourage children to share their feelings in a way that allows them to communicate effectively; therefore, each year group has a dedicated 'worry' box outside of their class, so that children who would prefer to write their feelings down for an adult, can. The children know that this box gets checked daily and that if they require support, this can be the first step in reaching out.

When appropriate, we refer children to the school nurse and/or Alder Hey; either to a Community Paediatrician or to CAMHS (Childhood and Adolescent Mental Health Services) or other outside agencies for further professional support.

We also understand that children with ADD and ADHD may need reasonable adjustments within their daily provision to ensure that their needs are being met; this may be an appropriate fidget toy, the need for frequent brain breaks or the need to move around the classroom.

## Sensory and/or Physical Needs (SPN)

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided.

This includes children and young people with:

- Visual impairment (VI);
- Hearing impairment (HI);
- Multi-sensory impairment (MSI) (a combination of vision and hearing difficulties);
- Physical disability (PD).

At Longmoor, we work closely with specialist agencies and medical professionals, who can support us when creating provision for children with SPN. This may be working closely with the Visual Impairment Team or the Hearing Implement Team. In this instance, they would work closely with school, the child and the family to ensure that the physical environment, alongside the educational provision in place, was appropriate for the individual child. For more information, please refer to the Accessibility Policy on our school website.

## SEND at Longmoor

<b>Children Registered 'SEN Support' (K)</b>	63 (88%)
<b>Children with an EHCP (E)</b>	9 (13%)
<b>Total Number of Children</b>	72

- This data shows that 72 pupils (17%) are identified with SEND, of whom 63 are at SEN Support (88%) and 9 have EHCPs (13%).
- This proportion is broadly in line with national averages for SEN Support but slightly above national averages for EHCPs, indicating a school population with a higher-than-typical need for specialist and sustained intervention.
- For governors, this is important because it signals increased demand on staffing, resources and leadership oversight. A higher EHCP prevalence also suggests that a significant number of pupils require long-term, personalised provision that the school must evidence, monitor and regularly review.

### Cohort Analysis

	<b>Cohort</b>	<b>SEN Total</b>	<b>SEN Support</b>	<b>EHCP</b>
<b>Nursery</b>	28	0	0	0
<b>Reception</b>	55	7 (13%)	5 (71%)	2 (29%)
<b>Year 1</b>	60	12 (20%)	11 (92%)	1 (8%)
<b>Year 2</b>	55	15 (27%)	12 (80%)	3 (20%)
<b>Year 3</b>	56	5 (9%)	5 (100%)	0
<b>Year 4</b>	56	10 (18%)	8 (80%)	2 (20%)
<b>Year 5</b>	59	14 (24%)	14 (100%)	0
<b>Year 6</b>	58	9 (16%)	8 (89%)	1 (11%)
<b>Total</b>	<b>427</b>	<b>72</b>	<b>63 (88%)</b>	<b>9 (13%)</b>

We note that we have an increasing proportion of in-year transfers which include children with SEND, and we receive a number of EHCP preference placement requests.

We have internal processes for monitoring quality of provision and assessment of need.

Examples are:

- Rigorous Early Identification Model;
- Learning walks;
- Review meetings;
- BSquared targets monitoring;
- Termly pupil progress meetings;
- Co-production meetings with key staff and the child/ child's parents/ carers;
- Gaining advice from external specialists.

## Co-Producing with Children & Families

Involving families and learners in the dialogue is central to our approach. We have a SEND Team, of three SENCOs, who work alongside our families and pupils, to undertake The Graduated Approach of 'assess, plan, do, review'.

We continually work alongside our families; however, this is formalised termly during our Parent/ Carer Co-production meetings, in addition to the three Parents' Evenings available (6 meetings a year with SEND families). This is as we recognise the importance of a person-centred approach and the voice of the parent/ carer and child in creating the most effective, impactful provision.

## Enabling the SEND Children to Engage in Activities with Non-SEND Children

Longmoor is an inclusive school, and we aim to ensure that all children attending Longmoor are fully involved in all aspects of school life.

If we or you feel that your child might need additional support to participate in a planned activity (in order to meet health and safety requirements for example), we will meet with you, and if necessary draw up a risk assessment.

Risk Assessments are always made for each school trip. We have a high ratio of staff supporting school trips to ensure safety. Parents are always informed about school trips in plenty of time.

## Staff Expertise & Qualifications

Person	Area of Expertise	Level of Qualification
Mrs. L. Astell	SENCO	BA Hons Degree, PGCE and National Award for Special Educational Needs Co-ordination (NASENCO)

Mrs. H. Gough	SENCo	BA Hons with QTS and Postgraduate Certificate in Advanced Educational Practice (Dyslexia), Online and Face to Face Positive Handling Training
Miss L. Monaghan	SENCo	BA Hons Degree, PGCE and National Award for Special Educational Needs Co-ordination (NASENCO)
Miss E. Carroll	Learning Mentor	Drawing and Talking Therapy
Miss A. Roberts	Learning Support Assistant	Drawing and Talking Therapy

## Staff Development

As a school, we have put additional training in place for our staff, so that they hold the skillset to meet the needs of our SEND children. This is applicable for all staff who work with our SEND children.

As a part of the Graduated Approach, we are constantly reviewing the provision in school and identifying any possible areas of need within school for CPD. This is reviewed regularly.

## Staff Deployment

Considerable thought, planning and preparation goes into utilising our staff to ensure children achieve the best outcomes, this includes for them to gain independence and are prepared for adulthood from the earliest possible age.

Throughout school, our support staff are utilised to ensure that we are providing the highest of quality provision for all of our SEND children. This includes the effective deployment of support staff. Each year group has at least one member of support staff based within their cohort; however, at Longmoor, we work our support staff's strengths to our advantage and deploy them across the school for specific intervention.

Examples of this are:

Staff	Intervention
Phonics Teaching Team	Read Write Inc. Phonics 1:1 Tutoring
Mrs B. Mannion & Mrs. D. Murison	Speech and Language Intervention (directed by our private Speech and Language Therapists) including 'Stoke Speaks Out'
Learning Support Staff	Lego Therapy

## School External Partnerships & Transition Plans

Longmoor Community Primary School is part of the Alt Valley Consortium of schools, and the SENCOs work closely with other local schools as part of this, meeting once a term. We are also part of a very strong, smaller collaboration between some of these schools, where we put together our expertise to better the provision in each of our schools.

We commission support and advice from SENISS (Special Educational Needs Inclusion Support Service), CAMHS (Childhood and Adolescent Mental Health Service), Children's Centres, specialist teachers and organisations to support social, emotional and behavioural needs, physical needs and social and communication difficulties and speech therapists.

**Miss L. Bishop** (Assistant Headteacher) leads our school attendance, focussing on the development of good attendance and punctuality for all our children, particularly those in vulnerable groups. **Miss L. Bishop** can be contacted via the school office if any parent/ carer wishes to make an appointment to see her.

When necessary, we hold meetings in school which involve professionals from other bodies, including Team around the Child meetings (TACs), Early Help Assessment Tool (EHAT) reviews, Child Protection Meetings and Education Health Care Plan (EHCP) meetings/ reviews. Parents are also invited to attend these meetings. A representative from the Local Authority (LA) will always endeavour to attend an EHCP meeting.

Our School Nurse can be contacted on the following numbers at the Queen's Drive Clinic: 0151 295 8414 – 0151 295 8415 – 0151 295 8416.

As a school, we understand the importance of working with external agencies to support our SEND children. This allows both SENCOs and Class Teachers/ Support Staff to work closely with them to draw upon their expertise and build the best possible provision for our SEND children.

The agencies we work co-productively with are:

- Liverpool Speech and Language Therapy (Ashley Blood- Private SALT);
- NHS Speech and Language Therapy (SALT);
- Chatterbug;
- Autism Initiatives Outreach Education Support (OSSME);
- Special Educational Needs Inclusion Support Service (SENISS);
- The Together Trust (Specialist Advisory Service);
- Childhood and Adolescent Mental Health Services (CAMHS);
- Community Paediatrician (Alder Hey);
- Sensory Impairment Services;
- School Nurse;
- Education Welfare Officer.

Through working with these agencies, we are able to meet the needs of children in all four broad areas of SEND (Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and Sensory and/ or Physical).

We signpost a variety of voluntary organisations, including [Autism Understood](#) (supporting parents of children with autism), [ADDvanced Solutions](#) and [Action for Children](#).

## Transition Plans

Careful transition from one year group to the next is planned, and takes place in the Summer Term. This is enhanced for all children on our SEND Register, which includes specific social interactions with the new staff they will be working with, for example participating in something the child likes to do, together, to begin to build the relationship and trust.

Moreover, we conduct a co-production meeting, which may include the current Class Teacher, new Class Teacher, Parents/ Carers and SENCOs are present to discuss what has worked well this year and what will be effective next year. Liaison with outside agencies is crucial at times of transition, and we receive lots of support and advice to ensure that transition is successful and happy.

All children joining our school are invited to look around before starting, and the Headteacher enjoys meeting parents/ carers and pupils. If a child is transferring from another school, a telephone conversation will take place between the two schools to ensure smooth transition.

We offer a robust transition programme for those pupils transferring from Primary School to Secondary School and liaise closely with all our secondary partners. Records are always passed on to Secondary Schools and in-depth conversations take place between our staff and secondary staff about every child prior to moving up.

We offer a range of services to all the pupils in Year 6, who are getting ready for the move to secondary school, including group and class sessions.

School staff offer support and guidance to parents/carers when it comes to transition from primary to secondary school; we are there to listen, no matter how small you feel your concern or question might be.

## Complaints

We actively encourage dialogue between parents/carers and school in order to resolve problems at an early stage.

Any complaints should first be raised with the child's Class Teacher. It will then be directed to the most appropriate member of SLT (most likely Mrs L. Astell as SLT SENCO). If this needs to be passed further, it will be communicated to our Headteacher, Mr M. Garside. If

unresolved, it will then progress to Mr M. Rea, our Chair of Governors. All complaints follow the school's complaints procedure.

When managing parental complaints related to SEND, we may follow the course of action below:

- Meetings with the parents/carers, perhaps involving a mediator such as the 'Information, Advice and Support Service' (currently Parent Partnership);
- Key issues can be discussed and identified;
- Discussions should take place with all staff involved;
- Reports provided by outside agencies should be considered;
- Outcomes are reviewed examining what progress the pupil has made.
- Any behaviour logs should ensure strategies are included and shared with parents/carers.

**This year we have had 1 complaint regarding SEND; however, if we were to receive a complaint, it would be dealt with following our schools' policies and procedures.**

## Continuing Developments

Our strategic plans for developing and enhancing SEN provision in our school include:

- Co-production Meetings for parents/ carers and SEND children to evaluate their provision (person-centred approach), in addition to the three Parents' Evenings;
- Embedding new pupil profiles and provision maps;
- To work closely with the SEND Governor, Mr. M. Rea, to monitor and enhance SEND provision across school, particularly from a parent/ carer and child perspective (person-centred approach);
- To develop the school website to reflect the highly impactful work we do at Longmoor; making SEND information and access to a wide range of training courses easily available for parents/ carers.

## Relevant School Policies

- Equality Policy;
- The Accessibility Plan;
- Admissions Policy;
- Teaching, Learning and Assessment Policy;
- SEN Policy;
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014);
- Safeguarding Policy;
- Supporting Medical Conditions Policy.

## Legislation

- Children & Families Act 2014;

- Equality Act 2010;
- Mental Capacity Act 2005.