

**Part of the St Helens Local Offer for Learners with SEND – Completed in compliance with Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations**

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Introduction

Welcome to our SEND information report which is part of the St Helens Local Offer for learners with Special Educational Needs or Disabilities (SEND.) All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published must be updated annually. At Longton Lane Primary School we are committed to working together with all members of our school community.

Terms used throughout this report and within SEND documentation

<b>Abbreviation</b>	<b>Meaning</b>
Targeted Support	Children who are receiving intervention to support their learning
SEN Support	Children who are receiving specific intense learning support programmes and interventions to support them with their learning needs. These children are often known to external agencies for support and assessments.
Enhanced SEN Support	Children who have 'top up' funding to supplement the support they already receive in school
EHCP	Education Health Care Plan
ASD/ ASC	Autistic Spectrum Disorder/ Autistic Spectrum Condition
CAMHS	Child and Adolescent Mental Health Service
EP	Educational Psychologist
IEP	Personal Provision Plan. Most children on SEN Support have one of these with specific targets.
SEND	Special Educational Needs and Disabilities
SEND Code of Practice	The legal document, which sets out the requirements for educating children with special educational needs.
C&L	Cognition and Learning difficulty
C&I	Communication and Interaction difficulty
VI	Visually Impaired
HI	Hearing Impaired
S&P	Sensory and Physical difficulty
SEMH	Social, Emotional and Mental Health
SEBD	Social, Emotional and Behavioural Difficulties
SEND/CO/ SENCO	Special Educational Needs and Disabilities Co-ordinator/ Special Educational Needs Co-ordinator
LSA	Learning Support Assistant

## Our approach to teaching learners with SEND

Longton Lane Primary School creates a positive SEND culture where all staff have a responsibility for each child with SEND and work together in the best interests of the child. High quality first teaching is evident throughout the whole school (both in our classrooms and during intervention sessions) as teaching and learning is differentiated, modified and personalised to ensure our children are making progress. This report will demonstrate the approach to SEND that we as a whole school have adopted in our everyday practice.

Our school adopts the graduated approach cycle:

**Assess:** Children are assessed against nationally set criteria to check their progress across all areas of learning/subjects. It is through this process that children who are not making expected progress are highlighted. Teachers and LSA's play a vital role in raising concerns about other barriers to learning, such as behavioural, social and emotional matters. A rigorous assessment procedure to track children's progress is continually used. If a child fails to make expected progress the next stage would be to make use of school interventions and/or outside agencies.

**Plan:** Class teachers are responsible for planning & differentiating the curriculum for all children in their care. If it is felt appropriate, the SENCO and parents will also be involved in this process. If outside agencies have been involved they may also give advice to staff and help to plan a programme of work. Pupil voice is used regularly to ensure that the needs of each individual child are met whilst they are at Longton Lane. Any child who receives additional support/specific interventions will have an Individual Educational Plan to outline their targets and in some circumstances a Pen Portrait to explain a child's needs. These will be reviewed regularly in conjunction with the SENCO, parents and any outside agencies.

**Do:** Quality First teaching is the priority of all class teachers. If it is deemed necessary children may access high quality interventions which may be delivered by trained support staff, the SENCO or outside agencies.

**Review:** SLT and class teachers will continually review the progress of all children. The Headteacher and SENCO are responsible for tracking children's progress and report to SLT and governors.

This approach ensures we can have early identification of SEND, assess a child's needs effectively, plan how we can best meet their needs and most importantly review the impact we are having on a child and their progress and plan for further reasonable adjustments necessary in order to help the child.

### Special Educational Needs

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

#### **1. Communication and interaction**

Some children in the school may have visual timetables and may make use of a variety of visual resources. Some children may work with Mrs Mitchell, our nurture learning support assistant on programmes such as 'Social Stories' or 'Time to Talk'. Some children work in small groups using the BLUSH programme, which is resourced by St Helens library service and involves reading age appropriate books taking part in targeted discussions in order to help speaking and understanding of language. Children who are having specific communication difficulties may work with a Speech Therapist from the Speech and Language Therapy Service. Therapists have regular contact with the school and come into the setting regularly to undertake assessments. Reports are passed on to the class teacher, any specific LSAs, SENCO and parents. Children who have severe communication difficulties may be discussed at the school's SEND planning meeting and, if it is deemed necessary, a referral to the Neurodevelopmental Pathway may be started. This



can only happen if the panel think it is appropriate. Parents will always be updated with the progress. We also work very closely with LASCs to support our children with ASD who have communication and interaction difficulties.

## **2. Cognition and learning**

Class teachers will plan work/activities for their pupils. They will differentiate the curriculum to take account of different learning styles, interests, abilities. Support staff will support the teachers in enabling children with SEND to have access to an appropriate curriculum and deliver interventions to close the gap for children experiencing difficulty. Some children may work on programmes such as Beat Dyslexia (Reading and Spelling), Word Blaze (Spelling), IDL (Reading and Spelling) or MeMo (Memory). If a child with cognition and learning difficulties fails to make progress on internal intervention programmes, advice from external agencies such as Learning Support Services or the Educational Psychology Service is sought. Recommendations from these reports are then implemented and impact is tracked and measured to ensure progress is made. Parents will always be updated with the progress and recommendations provided by these services.

## **3. Social, emotional and mental health**

Children are supported first and foremost by their class teacher and Learning Support Assistant. Where necessary, Mrs Mitchell may support individual or small groups of children using a number of programmes. All classes in KS2 also practise mindfulness daily in order to manage emotions and feelings proactively and a strong emphasis is placed on early identification and support for any children experiencing SEMH difficulties. Mrs Mitchell also runs pastoral groups for those children who may be experiencing difficulties in this area or for children who are experiencing difficulties in their life. If it is deemed necessary and with the agreement of the parents, children may receive some counselling/play therapy sessions from an outside agency if necessary. If further support is necessary, it may be requested from CAMHS.

## **4. Sensory and/or physical needs**

Class teachers plan and differentiate the curriculum to ensure all children are able to participate. The learning environments may be adapted to take into account an individual's needs and specialist equipment and resources may be sourced. Where necessary, sensory diets are planned into an individual child's curriculum throughout the school day. If necessary we welcome physiotherapists and occupational therapists into our school to work with the children and/or provide advice. Children with hearing impairments are supported by the Children's Disability Service and school works closely with their teachers to ensure the best support is provided. If necessary, children are assessed using the In Sync programme and a targeted programme of support is planned and implemented.

As of December 2020, we have 43 children on the SEND Register. 6 of those children have an EHCP and 2 have Enhanced SEN Support (top up funding).

We have internal processes for monitoring quality of provision and assessment of need. These include, learning walks, data analysis, classroom observations, pupil interviews, planning and book scrutiny.

## **The Admission of Children with SEND within Year and at Transition Points**

On admission, whether that be within year or at a transition point (on entry to FS2, KS1 to KS2 and KS2 to KS3) we follow a clear transition plan, whereby the SENDCo/ Headteacher/ Class teacher (as appropriate) meets with parents, children and previous setting staff in order to enable a smooth transition for pupils with SEND. This may also include external professionals such as EHCP caseworker, LA Inclusion Officer, LA Managed Transfer Co-ordinator, or other professionals concerned with a pupil's SEND. Following this meeting, steps are taken to modify the learning environment in order to allow access for the pupil. Our buildings are accessible for those with physical disabilities, however, we aim to cater for all pupils by also modifying the internal learning environment as appropriate. This ensures that all children with SEND can participate in all aspects of the school curriculum.

## **The Learning Environment and SEND Provision**

At Longton Lane, we aim to provide an inclusive education for all of our children with SEND needs. Our priority is to ensure that all children in our care receive quality first teaching all day every day. Where possible, we aim for our SEND children to be taught in the classroom with their peers. On occasions, arrangements are made for children to access small group work outside of the classroom or where necessary one to one teaching in a quiet area. In a number of classrooms, individualised work stations or independent stations are set up to allow children to complete tasks within the classroom with minimal distractions. For children with sensory or SEMH needs, we have access to a small quiet room, which is used to support children when they require an alternative environment. We also have a nurture room to carry out pastoral interventions for children with social, emotional and mental difficulties. Our classrooms are rich in effective concrete and visual resources to support the learning of our children with SEND. Where necessary, the use of technology is promoted to allow our children with SEND to fully access the curriculum. Support is provided on the playground for those children who require it to ensure that our SEND children are provided with the same opportunities as other children in the classroom. For those children with SEND under the category of Sensory or Physical Needs, we ensure that modifications are made so that they may participate fully in the curriculum and school life. Hall and outdoor spaces are timetabled and set out to allow participation in PE. Classrooms allow access for all children. Equipment and resources are planned by teachers to enable all children to access. This may include things such as enlarged print, coloured overlays or paper and mechanical supports such as adapted scissors and pencils. These measures are also extended to after school activities such as clubs.

## **Consulting with children, young people and their parents**

Involving parents and learners in the dialogue is central to our approach and we do this through:

<b>Action/Event</b>	<b>Who's involved</b>	<b>Frequency</b>
EHAT	Parents, SENCO, any involved outside agencies, class teacher/support staff	Every 3 months or as needed
Open door policy As needed (Parents may request to speak with Mrs Speed, Mrs Andrews, Miss Patino or class teacher)	Headteacher, Deputy Headteacher, SENCO, FS2 Leader, KS1 Leader	
Annual Reviews	Parents of children on EHCP or who receive Enhanced SEN Support. Head Teacher, SENCO and Class Teacher. Any involved outside agencies.	Annually.
Parents meetings/IEP reviews	Parents, class teacher	Termly or twice a year
Transition meetings	Parents of SEND children, SENCO, SEN Manager (High School)	Annually

## **Consulting with external agencies**

At Longton Lane, we believe that developing effective relationships between all agencies involved with a child is of utmost importance. We therefore have an open door policy with parents and have developed strong working relationships with many external professionals to ensure that the needs of our children are met. We hold termly multi agency planning and consultancy meetings to discuss children with SEND and we contact other professional agencies as needed. These include:

- Educational Psychologists
- Behaviour Improvement Team
- Speech and Language Therapists
- Occupational Therapists

- School Nurse
- CAMHS
- LASCS
- Pre-school settings
- SENDCos from secondary schools

### **Staff Development and Qualifications**

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

Initials of person	Area of Expertise	Level of Qualification
CA	SEND	National SENDCO Award
PM	Speech, Language and Communication Needs (SLCN)	Elklan speech and language support trained

All staff at Longton Lane receive regular training in all areas of Special Educational Needs (including ASD, ADHD, attachment, sensory difficulties, specific medical training and dyslexia). Staff, particularly additional support staff, also attend regular training sessions led by relevant professionals and by the Local Authority.

### **Staff deployment**

Considerable thought, planning and preparation goes into utilising our support 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. Support staff, through quality first teaching, assist the teachers in enabling children with SEND to have access to an appropriate curriculum. They liaise with the class teacher, help prepare resources and adapt materials, lead interventions and promote the inclusion of all children in all aspects of school life.

### **School External Partnerships and Transition Plans**

Our assessments for children and young people with special educational needs are handed over to necessary partners within neighbouring schools. We ensure that all relevant documentation is personally passed on during a transition meeting with the relevant SENDCOs. Each year, we work with the high schools to which our children transition to in order to support them in the next phase in their education. Key Stage Two to Key Stage Three transitions for children with an EHCP or those receiving Enhanced SEN Support, are discussed as part of the annual review process in Year 5. Our approach involves negotiating additional visits to secondary school settings for vulnerable students and holding additional visits to aid transition for any reception or nursery children.

We also establish relationships with our feeder nurseries and the Reception Class Teacher visits the nurseries on a number of occasions throughout the Summer term to aid transition. Where necessary, the SENDCO holds meetings with parents and Foundation Stage staff to support transition. Transition arrangements are also carefully timetabled throughout the first few weeks in September to ensure that any child entering Foundation Stage with SEND needs receives the relevant support. At Longton Lane, we also plan annual transition programmes for children with SEND needs to ensure that the transition to the next academic year is as smooth as possible. These programmes include individualised transition books, opportunities to work with their new class teacher and an opportunity for the new class teacher to meet with parents. We believe that it is vital for these transition programmes to take place to ensure consistency throughout school for a child with SEND.

### **Complaints**

Our complaints procedure can be viewed on the school website at [www.longtonlane.org.uk](http://www.longtonlane.org.uk) . Alternatively, a paper copy can be obtained from the school office. This year we have had no complaints regarding SEN provision.

## **Developments this year**

- Pupil voice has demonstrated that children and young people feel supported and happy in their setting.
- Support for children with SEMH difficulties through embedding nurture support, providing bespoke and individual counselling and the introduction of mindfulness across Key Stage 2
- Provision maps and LSA intervention timetables refined to ensure a graduated response is embedded across the school for all children who receive SEN support.
- A number of children have had access to and gained advice from the Educational Psychology team who have worked alongside pupils and parents on an assess, plan, do, review cycle.
- An increased whole school awareness of individual special needs and how to support those children.
- An increased whole school approach to providing an individualised curriculum for children with ASD consistent across the school.
- Purchase of additional resources to support individual needs across the school – particularly those with Dyslexia e.g. the IDL programme.
- We are also in the process of procuring an assessment programme to track progress and attainment of SEND children with more accuracy thus aiding effective target setting.

## **Further development**

Our strategic plans for developing and enhancing SEN provision in our school next year include: Planned lesson observations, learning walks, evaluation of data, pupils and parent feedback and collaboration and monitoring how this impacts on development. Development of strategies to ensure that our SEND children have the independence skills required for later life. To ensure transition arrangements and access arrangements are effective in providing support for children in our classes who are due to move through a transition point. Assessment of those children with SEND using a tailor made programme will ensure accurate and effective target setting to close the gap between attainment of SEND pupils in school with those nationals. Our SEND provision is evaluated on an annual basis and the SENCo provides a report to Governors every term.

## **Relevant school policies underpinning this SEN Information Report include:**

SEND Policy, Teaching and Learning Policy, Marking Policy, Equal Opportunities Policy

## **Legislative Acts taken into account when compiling this report include:**

- Children & Families Act 2014
- Equality Act 2010
- SEND Code of Practice, 2015