

Longhill Primary School  
SEND Information  
September 2016



**Longhill Primary School  
Shannon Road  
Hull  
HU8 9RW  
01482 814160**

**Head Teacher: Mark Batty**

**Updated September 2016**

Longhill Primary School values the abilities and achievements of all its pupils, and is committed to providing for each pupil the best possible environment for learning. This creative and tailored environment provides the opportunity for every child to reach their full potential.

## **Information about the Schools Special Educational Needs Provision**

### **The SEN Aims of the School**

- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEN provision as early as possible in their school career
- To ensure that SEN pupils take as full a part as possible in all school activities
- To ensure that parents of SEN pupils are kept fully informed of their child's progress and attainment
- To ensure that SEN pupils are involved, where practicable, in decisions affecting their future SEN provision
- Through a wide range of activities provide all pupils with the opportunity to achieve as much independence as possible
- To enable all children to achieve their full potential and develop a positive self-image

### **Objectives**

- Through the planning process identify and cater for the individual needs of all children.
- Through the school's agreed assessment procedures and target setting, ensure that all children are provided with the challenges necessary for them to achieve the highest level in all areas of the curriculum.
- Through the school's agreed procedure for assessment and evaluation , identify all the pupils with SEN.
- To liaise with outside agencies for the necessary advice and support for all pupils identified with having SEN.
- To provide the resources necessary to support those pupils identified.

### **Definition of Special Educational Needs (SEN)**

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

**Definition of Disability**

“A physical or mental impairment which has a substantial and long-term effect on the ability to carry out normal day-to-day activities”

Equality Act of 2010

The purpose of this document is to ensure that all stakeholders, including parents, teaching staff and governors understand and use a consistent approach in implementing support for young people with special educational needs.

A child has special educational needs if he or she has difficulties that call for special educational provision to be made. Children must not be regarded as having learning difficulties solely because their language is different from that in which they are taught.

- **Special Educational Needs for Which Provision is Made**

Longhill Primary School currently supports children who have a range of special educational needs (SEN). The Code of Practice 2014 describes four broad areas of SEN

- Communication and Interaction, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD).
- Cognition and Learning, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), specific learning difficulties (SpLD), including Dyslexia.
- Social, mental and emotional health, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.
- Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairments (HI), visual impairments (VI) and multi-sensory impairment (MSI).

The school has experience of supporting children with many of the above, but especially SLCN, ASD and PD.

*Admission arrangements are the same for all children as determined by the LA. If a child in Nursery has been identified as having special educational needs then advice and appropriate support is given to both child and parents prior to entry into the mainstream school. The level of support for pupils with special educational needs is determined by the needs of the individual.*

- **Policies for the Identification and Assessment of Pupils with SEN**

**Early Identification**

Early identification of pupils with SEN is a priority. The school uses appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment.
- Their performance in N.C. judged against age related expectations.
- Pupil progress in relation to objectives in the Literacy and Numeracy.
- Standardised screening or assessment tools.
- Records from previous pre-school placements.
- Information provided by parents.
- Statutory and optional National Curriculum (SAT's) results

Baseline assessment that made on entry to the school in the F1 should highlight any potential special needs. Any issues needing immediate intervention, both internally and with external agencies, are addressed.

Teachers are encouraged to raise concerns with the SENCO as soon as they suspect a child may have SEN. Teaching Staff have received training that helps understand and identify children that may have SEN related to ASD.

When necessary, children with suspected special needs are referred to the relevant external agency for targeted assessment including Educational Psychologist, IPaSS, SENSS and Speech and Language Therapy Services.

Longhill Primary employ a Speech and Language Consultant one day each week who assesses any children with suspected SEN relating to speech and communication.

Assessment throughout the school year enables the school to consider the individual child's attainment and progress against the National Curriculum age related expectations. Children whose attainment is significantly below the expected norms may have special needs.

The following information is also sometimes used:

- *Reading test results*
- *SATs/Optional SATs results*
- *Phonic assessment and testing results*
- *CAT testing results*
- *Referrals to the SENCO*

When parents/carers express concerns about their child class teachers discuss any concerns with the SENCO. Class teachers identify children who may require additional or different support.

Class teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline;

- Fails to match or better the child's previous rate of progress;
- Fails to close the attainment gap between the child and their peers;
- Widens the attainment gap

The first response to such progress should be high quality teaching targeted at the child's area of weakness. Where progress continues to be less than expected the class teacher, working with the SENCO, should assess whether the child has SEN.

SEND code of

practice 2014

When a child is identified as having special education needs the SENCO and class teacher:

- *Identify the child's skills and highlight areas for action.*
- *Ensure ongoing observations and feedback to all involved.*
- *Involve the parents.*
- *Attend SEN reviews and contribute to them.*

The school adopts a graduated approach with four stages of action: assess, plan do and review. When a pupil requires additional support to make progress then strategies are put into place that are, additional to or different from, the differentiated approaches and learning arrangements normally provided for all children. In consultation with the child and their parents, an Individual Education Plan (IEP) is drawn up to identify targets to work towards - this enables the school to track progress. Class teachers remain responsible for planning and delivering individualised programmes as part of the graduated approach.

The SENCO may decide that extra training is required for some members of staff who work with children with specific SEN, in order to meet the child's needs. Staff are sent on additional training as and when this is required.

- **Policies for Making Provision for Pupils with SEN**

At Longhill we have adopted a whole-school approach to SEN policy and practice. Pupils identified as having SEN are, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of school life. Pupils with SEN will only be removed from the class to carry out additional support/intervention groups according to their need. The school has a clearly developed cycle of planning, teaching and assessing which takes into account the wide range of abilities, aptitudes and interests of the children.

The policies outlined in this section apply to all pupils with SEN, whether or not they have EHC Plans.

- The school closely monitors the progress of all pupils, including those with special educational needs. The effectiveness of the provision for these pupils is evaluated by ensuring that they make adequate progress. This will be reviewed termly by class teachers in collaboration with parents, the SENCO and the pupils themselves. Evaluation is ongoing and based on the tasks set, targets from Small Steps, teacher/support staff observations and the pupils own concerns. Rewards and praise are important when supporting pupils with special educational needs, alongside a small steps approach.
- Pupils who are receiving support that is additional to or different from their peers, due to special educational needs, are assessed on a termly basis in all subjects in line with the whole school Assessment Policy. In addition, these pupils may be assessed in more specific terms using more detailed testing, to evaluate their level of progress in their specific area(s) of difficulty.
- The approach to teaching pupils with special educational needs varies, dependent upon the need of the particular child. Some of the interventions that are used at Longhill are:
  - Differentiated work in class;
  - In class support, where a teaching assistant supports one or more children to understand the content of the lesson;
  - One to one support, with targeted support for a specific area of need;
  - Social skills groups are sometimes used to support children with social and emotional needs.
  - The SENCO supports SEN (small groups / 1:1) children in the classroom environment.
- After school and lunch time clubs are provided by the school covering a variety of activities for all pupils. Pupils with special educational needs are encouraged to participate and appropriate support is provided where necessary. Pupils with special educational needs are also fully included in whole school productions. Staff have received additional training to be able to fully support children with SEND.
- Additional help is given to pupils requiring emotional and social support in the form of social groups and a pastoral system that operates for all pupils in the school, including those with special educational needs. Children who are experiencing social and emotional difficulties can discuss any issues with the School Nurse.
- The SENCO provides advice to teachers and teaching assistants about appropriate ways forward for children with special educational needs. Class teachers ensure work is differentiated appropriately to meet the individual needs of children. Teaching assistants working with children identified as having special educational needs work under the direction

of the class teacher or SENCO. Some of the interventions that can be used at Longhill Primary School are:

- Reading Recovery (RR) - Reading Recovery is a structured intervention designed to enable children to develop early reading skills in order to reach age related expectations before the end of Year 1. The programme gives children the opportunity to have daily reading lessons for 30 minutes over a 20 weeks period. Children must be aged between 5.9 and 6.3, and are chosen by the F2 and Year 1 teachers, in collaboration with the ECaR trained teacher. Children go through a comprehensive assessment before they start the programme and then again when the intervention has finished.
- Reading Recovery Style Intervention - This intervention is delivered by EcaR trained TA's and is available for children who do not fall within the age criteria for Reading Recovery (RR). The children are assessed in a similar way as RR (both initial assessment and final assessment), and have access to 2/3 half hour lessons a week on a 1 to 1 basis.
- Speech and Language Therapy - The school buys in sessions with two speech and language therapists on a weekly basis. The therapists work directly with children on a one to one basis and in small groups. They also work with teaching assistants and train them to deliver sessions to targeted children. One TA is currently being trained as a Speech and Language Assistant.
- Speech and Language intervention - trained teaching assistants work with targeted children on a one to one basis or in small groups. The teaching assistants have been trained by speech and language therapists and deliver sessions to children to continue the work of the therapists.
- Nurturing and Friendship Groups - Experienced teaching assistants carry out nurturing and friendship groups for pupils who require additional support with social interaction and communication. Within the programme pupils are encouraged to speak to each other and interact appropriately during conversations through a variety of games and other activities. Children who have English as an additional language (EAL) may also participate.
- Toe-by-Toe - Toe by Toe is a highly structured reading manual designed for children or adults who have specific learning difficulties such as Dyslexia. Experienced teaching assistants carry out Toe-by-Toe with identified children when necessary.

- **Contact details of the SEN Co-ordinator (SENCO)**

The Special Educational Needs Coordinator is Mrs Jackie Matthews; she can be contacted at the school.

SENCO: Mrs Jackie Matthews  
Contact telephone number: 01482 814160  
Email: [jmatthews@longhull.hull.sch.uk](mailto:jmatthews@longhull.hull.sch.uk)

The SENCO works closely with all staff and regularly meets with teachers, teaching assistants and outside agencies to ensure children's special educational needs are being met.

- **Expertise and training of staff in relation to children and young people with special educational needs**

Class teachers have responsibility for identifying pupils with SEN. Making higher quality teaching available to the whole class means that fewer pupils will require additional special educational provision. The first response to ensuring children are making expected progress is high quality teaching targeted at children's areas of weakness.

All teaching staff have received training that covers the identification and management of children with ASD, ADHD.

Some Teaching staff have received Speech and Language training to deliver specific Speech and Language programmes. All Teaching staff have received Team Teach training delivered by Ganton Special School. Any new members of teaching staff will receive the training in due course. All staff have receive regularly updated Safeguarding training.

The SENCO is currently undertaking the National Award for SEN Coordination through Real Training.

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- *Being aware of the school's procedures for the identification and assessment of, and subsequent provision for SEN pupils.*
- *Collaborating with the SENCO to decide the action required to assist the pupil to progress.*
- *Working with the SENCO to collect all available information on the pupil.*
- *In collaboration with the SENCO, develop IEPs for SEN pupils, as part of the on-going review system.*
- *Working with SEN pupils on a daily basis to deliver the IEP targets within differentiated planning.*
- *Developing constructive relationships with parents.*



Internal staff training is encouraged at Longhill Primary School. Members of staff who have expertise in particular areas are encouraged to share their experience and knowledge. The SENCO supports staff to enable them to provide a learning environment where children with special educational needs can progress to the best of their ability. This includes teaching ideas, support strategies, interventions and record keeping. The school has an ongoing policy for CPD (Continued Professional Development) for all staff.

Longhill Primary School is a member of the ICA Partnership, which consists of 11 schools. Staff from across the partnership meet regularly to share expertise and good practice. The SENCOs within the partnership meet once a term to share ideas and develop ways forward to develop SEN across the partnership.

Staff seek training from outside support agencies when necessary including outreach and transitional support. Here is a list of external agencies (taken from Hulls Local Offer) who the school may contact:

## **Educational Services**

Hull City Psychological Service  
Primary Standards and Improvement Team  
FASS Team (Portage)  
Children's Centre Nursery Classroom  
Walker Street,  
Language Unit  
SENCO Support  
The White House PRU  
Integrated Physical and Sensory Service (IPaSS)  
Northcott Outreach  
Ganton School  
Tweendykes School

## **Health Services**

Children and Adolescent Mental Health Service (CAMHS)  
Children's Learning Disability Team  
Physiotherapy  
Occupational Therapy  
Speech and language Therapy  
School Nursing Service  
Primary Mental Health

## **Voluntary Organisations**

KIDS  
Barnardos  
NSPCC  
Children and Families Disabilities Team

Staff also attend training courses provided by the local authority.

- **Equipment and facilities to support children and young people with special educational needs**

All needs for equipment and facilities will be assessed for each pupil individually. Dependent upon the nature of the need, funding may be provided by the school or requested from other appropriate agencies. These may include IPASS, who can provide specialist equipment for physical, visual and hearing needs.

The school has disabled access including a lift from the ground floor to the 1<sup>st</sup> floor.

- **Arrangements for consulting parents of children with special educational needs about the education of their child.**

Parents/carers are involved at each stage of the assess, plan, do and review process. Parents are invited to discuss with the SENCO (and/or class teacher) the needs of their child in the first instance. This allows parents to share knowledge about their child and engage in a positive discussion from which there will be agreed actions relating to how the child's needs can be met. Therefore parents/carers have an active role in planning and decision making regarding their child's provision.

Subsequent to this, parents/carers will be kept informed of progress and outcomes as a result of the aforementioned actions in a number of ways: -

- Liaison with the class teacher informally;
- Parents' Evenings, when advice and support in helping their child at home can also be given;
- Formal reviews of their child's progress with the SENCO and class teacher

During these meetings/discussions, a 'person centred approach' allows for professionals and parents/carers to contribute towards reviewing the effectiveness of provision in place for the child. Following this, decisions can be made regarding next steps.

- **Arrangements for consulting young people with special educational needs about their education**

The child is involved (as is appropriate) at every stage of the assess, plan, do, review process:-

- At the initial assessing and planning stage, in order to support a 'person centred approach', the child's wishes and aspirations are taken into consideration, along with the outcomes they seek and the support they need to achieve them. These discussions enable individuals to feel that they have more control over decisions about their support.
- Where the child may be unable to verbally communicate or provide written input, observations of the child may be made in order to gather information regarding their likes, interests, dislikes and difficulties.
- The thoughts and opinions of parents/carers, and those who know them best, may also be sought.
- Any documentation used as part of the agreed provision (eg Small Steps) will be produced in a way that the child is able to understand where appropriate.

The child is able to discuss any aspect of their provision in a number of ways:-

- Informally with their class teacher on a regular basis
- Where appropriate, the child will attend a more formal meeting to review their progress and provision
- A child may contribute to this meeting by attending in person or by providing written input

During these discussions/meetings a 'person centred approach' allows for professionals and parents/carers and the child to contribute towards reviewing the effectiveness of provision. Following this, decisions can be made regarding next steps.

- **Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning provision made at the school.**

Complaints about SEN provision within the school are first dealt with by the SENCO during arranged meetings.

Where a satisfactory conclusion cannot be reached, the parent can then make an appointment to see the Headteacher during which further information can be exchanged and procedures altered as appropriate. If a satisfactory conclusion still cannot be reached then the Governing Body must become involved.

The school participates fully if they receive requests for information for tribunals or if they are asked to assist parents in formulating appeals.

Parents will be made aware of the Parent Partnership service (KIDS) provided by the LA.

- **How the governing body involves other bodies in meeting the needs of pupils with special educational needs.**

Where a school has concerns that a child may require additional or external support to meet their special educational needs, then a request can be made to the local authority service provider and/or other professional support service. These may include:

- Educational Psychologists
- Speech and Language Support Agency
- ASD Team
- National Autism Society
- IPaSS - Integrated Physical and Sensory Service (Visual/Hearing/Physical)
- Social Care Team
- Children's Centres
- CAHMS for Mental Health Needs
- Kids - Parent Partnership
- School Nursing Team
- Whitehouse Unit
- Dove House Bereavement Support Team
- Sibling Support Services - Barnados
- Traveller Education Team
- Northcott Outreach Service
- Police

Links to all of these and more can be found in the Hull Authority Local Offer.

Advice may be sought from one or several service providers, when considering the initiation of a statutory assessment. Details of this may be found in the DFE SEN Code of Practice.

A Statutory Assessment is only usually required or conducted for children with complex or severe learning needs. This may include needs in:

- Cognition and Learning
- Communication and Interaction
- Sensory and/or Physical.

Throughout the process the local authority has a duty to request the opinions of parents, the school and other involved professionals.

Following a Statutory Assessment, the local authority will make a decision whether an Education Health and Care Plan is considered appropriate for the child.

- **The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.**

All contact details are detailed in the links provided in the Hull Authority Local Offer.

- **Arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.**

All children with special educational needs will require support and planning when they transfer between key stages from 0-25 years.

For example Preschool -> Nursery -> Foundation -> KS1 -> KS2 -> KS3 -> KS4 -> KS5 -> College/Higher Education -> Independent Living.

Where a child has a Statement of Special Educational Need or an Education Health Care Plan, a preference for educational setting should be made during the Annual Review process the year prior to the transition. This enables the local authority to consult and request placements at the preferred school. A request for a special school placement should be made early in Year 5 to determine that suitable provision can be considered. It is useful at this stage for the parent to visit some appropriate schools at the next key stage to help an informed choice to be made. The SEN Team will administer the process following any request by the parent.

Transition packages need to be planned carefully for children with special educational needs and many education providers now offer additional visit time

or transition meetings to support all new pupils. Other consideration could also be given to the use of social stories, transition activities/programmes or communication passports. All of these can help to support children and prevent vulnerability during their transition. Early admittance policies are also being used by some secondary providers to help children to settle earlier into their new routines.

The school liaises with other schools to ensure the smooth transition from one school to another. When a child with SEN is admitted to the school the SENCO seeks information from the previous school. Children with SEN in Year 6 are discussed with the SENCO of the receiving school, and all information is transferred appropriately.

All children with a Statement of Special Educational Need/Education Health Care Plan must have their secondary transfer placement confirmed by 15<sup>th</sup> February in Year 6.

Dependent upon the school's setting, they may wish to elaborate on the specific arrangements that they have in place to support pupils with SEN through the transitions they are involved with.

- **Information on where the local authority's offer is published**

Here is a link to the local offer website where their local offer is published:

<https://www.connecttosupport.org/s4s/WhereILive/Council?pagelD=781>