



# LONGTON LANE PRIMARY SCHOOL

*Achieve and Believe*

## SEND Longton Lane Local Offer

### **Special Educational Needs and Disability at Longton Lane Community Primary School**

At Longton Lane Community Primary School, we aim to create an inclusive environment in which all children, including those with Special Educational Needs or Disability, can develop physically, intellectually and emotionally at a rate which is suited to their individual need. In order to achieve this many steps are taken to support children through their learning journey.

#### **What is the Local Offer?**

The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. The offer was designed to set out what is normally available in schools to help children with lower- level SEN as well as the options available to support families who need additional help to care for their child.

#### **1. How does Longton Lane know if children need extra help?**

We know pupils need help if:

- ❖ Concerns are raised by parents/carers, teachers of the child
- ❖ Limited progress is being made
- ❖ There is a change in the pupil's behaviour or progress

#### **2. What kinds of SEND are provided for at Longton Lane?**

- ❖ Longton Lane can provide support for children with the following categories of SEND: Cognition and Learning; Behavioural, Emotional and Social Difficulties; Sensory and Physical Needs and Physical or Sensory Needs.

#### **3. What should I do if I think my child may have Special Educational Needs or Disability?**

- ❖ The class teacher is the initial point of contact for responding to parental concerns.
- ❖ If you have further concerns then contact Mrs Swain who is the school Inclusion Manager

#### **4. How will I know how Longton Lane support my child?**

- ❖ Each pupils education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant.
- ❖ If a pupil has needs relating to a specific area of their education, such as spelling, handwriting, numeracy and literacy skills etc, then the pupil will be placed in a small focus group. This will be run by either a teacher or a teaching assistant. The length of time of the intervention will vary according to need but will generally be for at least a half term. Interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.
- ❖ Interventions are recorded on the school provision map.
- ❖ Pupil Progress Meetings are held each term. This is when class teachers meet with members of the Senior Leadership Team to discuss the progress of pupils in their class. This meeting may highlight areas where further support can be planned.

- ❖ Occasionally, pupils may need more expert input from an external agency such as the educational Psychology Service. Children requiring this will be discussed at an SEND Planning and Consultancy Meeting. These meetings involve members of outside agencies and an Inclusion Officer from the Local Authority. If these professionals agree that a pupil requires more expert input then a referral will be made, with your consent and forwarded to the most appropriate agency. After some assessments, a programme of support is usually provided to the school and parents.

#### **5. How will the curriculum at Longton Lane be matched to my child's needs?**

- ❖ Children with identified SEN have their work differentiated by the class teacher to enable them to access the curriculum more easily.
- ❖ Teaching assistants may also support the pupil within class either on a one to one basis or in a small group.
- ❖ Some pupils may have an Individual Education Plan which will set targets according to the pupils areas of need. These are monitored by the class teacher and Inclusion Manager and shared with pupils and parents.
- ❖ If appropriate, specialist equipment may be given to the pupil eg writing grips or sensory objects.

#### **6. What steps will be taken to ensure that my child will not be treated less favourably than other pupils?**

- ❖ Longton Lane has comprehensive policies in place which outline how all children are included within the school community regardless of SEND or other additional needs such as EAL, Ethnicity, Race or Gender. Policies include those on SEND and Equality. Copies of these policies can be found on the school website or from the school office.

#### **7. How does Longton Lane evaluate the effectiveness of the provision made for my child?**

- ❖ Longton Lane regularly assess the progress and attainment of all children against national criteria.
- ❖ In addition to this, extra assessments may be completed in relation to children's specific needs eg spelling or reading etc. This may take the form of additional spelling assessments, running records for reading etc
- ❖ Children with SEND who also have an IEP will have the targets from the IEP reviewed and assessed and progress can be measured in this way. Where progress is not being made and therefore provision is deemed ineffective, changes will be made in a timely manner.

#### **8. How will I know how my child is doing? How will my child know how they are doing?**

- ❖ You will be able to discuss your child's progress at Parent's Evenings.
- ❖ Your child's class teacher will be available at the end of each day.
- ❖ All children receive regular report cards reporting on their most recent progress and attainment.
- ❖ Appointments can be made to speak in more detail to the class teacher or Inclusion Manager by visiting the school office.
- ❖ If your child has an IEP or an IBP, you will be invited to review the progress made against their targets each term.
- ❖ Information shared with parents will also be shared in a child friendly and appropriate manner to children and where appropriate they will be involved in setting their own targets and devising their own provision.

#### **9. How will you help me to support my child's learning?**

- ❖ The class teacher may have ideas on how to support your child.
- ❖ Mrs Swain may meet with you to discuss how best to support your child's learning.
- ❖ If outside agencies are involved, representatives may meet with you to offer support or provide information and strategies to use at home.

## **10. What support will there be for my child's overall well-being?**

School offers pastoral and nurture support for pupils who are encountering behavioural or emotional difficulties. These include:

- ❖ We have full time Nurture Provision. Morning sessions may be run with a traditional 'nurture' approach and is accessed by pupils in Reception and Key Stage 1. Afternoon sessions tend to cater for children in Key Stage 2 and are timetabled into timed slots focussing on different areas of need. Nurture provision is planned and run by Mrs Mitchell.
- ❖ Members of staff are available for pupils who may wish to discuss issues or concerns.
- ❖ Where necessary, school also employs the services of a qualified counsellor who provides services for identified children with SEBD.

## **11. What happens if my child has a high level of need or medical need?**

- ❖ If a child has a medical need then a care plan is compiled with support from a school nurse or medical professional in consultation with parents/ carers. These are then discussed with all staff involved with the pupil.
- ❖ Staff receive epipen training delivered by school health.
- ❖ Staff receive regular asthma training
- ❖ Where necessary and in agreement with parents/ carers medicines are administered in school but only where a signed Medicine Consent form is in place.
- ❖ For specific conditions such as diabetes, staff working with the pupil receive specialist training from nurse specialists.

## **12. What specialist services and expertise are available at or accessed by the school? How can they be contacted?**

- ❖ Language and Social Communication Service (LASC)
- ❖ Behaviour Improvement Team (BIT)
- ❖ Educational Psychology Service (EPS)
- ❖ Learning Support Service (LSS)
- ❖ Child and Adolescent Mental Health Services (CAMHS)
- ❖ Inclusion Team
- ❖ Social Care
- ❖ School Nurse
- ❖ Speech and Language Service
- ❖ Child Protection Advisors (First Response)
- ❖ Private counsellor
- ❖ External support contact details can be obtained from the school office or from the Local Authority.

## **13. How are resources to support children with SEND secured?**

- ❖ School use their allocated budget for SEND to provide resources to support all children with identified SEND.
- ❖ Where additional funding is deemed necessary, school apply to the Local Authority Provision Agreement Panel for extra financial funding. If successful, the additional funding is usually used to provide additional human resources for individual children.

## **14. What training are the staff supporting children and young people with SEND had or are having?**

Different members of staff have received training related to SEND. These have included sessions on:

- ❖ How to support children with ADHD
- ❖ How to support children with ASD diagnosis or tendencies
- ❖ How to support children with behavioural and social difficulties
- ❖ How to support children with sensory needs
- ❖ How to support children with speech and language needs
- ❖ How to support children with physical and co-ordination needs
- ❖ Mrs Andrews (Deputy Headteacher) has gained the qualification 'National Award for Special Educational Needs Co-ordination'.
- ❖ Mrs Swain (Inclusion Manager) is in the process of attaining this qualification.

**15. How will my child be included in activities outside the classroom including school trips?**

- ❖ Risk assessments are carried out and procedures are put in place to enable all children to participate.

**16. How accessible is the school environment?**

- ❖ Ramps into school where needed.
- ❖ Two toilets are adapted for disabled users
- ❖ Some doors have been widened
- ❖ Main entrance has sliding doors and easy access buttons to open

**17. How will the school prepare and support my child when joining Longton Lane or transferring to another school? How does the school cater for children looked after by the Local Authority?**

- ❖ Children transferring to Longton Lane will be offered an introduction visit of the school.
- ❖ Where children have a higher level of need, a transfer meeting may be held with parents and professionals involved with the pupil to ensure a smooth transition between schools.
- ❖ Secondary school staff visit school to talk to pupils prior to them transferring.
- ❖ Those children who have a higher level of need will be discussed at a review meeting involving parents/ carers, Longton Lane Inclusion Manager and class teachers and the SEN manager from the feeder high school in the Summer Term prior to starting high school. A transition plan will be put in place at that meeting.
- ❖ Children with a diagnosis of ASD are supported by the children's disability service/ LASC when transferring to high school.
- ❖ Children with behavioural difficulties may be supported by the Behaviour Improvement Team during their transition to high school.
- ❖ Our school nurture provision targets children who may need support in transitioning between classes, key stages or schools.
- ❖ Children who are looked after by the local authority access the same provision within school as other children however, consultation is between the local authority and school rather than parents.

**18. How are the school's resources allocated and matched to children's special educational needs?**

- ❖ The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs.
- ❖ Resources may include deployment of staff as well as equipment or physical resources.

**19. How is the decision made about how much support my child will receive?**

- ❖ These decisions are made in consultation with the Senior Leadership Team and class teacher. Decisions are based around school tracking of pupil progress and as a result of assessments by outside agencies.
- ❖ Children with SEND are also discussed at Termly SEND Planning Meetings. Professionals from external agencies make decisions about any external support that children may require or benefit from.

## **20. How will I be involved in discussions about and planning for my child's education?**

- ❖ Discussions with the class teacher
- ❖ Discussions during parents evenings
- ❖ Discussions with Mrs Swain, Mrs Andrews or Mrs Speed or other members of the SEN and Nurture team
- ❖ Discussions with outside agencies such as EPS or BIT
- ❖ Review meetings of IEPs and IBPs

## **21. Who can I contact for further information?**

If you wish to discuss your child's educational needs please contact the school office to arrange a meeting with Mrs Swain (Inclusion Manager), Mrs Andrews (Deputy Headteacher) or Mrs Speed (Headteacher).

## **22. How do I raise concerns that I may have regarding the provision my child receives?**

- ❖ In the first instance, you should approach the class teacher to discuss any concerns you may have regarding day to day provision.
- ❖ Following this you may wish to contact Mrs Swain followed by Mrs Speed.
- ❖ If concerns cannot be allayed at this stage, then contact can be made beyond the headteacher. Details of this may be found by contacting the school office.

## **23. How can I access the Local Authority Local Offer?**

- ❖ The Local Offer for St Helens Local Authority can be found on their website