SEND School Information Report

This document reports Longshaw's provision for children with additional and Special Educational Needs and Disability (SEND). It outlines the support which all schools are required to implement as stated in the SEND Code of Practice. The report can be read alongside the school's SEND Policy, which is made available on the school's website.

At Longshaw Primary, we believe that all children have an equal right to a full and rounded education which enables them to fulfil their potential. We give best endeavours to secure special educational provision for children with Special Educational Needs and Disabilities (SEND). In addition, we aim for SEND pupils to achieve the best possible outcomes, and most importantly that they are happy and confident learners. Longshaw is an inclusive Academy and is committed to providing equal opportunities for all children.

At Longshaw, there are approximately 19% of children with SEND, an increase on the previous year (up approximately 5%). These include children with autism diagnoses, learning difficulties, social/emotional needs and communication delays. All children are provided for, and their provisions are adapted appropriately to their needs. We pride ourselves on being flexible in our approach and will always create bespoke support for our children as needed. All children with SEND in our care are members of a class – as all our pupils are. Some high-needs children also have access to an appropriate space in which to undertake interventions or a bespoke learning plan.

Important People at Longshaw	
Class Teacher	The class teacher is responsible for the learning of all children including those who have special educational needs. Your child's class teacher may speak with you and arrange a time to discuss concerns about their development. You can also share your concerns during parent-teacher consultation evenings or at an arranged appointment.
Teaching Assistants	Some teaching assistants work closely with children who have additional and special educational needs. TAs work closely with class teachers in delivering learning and assessing progress and attainment. Our TAs have an 'elastic band' approach, which means that children are expected to be as independent as possible. The adult steps in to support learning in a staged approach – prompting, scaffolding, modelling and then assisting.
Mr A Bedwell	Mr Bedwell is the SEND Coordinator and a Designated Safeguarding Lead. He is responsible for coordinating the provision for all children with additional and special educational needs. If you have any questions regarding SEND provision at Longshaw, please contact him via senco@longshawprimaryacademy.org.uk Mr Bedwell is also the designated mental health lead (DMHL) and is responsible for Looked After Children (LAC).
Mrs M Etienne	Mrs Etienne is the SEND Link Governor. She reports to the Governing Body regarding the effectiveness of SEND provision at Longshaw. The Governing Body is responsible for ensuring the school and the local authority is carrying out its duties (as it states on the SEND Code of Practice). Mrs Etienne is also a trained and experienced SENDCO.
Mrs J Woods	Mrs Woods is the Principal. She is responsible for the day-to-day management and ensures the best provision for children with SEND is delivered. She liaises, when appropriate, with the SEND Coordinator in the management and operation of the school's SEND policy. Mrs Woods is also one of the Designated Safeguarding Leads.
The Local Authority	
The London Borough of Waltham Forest (LBWF)	The Local Authority, of which Longshaw resides in, is the London Borough of Waltham Forest. The LBWF has a duty to support its local schools, the children and their families. They have a duty to publish their Local Offer detailing the services available for children with special education needs and their families. The Local Offer can be found using the following link: https://www.walthamforest.gov.uk/service-categories/local-offer

Families of children with SEND

- Longshaw Primary Academy values views about how to support our pupils to reach their potential.
- We invite parents to meetings to discuss children's progress and welcome the sharing of views.
- We encourage parents to take part in producing a programme appropriate to meeting the child's needs.
- We invite and encourage children to share their views too. They have an opportunity to assess their own learning, express their concerns and seek for support they feel is appropriate for them.
- If a child is Looked After (LAC) and has SEND, you can speak to the designated person for LAC – Mr Bedwell.
- We encourage families to make links with family support networks such as: SEND Information, Advice and Support Service (SENDIASS): Waltham Forest (https://www.walthamforestsendiass.org.uk/)

How we train our staff to support children with additional needs and SEND		
Staff members we train	**Who trains our staff?**	**Knowledge, Skills or Qualifications they obtain**
SENDCO	Best Practice Network/Bath Spa University Educational Psychologists Various Therapists and specialists from the LBWF services	National SEN Award Training Qualification. Strategies promoting inclusive practices, assessment of SEND children's needs, identification of needs, determining outcomes and processing Education, Health and Care Plans and Provision Map planning. Understanding various complex needs or learning difficulties and organising strategies to support.
Link Governor	Local Authority/UL Trust	Understanding of the SEN Code of Practice. Understanding of responsibilities to support SEND children in schools.
Head Teacher	SENDCo, Heads' Conferences/Briefings, SEND Panel Meetings	Implementing the SEN Code of Practice. Understanding and knowledge of new and current statutory requirements.
Class Teachers and Teaching Assistants	Senior Leadership Team SENDCO Various therapists and specialists	Strategies for inclusive practices, understanding of the needs of children with special educational needs, strategies for differentiating learning, strategies for SEND specific skills.

Longshaw delivers a curriculum that is SEND appropriate, by:

- providing a range of strategies and/or resources to support your child's needs
- scaffolding or differentiating teaching and learning to set high, yet achievable expectations
- carefully planning the curriculum to match age, ability, interests and needs of all children
- rearranging and modifying the learning environment to suit the needs of some or all children
- training support staff to be able to adapt the teacher's planning to support the needs of the children
- seeking additional specialist advice to support all SEND children to access the curriculum.

Longshaw ensures all children have the following access:

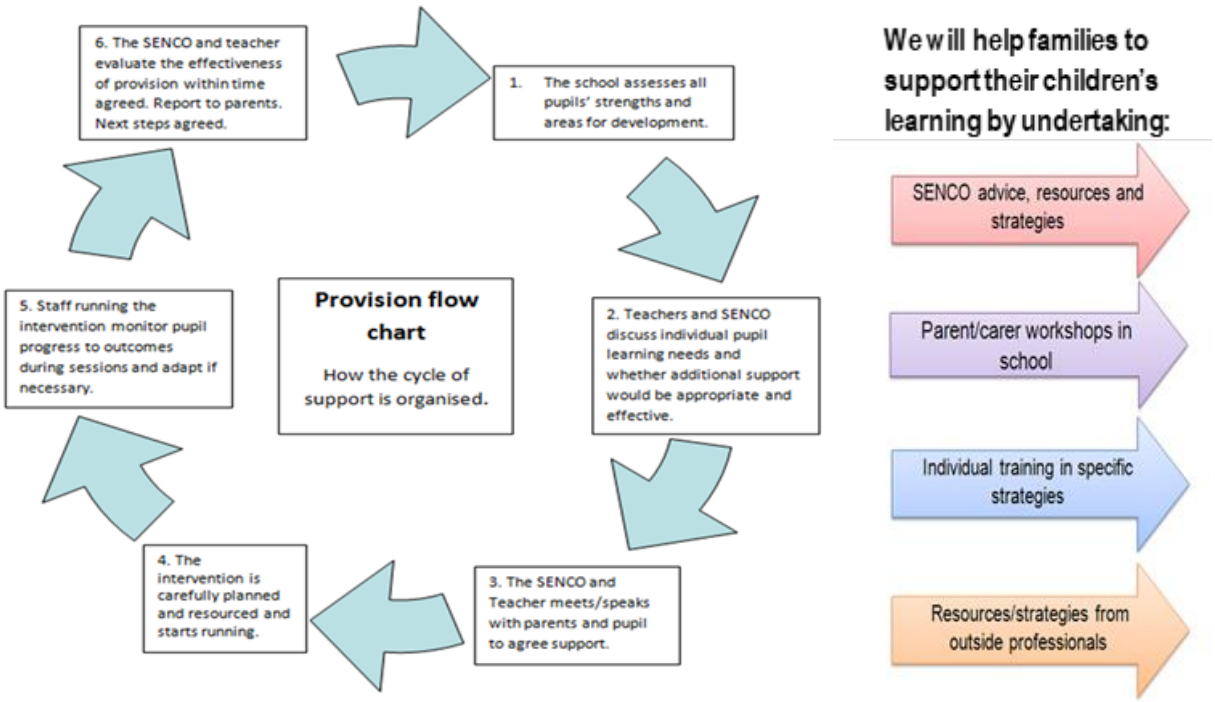
- to step free access to those with physical disabilities
- to two disabled toilets and specialised changing facilities
- to equipment which is accessible to all children regardless of need
- to all PE lessons and sporting events. These are accessible for children with physical needs and considered with sensitivity
- to extra-curricular activities and after-school clubs. Pupils requiring 1:1 support during clubs may need additional resources to access clubs – please see the SENDCo to enquire further.

Graduated Approach Stages

Stage	Provision Required	Support and provision	Assessment, recording and monitoring systems	Monitored and actions by
1	Universal	• High quality inclusive teaching • Carefully planned adaptive practice • Scaffolds made available as part of ordinarily available provision (OAP) • Kagan structures for peer support • Assessment for learning • Rosenshine Principles / Walkthrus	• Reviewed at planning meetings • Discussions with Year group team members • Curriculum and Teaching and Learning Resources • Reviewed at Phase meetings and Pupil Progress meetings / Progress Data • Parent consultations (twice a year)	Class Teacher Phase Leaders SLT Parents/child
2	Early intervention support	**In addition to stage 1:** • Support within class through small groups and light touch individual support, as required. **Child is added to the monitoring section of the class provision map**	• Reviewed at Pupil Progress and Phase meetings • Reviewed with Leadership teams / progress Data • SENDCO/class teacher consultation to address concerns and consider adaptive practice/enhancements to OAP. • Specific progress discussion with parents, as needed.	Class Teacher Phase Leaders SLT Parents/child
3	Additional support	**In addition to stages 1 – 2:** • Additional group or individual programmes • Evidence-based interventions **Class teacher leads on (a minimum of) two half-termly APDR cycles**	• Reviewed at Pupil Progress meetings with SENDCo • Individualised Learning Plans created in Edukey • Half-termly Assess, Plan, Do, Review (APDR) cycle – parents, child and teacher involved	Class Teacher Phase Leaders SLT SENDCo Parents/child
4	Enhanced, targeted support	**In addition to stages 1 – 3:** • SENDCO formally involved - termly APDR cycles • Advice sought from external professionals (non-name consultation) • SENDCO supports adaptations to universal offer • Group or individual evidence-based interventions planned ***Child is added to the SEND register and the class provision map – provision planned by class teacher in consultation with child and parents.***	• Possible input or assessment by an external professional (referral to CAMHS or Flourish outreach teachers, for example) • ELSA support, if appropriate • Reviewed with SENDCo • Half-termly Assess, Plan, Do, Review (APDR) cycle – parents, child and teacher involved • Class provision map • Use of additional assessments as needed, e.g. BSquared, Boxall Profile, YARC	Class Teacher Phase Leaders SLT SENDCo ELSA Parents/child
5	Targeted, intensive additional support	**In addition to stages 1 – 4:** • Multi-professional support • Individual learning plan ***Consider request for EHC Plan***	• Formal consultation/input from external professionals • One Page Profile and Individual Learning Plan • Tracking Progress Data • SENDCo monitoring provision	Class Teacher SENDCo External Professionals Parents/child
6	Provision over and above stage 5	**In addition to stages 1 – 5:** • Education, Health and Care Plan (EHCP) reviewed annually • Multi-professional support • Individual Education Plan	• EHCP / Annual Review Meeting and Report • Individual Education Plan • EHC outcomes tracked for progress regularly (termly) • Outcomes reviewed regularly by external professionals • Use of additional assessments such as BSquared • EHC Coordinator/LA SEN Officer monitoring provision	Class Teacher Phase Leaders SLT SENDCo EHC Coordinator Local Authority External Professionals Parents/child

Longshaw staff will support your child to make required progress by:

- ensuring appropriate teaching and support to for each child to achieve the best possible outcomes
- ensuring that thorough plans or in some specific cases, a learning plan or behaviour support plan may be drawn up in consultation with parents and child, which will set out details of strategies, resources and programmes individual to each child's needs
- consulting and working with external agencies and specialists during planning and reviews of the child's programme.



Measuring the impact of our support

- the child's progress will be assessed in terms of his/her learning and starting point
- the child's progress will also be continually monitored or assessed if they receive interventions
- the effectiveness of the support is reviewed regularly
- when the child completes interventions (which are proven effective but have not made adequate progress) the SENDCO will seek for more specialised support
- we will ensure individual outcomes have been achieved or addressed in a different way by adapting support and interventions if they are proving to be less effective than desired
- we will continue to have regular meetings where parent and child will be kept informed and be encouraged to be actively involved in all stages of this support. Some of these meetings will be standard parent-teacher conferences and others will be review meetings.

Longshaw's Provision Map to support children with additional needs and SEND

These interventions can change termly or annually based on the needs of the children and the additional support we are able to obtain from the Local Offer. Children with EHCPs have their specific provision (as stated in their plan) but they might also receive the interventions below. This list is not exhaustive, and provisions are adapted and run in response to our children's current needs.

Intervention	Description of Intervention
	How we support the social, emotional and mental health and well-being of pupils with SEND
Zones of Regulation	This is a proven whole school programme to support children to self-regulate during difficult situations. Strategies for regulating emotions are developed and children learn to identify difficult situations and how to react appropriately to the different sizes of the problems they face.
Emotional Learning Support Assistant (ELSA)	Our ELSA is there to support the social and emotional well-being of children. ELSAs are there to support children's emotional literacy, to build resilience and self-esteem, to assist children with social and friendship skills and to support children through loss, bereavement and family break-ups.
Drawing and Talking	A more enhanced intervention that builds on ELSA sessions (above). This is an attachment-based therapeutic intervention and is an alternative to Cognitive Behaviour Therapy (CBT) and direct talking therapies which can often be confronting or limiting in the processing of pain or trauma. It allows individuals to discover and communicate emotions through a non-directed technique, setting it apart from existing solution-focused and cognitive-based therapies and interventions. Drawing and Talking Therapy is designed to complement CAMHS and other specialist therapies.

	How we develop skills in communication and interaction
Lego Therapy	This aims to develop social communication skills such as sharing, turn-taking, following rules, using names and problem-solving. Children work in groups of three with each participant having a distinct role to build a Lego model collaboratively.
Social Stories	This is a communication tool. The stories are short descriptions of a particular situation, event, or activity, which include specific information about what to expect in that situation and why.
Visual Supports	Visual supports are a communication tool, which can help provide structure and routine, encourage independence, build confidence, improve understanding, avoid frustration and anxiety; and provide opportunities to interact with others. Visual supports can take the form of a visual timetable or a now and next board.
Speech and Language Therapist (SaLT)	The school has a SaLT who works closely with the SENDCo in determining whole school support in the areas of communication and language development to enhance the teaching and learning. Together with teachers and parents, our therapist observes and assesses children with speech, language, and communication needs; and advises or leads on therapies appropriate for the child.

	How we ensure children with physical/sensory and medical needs have fair access
Individual Healthcare Plans	Children with medical needs have individualised plans to support them in accessing the curriculum and the school facilities ensuring that they are a full member of the Longshaw community. These are developed and reviewed regularly with the children and families.
Risk Assessments	Children with medical needs and disabilities have risk assessments which are developed with the children and families. They are reviewed by the families and the SENDCo annually.
Gross Motor and Fine Motor breaks	These are individual or small group sessions aimed at helping develop children's gross and fine motor skills. These sessions are led by Teaching Assistants who receive training from various professionals in-house or visiting. Movement or sensory breaks are also held during class time as a whole class practice, as needed, if pupils need them – supported by teaching assistants.
School Nurse	The school nurse visits regularly to screen children's medical health. He/She monitors children identified and communicates this to the Safeguarding Lead and the SENDCo. He/She also supports the link between the school and other health professionals relating to the Dental hygiene health checks, as well as the Nasal Flu Vaccinations.

	How we support improvements in cognition and learning
Maths and English Catch-up groups	Teachers and Teaching assistants run these groups. Children are identified as having gaps in their learning and lessons are therefore modified to re-engage children to access the learning.
Additional phonics	Trained Teaching Assistants run additional Read Write Inc lessons for Key Stage 1 pupils as well as a number of low attaining readers in Key Stage 2 who may require support in decoding and spelling.
Consultation with Educational Psychologists (EP)	The SENDCo will consult with the EP with regards to children who is demonstrating limited or no progress. An observation, assessment and joint school family consultation will often take place.

Moving Schools

If your child is joining us in Reception, at the start of a school year or in the middle of the school year:

- Your child's new teacher and SENDCo will arrange time to discuss with his or her previous school/Nursery the best support for you child
- Your child's new class teacher will develop an individualised program to welcome him or her to Longshaw
- The new class teacher and our SENDCo will monitor this transition and will go through our procedures (see table called **Graduated steps to supporting our children with additional needs and SEND**)
- If your child has an **EHCP**, our SENDCo will arrange a meeting with his or her team of professionals as well as yourself to develop an invidualised transition plan.

If your child is already settled at Longshaw, when he or she moves on to the next year group:

- Resources, strategies and information will be passed to the new teacher
- Scheduled visits to new classrooms will be planned to meet the new teacher and experience the environment
- If your child has an **EHCP**, our SENDCo may arrange a meeting with his or her team of professionals as well as yourself to develop an invidualised transition plan.

If your child is moving on to a Secondary school or another Primary school setting:

- Our SENDCo will arrange a time to discuss your child's support programme with the new setting and their SENDCo
- A member of the new setting, normally a SENDCo, may visit Longshaw and meet your child, then have a discussion with the current class teacher and SENDCo
- Your child will be invited to visit the Secondary school
- All transition programs are tailor made/adapted to the needs of the child
- Children with an EHCP will be contacted by the local authority in the summer term of Year 5 to obtain choices for secondary education

The procedure used for when things have not worked out as you hoped:

1. Parents speak to their child's class teacher in the first instance, this is often the most effective approach as the child's class teacher will know the child best.
2. If things have not been resolved or it is felt that additional assistance is needed, an appointment can be made with any of the following - the SENDCo; the Phase Leader or Deputy/Assistant Headteacher. The Headteacher can also be involved at a later meeting if appropriate.
3. If the outcome is still unsatisfactory, parents are referred to the school's complaints policy and procedures as set out by the Governing Body, which can be found on the school's website.