

Longleaze Primary School

Information Report

September 2018

Our Information Report is written to meet the changes in legislation following the implementation of the SEN Code of Practice (2015) and the Children and Families Act (2014). This statutory information relates to Special Educational Needs and Disability provision in our school.



‘Learning for Life’

‘Together we can share our expertise to make sure all children in our schools
achieve their very best’

(SENCO Cluster Statement, July 2014)

School SEN+D Information

What % of pupils have SEN+D at our school?	Approximately 21%
Who do I contact in school for more information?	Alison Knowles (Special Educational Needs and Disability Co-ordinator - SENCO) AKnowles@longleaze.wilts.sch.uk 01793 849251
SEN+D Governor	Sarah Beaumont c/o School Office, Longleaze School
Who do I contact at Wiltshire Council for more information? Add helpline number	Debbie Greenslade – SEN+D Lead Worker Cara Mead – SEN+D Lead Worker 0300 456 0100

If your child has any identified additional needs when they join our school, please contact Alison Knowles as soon as possible so that we are aware and can ensure any additional provision is put in place promptly.

If your child is identified as having any additional needs whilst they are at our school, we will discuss this together with you and have regular meetings to ensure we do our very best for your child.

The 4 areas of SEN+D, as stated in the new Code of Practice (2015), will be known as:

1. Communication and Interaction
2. Cognition and Learning
3. Sensory and Physical Needs
4. Social, Emotional and Mental Health (previously BESD)



Key Policies and Useful Websites relating to SEN+D

We try to ensure that parents and carers are well informed about all we do at school. Here are links to some key policies on our website and other websites that you may find useful:

[Wiltshire Council – Local Offer](#)
[Wiltshire Parent Carer Council](#)
[SEN+D Code of Practice 2014](#)

Longleaze SEN+D Policy
Equality Policy
Medical Conditions Policy
Assessment & Reporting policy
Behaviour & Anti Bullying Policy
Safeguarding Policy
Accessibility Arrangements

On the following pages we list what services we can provide, support or signpost to. Our teachers and teaching assistants take every opportunity to keep up to date with all areas of need and we encourage training in as many areas as we can. Some of our teaching assistants have had specific training in areas such as dyslexia and ASD, and offer advice to other members of staff to ensure we are supporting our children the best we can.

If your child has needs that are not listed below, or needs that you feel we may not support fully, please come in and chat with us to see if there is more we can do to help.

General Information:

What should I do if I think my child has special educational needs?	Please speak to your child's class teacher in the first instance about your concerns, however small. Where necessary, we will be happy to arrange a follow-up meeting with you, the teacher and SENCO to discuss your concerns further and plan any necessary further provision/intervention.
My child has a diagnosed medical condition. What information should I give to the school?	We require a copy of any paperwork confirming a formal diagnosis. This will help us to signpost you as a family to support groups and to ensure the support we offer is relevant and appropriate. We work collaboratively alongside health professionals, such as paediatricians and GPs, to support your child's needs.
How will the school identify if my child has SEN+D?	Assessments are carried out within the first short term of your child joining us. The result of these assessments, along with observations from teaching staff, may be the first indicator of concerns. We would also take into account information from other settings e.g pre-school or a previous school, if concerns had been raised before.
How will I be informed?	We will request a meeting with you at the earliest opportunity.

Supporting your child:

What support will there be for my child?	<p>Support for your child will depend very much on their individual needs, and which areas of SEN+D are affecting your child. We may be able to offer support using internal resources and provisions (known as Wave 1 and 2 interventions previously) or we may seek support from specialist services (known as Wave 3 provision).</p> <p>Please see below for what may be offered.</p>
What specialist services and expertise are available at or accessed by the school?	<p>Sometimes, we request the expertise of other professionals to help us support our children with SEN+D. We require your permission to discuss your child with these agencies prior to contacting them. At present, we access the following specialist services:</p> <ul style="list-style-type: none">• Specialist SEN Service• Educational Psychology• Speech and Language Therapy (Virgin)

	<p>Care)</p> <ul style="list-style-type: none"> • Behaviour Support Service • PCAMHS (Primary Child and Adolescent Mental Health Services) • Parent Support Advisers • Spurgeons Young Carers • Physiotherapy (Virgin Care) • Occupational Therapy (Virgin Care) • Children’s Centre (The Rise Trust) • Health Visitor • School Nursing Service • Wiltshire Social Services • PASSIS (Physical and Sensory Impairment Service) <p>We are delighted to be able to offer pastoral care in our school, on either a 1:1 or group basis, to children, where needs have been identified by teaching staff, parents and carers or the children themselves. Our pastoral care has been recognised in our local community and is helping to improve outcomes for our children in the longer term.</p>
<p>How is the decision made about what type and how much support my child will receive?</p>	<p>We believe that all children deserve differentiated, personalised and engaging teaching in the classroom to help ensure they make good progress. Intervention programmes are only put in place when class based, differentiated teaching provision does not enable a child to make expected progress.</p> <p>We monitor this progress and attainment at the end of each short term, when teachers meet with the SENCO, literacy and numeracy subject leaders. At this time, we may decide on an appropriately targeted short-term intervention (usually over 6 weeks) or a different classroom approach to meet a particular need. We monitor the impact of such interventions by using a baseline assessment prior to the intervention and again afterwards, to identify progress.</p> <p>If an intervention is appropriate, this may form part of your child’s everyday learning and you may not be informed of this intervention.</p>

	<p>However if a child is to be removed from other lessons to take part in this intervention, we would talk to you about this beforehand. It is our intention that we do not remove children from statutory lessons such as PE, to take part in interventions.</p> <p>Where in-house interventions prove unsuccessful, we would then discuss with you alternative provision. This may include referring to an outside agency, if appropriate.</p> <p>If your child has a statutory My Plan or a non-statutory My Support Plan (i.e. the children are on our SEN Support list and receiving support from an outside agency), the provision we plan will be discussed with you and your child.</p> <p>We recognise that parents and carers can play a huge part in children sustaining the improvements they make through intervention programmes – please ask about ways you can continue to support your child.</p>
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Specific needs information & support:

	Professionals who we can signpost/refer to:	Interventions we offer:	Specialist staff
Communication & Interaction	<ul style="list-style-type: none"> Lucy Coleman – Speech and Language Therapist Nikki Harvey – Wiltshire SSENS team. 	<ul style="list-style-type: none"> Talk Boost Narrative Therapy <i>Therapeutic Storytelling</i> 	<p>A number of Teaching Assistants and the SENCo who deliver interventions in school.</p> <p>Other TAs, are trained in specific interventions including:</p> <ul style="list-style-type: none"> -Talk Boost - Narrative Therapy - Dyslexia -ASD -Therapeutic Storytelling
Cognition & Learning	<ul style="list-style-type: none"> Specialist SEN Service Sian Clarke – Educational Psychologist. Alison Knowles – SENCO and SPLD teacher. 	<ul style="list-style-type: none"> Numicon Project X Code Better Reading Partners (BRP) Nippy Numbers Springboard 	<p>Alison Knowles is a Specific Learning Difficulties specialist, with a focus on Dyslexia.</p> <p>2 BRP trained staff 2TAs trained in maths interventions</p>

		<p>maths</p> <ul style="list-style-type: none"> • Bespoke spelling interventions 	1 NVQ2 qualification Teaching Assistant
Sensory & Physical Needs	<ul style="list-style-type: none"> - Alison Francis (Occupational Therapist. Virgin Health) - Mollie Lynch (Physio therapist. Virgin Health) - SSENS Tracy Evans 	<ul style="list-style-type: none"> • Physiotherapy interventions 	TAs are trained by the Physio and OT to provide physiotherapy interventions, following planned programme
Social, Emotional & Mental Health	<ul style="list-style-type: none"> • Marie Nicholson and Edy Draper - PCAMHS • Phil Northwood Behaviour Support • Ceri Seal – Pastoral Lead in School 	<ul style="list-style-type: none"> • Social Skills Groups • 1:1 drop in pastoral care sessions 	1 Pastoral Lead in our school, and is trained in a wide range of SEAL interventions. She is also Deputy Designated Safeguarding Lead. 2 members of staff are trained in Bereavement support for children. 1 TA offer targeted SEAL interventions to all children with these needs.
Medical Needs	<ul style="list-style-type: none"> • Marcia Harris - School Nurse • Sarah Clarke – Health Visitor 	<ul style="list-style-type: none"> • Regular reviews with our school nurse to highlight any medical concerns and to work together with families 	We currently have staff fully trained as paediatric first aiders. Many of our staff have paediatric medical training, to meet the needs of our children. This includes Epipen training, Diabetic training, Defibrillator training and Epilepsy training.
Speech Therapy	<ul style="list-style-type: none"> • Lucy Coleman – Speech Therapist 		TAs are also trained to deliver speech and language interventions, as needed.

Communication:

How will school keep me informed about my child's progress?	There are 3 parent/carers' evenings planned for the coming year, when you can discuss your child's progress with the class teacher. Where your child has a My Plan or My Support Plan, there will be separate meetings to give you the opportunity to meet with the SENCO as well as the class teacher, and other people who
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	<p>support your child. These meetings often take longer and will be scheduled outside of our regular Parent/Carers' meeting dates.</p> <p>Please do contact us if you have any questions; we will be happy to meet with you to discuss any concerns in a pre-arranged appointment.</p>
How are parents and carers involved in planning, assessment and review of needs?	<p>Where a child has a My Support Plan, parents and carers will be invited to a meeting to review the outcomes, three times in an academic year.</p> <p>Where a child has an Education Health Care (EHC) Plan and statutory My Plan there will be an Annual Review once a year to review provision and ensure the child's needs are being met. In addition to this, the SENCO and Class Teacher will be happy to meet as and when required to review progress.</p>
How are pupils involved in reviewing their learning?	All children are involved in self-assessment and reflection on learning, at their own level, when appropriate.

General things you might want to know

How accessible is the school setting?	The School is accessible, in many areas, for wheelchair users and has disabled toilet facilities. As part of our Safeguarding policy, we carry out an Accessibility Audit annually.
Who will be responsible for my child's day to day needs?	Dependent on your child's needs, they are most likely to be met by teaching staff within the classroom. Occasionally, our most vulnerable children have a Teaching Assistant assigned to support them at lunchtimes and playtimes. Where children have specific medical needs, Health Care Plans are put in place and regularly reviewed. Mrs Knowles oversees medical needs within the school.
Will my child be included in all curriculum areas?	We pride ourselves on being a caring, inclusive setting, where ensuring every child can participate in learning is important. This is particularly true of residential trips and educational visits, when we make every effort to ensure all children are included. This may involve a risk assessment being needed.
Will my child be able to go to after school activities and trips?	It is intended that our after school clubs, events and trips are accessible to all children. Where clubs are run by other organisations, we enquire

	<p>about their ability to include all children prior to engaging them to run activities at our school.</p>
<p>SEN children are more likely to be bullied – what do you have in place to make sure this does not happen?</p>	<p>Our school has a zero tolerance approach to bullying. We have children who are trained as Anti Bullying Ambassadors to support children in the playground. Each class has a ‘Worry Box’ for children to share these worries and there is a central Worry Box in our library. There are also opportunities to have a ‘drop in’ with our Pastoral Care Teaching Assistant. Children learn through our robust PSHE curriculum what bullying is and how to deal with it. Our staff are trained in the use of emotional literacy scripts to support children who are feeling vulnerable.</p>
<p>Who makes the decision about how much support my child will have?</p>	<p>In the case of children with EHC Plans, the number of hours support is based on the amount of funding received, based on your child’s needs as stated in the Plan. This support will not always take the form of 1:1 adult support, as this is not always in the best interests of the child. Once it is clear what support is being funded, we will then evaluate the intended outcomes from the plan and target support appropriately to meet these aims.</p> <p>The class teacher plans other provisions, in consultation with the SENCO. At Longleaze, we believe it is important to develop children’s opportunities to achieve learning success independently, and we do all we can to nurture this approach throughout the school.</p>
<p>Who should I talk to if I have a concern about my child in school?</p>	<p>Your first port of call should be your child’s class teacher. Depending on the nature of your concerns, a member of the Senior Leadership Team (Head Teacher, Deputy Head Teacher or SENCO) will be happy to discuss your concerns with you further, if needed.</p>
<p>What is an ‘All about Me’ profile (also known as a ‘one page’ profile)?</p>	<p>‘All About Me’ profiles are used in our school as a tool to identify the children’s own views on how best to support and nurture them. These documents are also an integral part of My Plans and My Support Plans. We have found that these documents help us to gain valuable understanding of the needs and wishes of our children, which in turn personalises every child’s</p>

	learning experience.
What is a 'My Support Plan'?	<p>At Longleaze, we create My Support Plans when a child's learning needs are not able to be met, within the teaching and provision of the New Curriculum 2014. This usually means where we require support from outside agencies to support children's needs, as a child requires provision is over and above that which is planned for the majority of children. When a child has a My Support Plan, we put them on our school's SEN Support register.</p> <p>A My Support Plan sets out achievable outcomes for a child, considers the barriers that may hinder the child from achieving the outcomes and sets out what provision will be put in place to help children meet the outcomes. If a child is successful in meeting all the outcomes, a My Support Plan may be stopped. These Plans are registered with the Local Authority.</p>
What is a 'My Plan'?	<p>A 'My Plan' is an interchangeable term that Wiltshire Local Authority has chosen for an Education, Health and Care Plan (EHC Plan). This name has been chosen to ensure a sense of personalisation and ownership for the child is at the heart of the process.</p> <p>A 'My Plan' will set out the needs of a child and the provision planned, replacing the Statement of Special Educational Need. Since September 2014, younger children who met the threshold for statutory assessment will be given an EHC Plan.</p>
What is a Provision Map?	<p>A provision map is a document which sets our short term targets for children with SEN+D. This enables teachers to set out the provision, over and above that which the majority of children receive, to help them progress with learning. Targets will be shared with parents and carers, so that you can work them with the children at home.</p> <p>Where an outside agency is involved in your child's learning provision, recommendations from their reports will form targets for the</p>

	<p>Provision Map.</p>
<p>What is a CAF?</p>	<p>A CAF (Common Assessment Framework) is a process that aims to identify at the earliest opportunity a child's strengths and additional needs, to enable timely and co-ordinated support to be put into place to meet those needs. This approach ensures that there is dialogue between different support agencies.</p> <p>Where we feel a CAF is needed for a family, we will complete a Pre-CAF checklist. CAFs tend to ensure support is in place for more immediate, shorter term interventions (up to 6 months). Where a child has needs that are likely to endure for their time in school, then we would collaborate with parents and carers to write a My Support Plan instead.</p> <p>Sometimes, dependent on the needs of the child, it may be necessary to move across from one process to another.</p>
<p>Who makes sure that children with SEN are looked after well?</p>	<p>The SENCO, Mrs Knowles, leads SEN within the school, through monitoring the progress of these children and ensuring the most effective provision is made for them, within the resources available to the school. Reviews of this provision take place five times a year.</p> <p>The Governor for SEN+D has a role to play in understanding the role of the SENCO and being aware of the objectives of the SEN+D Action Plan, and challenging what impact this has on children's learning.</p>
<p>Who do I contact if I am not happy with the support or education my child is getting?</p>	<p>Please discuss your concerns with your child's class teacher in the first instance. If your concern is not resolved, you may wish to make an appointment to meet with the Head Teacher, Laura Oakes. We will do our utmost to help resolve your concerns. If you are still unhappy, you may choose to refer your concern to the Governing Body or the Local Authority. Our Complaints Policy is available on the School website. If your child has SEN, support can also be sought from the Wiltshire Parent Carer Council (office@wiltspcc.co.uk).</p>

The questions our children wanted to ask!

Are the teachers friendly?	<i>We think so! Sometimes we have to be strict to make sure that you are safe and that you are making progress in your learning. We love to dress up and be a bit silly sometimes too!</i>
Can I come and visit the school before I start?	<i>Of course! We welcome visits during our school days and we are happy for you to visit after school if that is helpful (you will need to bring a grown up along too!)</i>
What things do you have at your school?	<i>Too many to mention here! Have a look on our website or come and visit us and we can tell you.</i>
Can I get around the school easily?	<i>Yes, our school has signposts to help you find your way around and all the classes are named. We have some signs in other languages too. If you get lost, there is always someone friendly around to ask.</i>
Can I go on trips?	<i>We try to include all children in our trips. The only time we would not be able to let you go on a trip is if we felt it would be unsafe for you, or other people, to take part. In these cases, sometimes we ask your parent or carer to have responsibility for you on the trip.</i>
How do teachers help to make you able to learn when you are finding it difficult?	<i>We use lots of resources to help us and we try to make learning fun. We use IPAD programmes to help with writing and we have lots of resources to help with maths. We think it's important to have lots of things in the classroom to help you, that you can help yourselves to, so that you are becoming more independent.</i>
Will I be able to join after school activities?	<i>Yes, of course! We offer lots of sports clubs after school and are increasing the variety of other extra-curricular activities we offer. We also offer lessons in a range of musical instruments.</i> <i>Before school, we have an Early Morning Drop Off where you can have breakfast with your friends.</i>

Moving on:

What will happen when my child moves to their next school?	When your child moves on to the next phase in their education, we have a robust procedure for transition and liaise closely with Royal Wootton Bassett Academy (RWBA) or any other school to ensure they are aware of the needs of our children with SEN+D. We also try to ensure that additional visits to
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RWBA or other schools are planned, over and above the two days that Year 6 have. We are always trying to improve this and have invited back some Year 7s to let us know how we can make transition even better.

If your child leaves our school to move to another school, at a time other than usual transition at the end of Year 2 or Year 6, we will be happy to pass on information to the next school, with your permission.

We are very keen to hear how you think we can improve our service, so feel free to contact the school SENCO and tell us what you think!