

Longparish C of E Primary School

SEN Information Report

WHAT TYPE OF SEN PROVISION IS AVAILABLE AT LONGPARISH PRIMARY SCHOOL?

Longparish Primary School is a mainstream school, for children aged 4-11. We are an inclusive school, welcoming and celebrating diversity.

HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP AND WHAT SHOULD I DO IF I THINK MY CHILD HAS SPECIAL EDUCATIONAL NEEDS?

At Longparish Primary School children are identified as having SEN through a variety of ways including the following:-

- Liaison with playgroup/previous school
- Child performing below age expected levels
- Concerns raised by Parent
- Concerns raised by teacher, for example behaviour or self-esteem is affecting performance
- Liaison with external agencies
- Health diagnosis through paediatrician

WHO WILL EXPLAIN THIS TO ME?

- The class teacher and/or SENDCo will meet with parents (this could be as part of Parent's evening) to discuss your child's needs, support and progress.
- For further information the SENDCo (Special Educational Needs and Disability Coordinator) is available to discuss support in more detail. Our SENDCo is Mrs Catherine Graham-Evans and her SENDCo days are Mondays and Wednesdays, although she is usually available any day if you have an urgent matter to discuss.
- The SEN Governor is Mr Richard Williams.

HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

- As a school we measure children's progress in learning against National Expectations and Age Related Expectations (ARE).
- The class teacher continually assesses each child and notes areas where he/she is improving and where further support is needed. As a school, we track children's progress from entry at Year R through to Year 6, using a variety of different methods.
- Children who are not making expected progress are picked up through review meetings with the Class teacher and SENDCo. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression. Parents of children who are discussed at one of these meetings will be informed.
- When the class teacher and SENDCo decide the child needs extra support, they will write an Individual Education Plan for your child, with a few (usually between 1-3) realistic

targets they would hope the child could meet in the next term. These targets will be created in discussion with the parents / carers and with the child, thinking about what areas they find difficult. These IEPs will be reviewed on a termly basis in discussion with parents/ carers and the children.

- When the child's IEP is reviewed comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.
- At this point, if the child needs to continue to receive extra support, a new IEP will be written for the next term.
- All records for the intervention programmes (any support received above and beyond the usual class teaching) will be kept in an un-named folder in a secure location. These records are available for the parents to see at any time on request, please ask the SENDCo if you wish to see them.

HOW WILL THE SCHOOL SUPPORT MY CHILD?

WHO WILL OVERSEE, PLAN FOR AND WORK WITH MY CHILD?

- Our SENCO oversees all support and progress of any child requiring additional support across the school.
- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made.
- There may be a Learning Support Assistant (LSA) working with your child either individually or as part of a group, if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts.

HOW DO WE KNOW IF IT HAS HAD AN IMPACT?

- By reviewing children's targets on IEPs and ensuring they are being met.
- The child is making progress academically against national/age expected levels and the gap is narrowing, i.e. they are catching up to their peers or expected age levels.
- Verbal feedback from the teacher, parent and pupil.
- Children may move off the SEN register when they have 'caught up' or made sufficient progress. You will be informed if your child is put on or taken off the Special Needs Register.

HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?

WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

- We offer an open door policy where you are welcome to make an appointment at any time to meet with either the class teacher or SENDCo to discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.

- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- If your child is on the SEN register they will have an Individual Education Plan (IEP) which will have individual / group targets. This is discussed on a termly basis and parents are given a copy of the IEP. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has complex SEND they may be part of an IPA (Inclusion Partnership Agreement) or have an Educational Health Care Plan (EHCP), which means that a formal meeting will take place to discuss your child's progress and a report will be written.

HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?

WHAT ARE THE SCHOOL'S APPROACHES TO DIFFERENTIATION AND HOW WILL THAT HELP MY CHILD?

- All work within class is pitched at an appropriate level for each child so that all children are able to access it according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

HOW IS THE DECISION MADE ABOUT WHAT TYPE AND HOW MUCH SUPPORT MY CHILD WILL RECEIVE?

- The class teacher, alongside the SENDCo, will discuss the child's needs and what support would be appropriate.
- Different children will require different levels of support in order to bridge the gap to achieve age expected levels.
- This will be through on-going discussions with parents

HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL TRIPS?

- 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.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities, which will cover the same curriculum areas, will be provided in school.

WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?

WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL

- We are an inclusive school; we welcome and celebrate diversity. We believe that securing children's self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.

- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required, the class teacher liaises with the SENDCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.
- The school also has an ELSA (Emotional Literacy Support Assistant) who works with vulnerable children under the direction of the SENDCo.

WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT, OR ARE ACCESSED BY THE SCHOOL?

- As a school, we work closely with any external agencies that we feel are relevant to individual children's needs within our school, including: - Behaviour Intervention; Health e.g GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists; occupational therapists; social services, including Locality Teams, social workers and Educational Psychologists.

WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

- We have a member of staff trained as an ELSA who receives regular support from the Educational Psychologist.
- Another member of staff has had training in delivering Speech & Language programmes from Speech & Language therapists.
- All of our LSAs have had training in delivering reading and spelling / phonics programmes.

HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- The school site is wheelchair accessible with a disabled toilet large enough to accommodate changing. The school is all on one level with ramps at specified fire exits. If your child has different needs, we will do everything we can to ensure it is accessible to them.
- We are supported by specialists from the County's inclusion team who regularly Risk Assess the school environment and advise us on how to provide the best learning environment to meet the needs of our SEND children.

HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO CHILDREN'S SEN NEEDS?

- We ensure that all children who have Special Educational Needs or Disabilities are met to the best of the school's ability with the funds available.
- We have a team of LSAs who are funded from the SEND budget and deliver programmes designed to meet groups of children's needs.
- The budget is allocated on a needs basis. The Children who have the most complex needs are given the most support often involving an LSA.

HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- We are a Rights Respecting school where we value and celebrate each child views on all aspects of school life. This is usually carried out through the School Council, which has an open forum where any issues or viewpoints can be raised.

- Children who have IEPs (Individual Education Plans) discuss and set their targets with their class teacher.
- There is an annual pupil questionnaire, where we actively seek the viewpoints of children.
- If your child has an IPA (Inclusion Partnership Agreement) or an Educational Health Care Plan, their views will be sought before any review meetings.

HOW WILL I RAISE CONCERNS IF I NEED TO?

- Talk to us – firstly contact your child's class teacher, then SENDCo or Head teacher.
- We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to be the same with us.

HOW ARE THE GOVERNORS INVOLVED AND WHAT ARE THEIR RESPONSIBILITIES?

- The SENDCo reports to the Governors to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.
- One of the Governors is responsible for SEN and meets regularly with the SENDCo. They also report to the Governors to keep them informed.
- The Governors agree priorities for spending within the SEN budget, with the overall aim that all children receive the support they need in order to make progress.

HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL AND TRANSFERING TO A NEW SCHOOL?

- We encourage all new children to visit the school prior to starting. For children with SEND we would encourage further visits to assist with the acclimatisation in the new surroundings. We would also visit them in their current setting.
- When children are preparing to leave us for a new school, typically to go on to secondary education, we may arrange additional visits.
- We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has complex needs then an IPA (Inclusion Partnership Agreement) or Educational Health Care Plan review will be used as a transition meeting during which we will invite staff from both schools to attend.

WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?

- As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils.
- If a child has behavioural difficulties an Individual Behaviour Management Plan (IBMP) is written alongside the child and Parents to identify the specific issues, to put relevant support in place and to set targets.
- Attendance of every child is monitored on a daily basis by the Admin department. Lateness and absence are recorded and reported to the Head teacher. Support is given through an incentive scheme where good attendance is actively encouraged throughout the school.

WHO CAN I CONTACT FOR FURTHER INFORMATION?

Hampshire County Council's Local Offer can be found at:

www.hantslocaloffer.info

- First point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet Mrs Graham-Evans, our SENDCo or Richard Williams our SEND governor.
- Look at the SEND policy on our website.
- Contact Parent Partnership - www3.hants.gov.uk/parentpartnership.
- Contact IPSEA (Independent Parental Special Education Advice) - www.ipsea.org.uk/