

## Longhill Primary School SEND Information Report



At Longhill Primary we are committed to offering an inclusive curriculum to ensure the best possible outcomes for all our pupils whatever their needs and abilities. We seek to ensure that pupils with special educational needs and disabilities are fully included in all aspects of school life. We believe that pupils with SEND and their parents/carers should be at the heart of planning and decision making. We aim to provide opportunities for pupils with SEND and their parents/carers to play an active role in planning their provision in accordance with the SEND Code of Practice 2014.

This school information report should be read in conjunction with the HCAT Special Educational Needs policy.

### **School Information:**

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

1. Communication and Interaction, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD)
2. Cognition and Learning, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia.
3. 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.
4. Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).

The school has direct experience of supporting children across all four broad areas of need.

## The aims of our SEND policy and practice:

Longhill Primary School values the abilities and achievements of all its pupils and is committed to providing the best possible learning environment for each pupil in our setting. Our creative and tailored environment provides the opportunity for every child to reach their full potential, whatever their needs and abilities and we seek to ensure that pupils with SEND are fully included in all aspects of school life.

### Aims:

- 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 pupils with SEND take as full a part as possible in all school activities.
- To ensure that parents of pupils with SEND are kept fully informed of their child's progress and attainment and play an active role in the planning of provision for their child.
- To ensure that pupils with SEND are involved, where practicable, in decisions affecting their future SEND provisions, having their views, wishes and aspirations at the centre of the planning process.
- 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.

## Identifying pupils with and assessing their needs:

Class teachers and/or parents are able to raise concerns at any time. At Longhill, we strongly believe that high quality teaching, differentiated for individual pupils, is the first step in meeting the needs of pupils who have or may have SEND. Despite this quality first teaching, some children may continue to make significantly slower progress than that of their peers and it is at this stage that it becomes appropriate to consider the possibility that a pupil might have special educational needs. Information will be gathered from teachers and support staff, the pupil and parent/carers to build a picture of the child's individual needs and ways forward to support them will be put in place. It may be that at this stage we are able to quickly identify a child's barrier to learning such as persistent absence, English as an additional language or distractions/worries and support can be put in place to overcome these barriers. Other children who, with extra support and intervention, still struggle to make progress will then be identified as having a special educational need and will receive SEN support.

## Consultation

### Arrangements for consulting with parents of children with SEND and involving them in their child's education

At Longhill, we seek to work in close partnership with parents/carers to ensure that they have a significant involvement in their child's education. Parents/carers 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. We find these initial discussions vital in assessing ways forward for your child

### Arrangements to consult with young people with SEND and how we involve them in their education

At Longhill, and in line with the SEND Code of Practice (2014), pupil voice is regularly sought. 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.

**The child is able to discuss aspects of their provision in a number of ways throughout the school year:**

and therefore parents/carers also have an active role in planning and decision making regarding their child's provision.

**Parents/carers will be kept informed of progress and will discuss their child's outcomes in a number of ways: -**

- Liaison with the class teacher or SENCO 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 (termly).
- Formal meetings with parents/carers, child and relevant professionals for pupils going through the Education Health and Care Needs Assessment Referral process.
- Annual reviews for children with EHC plans.

During these meetings/discussions, a 'person centred approach' allows for professionals, the child (where appropriate) 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.

- SEND reviews are held with the SENCO and conversations around pupil progress and achievements are discussed and new support plan targets are agreed.
- One-page profiles are used to gather information about pupils, parents, support and medical needs. These are updated at least annually or as necessary when changes arise.
- Class teachers liaise informally with the children 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 these meetings by attending in person or by providing written input.
- *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.*

**Assessing and reviewing children's progress towards outcomes:**

Where a child is identified as having SEND, Longhill will take action to remove barriers to learning and put effective special educational provision in place. This SEND support will take the form of a four-part cycle- known as the Graduated Response;

- Assess
- Plan
- Do
- Review

The HCAT support plan will be used as a guide to work through this cycle.

This is an ongoing process and not limited to more formal SEN reviews which are carried out termly.

The class teacher will work with the SENDCO to carry out a clear analysis of the child's needs. This will draw on:

- The teacher's assessment and experience of the child
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The emotional and social needs of the child
- The communication and interactions of the child
- Any sensory or physical needs
- The views and experience of parents

- The child's own views
- Advice from internal HCAT support services and external support services, if relevant

### **Arrangements for supporting children and young people in moving between phases of education**

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

#### ***Preschool -> Nursery -> Foundation -> KS1 -> KS2 -> KS3***

At Longhill, we realise that times of transitions can be daunting for many children of all ages and therefore we provide extra transition support for vulnerable pupils for extra transition through year groups/schools. This can be in the form of extra visits to their new setting/class, extra meet the teacher sessions, implementation of social stories and/or transition activities/books.

Children with SEN in Year 6 are discussed with the SENCO of the receiving school, and all information is transferred appropriately. This gives an opportunity for information and strategies to be passed on to their next setting. In most cases, following this, a transition meeting/phone call will be arranged for the parent/carer and pupil to liaise with the SENDCo from their new school. All pupils will participate in focused learning relating to aspects of transition to support their understanding of the changes ahead and visits will be arranged for children to see their new setting and meet staff. If needed, arrangements will be made for further visits and meetings to ensure a smooth transition.

Where a child has an EHC Plan, a preference for educational setting will 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 assist in making an informed choice. All children with an EHC Plan must have their secondary transfer placement confirmed by 15th 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.

### **The school's approach to teaching children and young people with SEND:**

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 and every effort is made to ensure that they have full access to the National Curriculum and are involved in 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 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. In addition, pupils who are receiving support that is additional to or different from their peers, due to special educational needs 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 child. Some of the strategies 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.
- 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.
- Some pupils also require 1:1 support within the classroom for specific learning difficulties. Pupils requiring 1:1 support are provided with an Education and Health Care Plan. Not all children with an EHC plan will have 1:1 support as pupils with a plan are given support dependent on their level of need.

The SENCO provides advice to teachers and teaching assistants about appropriate ways forward for children with special educational needs and 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:**

- 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 1:1 basis.
- Speech and Language intervention – Trained teaching assistants deliver speech and language programmes to targeted children on a 1:1 basis.
- Nurturing and Social Skills Groups – Experienced teaching assistants carry out nurture and social skills groups for pupils who require additional support with social interaction and communication.
- Little Wandle Rapid Catch Up and SEND Programme – Trained staff deliver daily structured sessions for children who need additional phonics support.
- ELSA – Trained ELSAs (Emotional Literacy Support Assistants) are employed to work with children that need emotional literacy and intelligence support.
- Precision Teaching – This effective teaching strategy ensures high levels of fluency and accuracy in literacy and numeracy skills. It is used when a child finds learning or retaining a skill difficult.
- Physical intervention support – This can range from finger strength development to cane skills (habilitation) and is often provided by IPaSS.

**Adaptations made to the curriculum and the learning environment of children and young people with SEND**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops/tablets, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

We have 11 teaching assistants who are trained to deliver interventions such as Little Wandle, Precision Teaching, and Paired Reading. Speech and Language programmes are carried out by our 4 trained speech and language support staff and most of our support staff have completed mental health

training to provide social/emotional support for our children. We have 3 trained ELSAs - Emotional Literacy Support Assistants who lead this support and make up our Well-being Team with the SENCO and safeguard lead.

At Longhill, teaching assistants will support pupils on a 1:1 basis when a child is unable to access the school day independently. Children that need this high level of support may display difficulties in any of the broad areas of need and may require this support for some parts or the entirety of the school day. Teaching assistants will support pupils in small groups when children need some adaptations and support in lessons to ensure they are able to access the learning. Teachers carefully plan for children to be included in lessons and to ensure good progress for all children, these children will be supported in a group when appropriate. Teaching assistants may also work with a group for catch up interventions where appropriate.

### **Expertise of staff:**

Staff at Longhill are trained in various approaches and are provided with continuing professional development (CPD) linked to the needs of the cohort staff are working with and the needs within the school. The SENCO provides all staff with termly SEN updates for the school, attends termly SEN meetings with the Local Authority/HCAT and organises training and CPD for staff as necessary. Training is gained from a range of organisations such as HCAT, outreach services and the Local Authority.

Our SENCO has 9 years teaching experience, where she has supported many children with SEND. As a SENCO, she has 1 year experience in the role and has shadowed the previous SENCO before this.

In the last academic year, staff have been trained in Little Wandle, dyslexia & non-verbal verbal support as well as a variety of mental health awareness programmes.

We use specialist staff for speech and language therapy, with 4 members of staff trained to deliver programmes to children requiring speech and language support. We also have 3 members of staff who are qualified ELSAs that work with children with social, emotional and mental health needs. Our behaviour lead also supports these children along with the SENCO.

### **Evaluating the effectiveness of SEN provision**

Longhill Primary 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/carers, the SENCO and the pupils themselves. Where difficulties persist, despite high quality teaching and intervention, advice and support may be requested from other professionals or agencies. SEN support plan targets are reviewed termly and are adapted whenever necessary.

### **How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEND?**

All of our extra-curricular activities and school visits are available to all of our pupils, including our before-and after-school clubs. All pupils are encouraged to take part in sports day, school plays, special workshops and music concerts. No pupil is ever excluded from taking part in these



activities because of their SEN or disability.

Upon admission of disabled pupils, we ensure that we work closely with the family to remove any barriers that may arise for the child. We make adaptations to the environment, where appropriate, and work with the school nursing team and multi-agencies to ensure that every child has the same opportunities within the settings.

We currently have a lift for children to access the first floor (KS2 classrooms) if needed and have worked closely with the IPaSS team to ensure our environment is suitable for our current cohort. Risk assessments are completed for children where appropriate.

**Please find out school's Accessibility Plan on our website - <https://longhillprimary.org.uk/>**

### **Support for improving emotional and social development.**

*(include pastoral support arrangements and listening to the views of parents and carers.)*

At Longhill, we recognise that some children have additional emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiety, and being uncommunicative. Children needing this specialised support will have regular check-ins with time to talk about their feelings/behaviour and emotional literacy programmes will be put in place where needed. This year, we are also working with the NHS Schools Mental Health Team to further develop our social, emotional and mental health support at Longhill Primary. We will be working closely with the team to provide further support for our pupils presenting with needs in this area.

All classes follow a structured PSHE curriculum (*Jigsaw*) to support emotional and social development. However, for those children who find aspects of this difficult we offer opportunities for these pupils to participate in activities which will help to overcome their difficulties, such as friendship groups, social skills support groups and activities to build self-esteem. We also have three support staff who have specialist training in supporting pupils with social and emotional needs (ELSAs), who will work alongside the class teacher to support these pupils.

Parents are able to speak to the safeguard lead, SENCO, behaviour lead or class teacher if they have any concerns regarding a pupil's emotional and social development. Once concerns are raised, we will aim to support the whole family in finding appropriate support to improve the pupil's development.

### **Working with other agencies**

At times it may be that a child requires additional or external support to meet their special educational needs. When needed, a request can be made to the local authority service provider and/or other professional support services.

#### **These may include:**

- Educational Psychologists and Occupational Therapists – Applied Psychologies/Hull City Psychological Services
- Speech and Language Support Agency – NEW Options/NHS
- ASD Team
- Northcott/Tweendykes Outreach Service
- IPaSS – Integrated Physical and Sensory Service (Visual/Hearing/Physical)
- Social Care Team
- Early Help
- Children's Centres

- CAMHS for Mental Health Needs
- KIDs – Parent Partnership
- School Nursing Team
- Virtual School – Looked After Children
- AdvoTalk services
- Headstart
- The Hull Mental Health Support Team

## Contact details for Support Services for Parents and Carers

### Guidance and the SEND Code of Practice:

Government guidance about SEN can be found on the DfE Website: <https://www.gov.uk/topic/schools-colleges-childrens-services/special-educational-needs-disabilities>

Guidance on supporting pupils at school with medical conditions: <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Equality Act, Advice for schools: <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Equality and Human Rights Commission guidance on Reasonable adjustments: <https://www.equalityhumanrights.com/en/publication-download/reasonable-adjustments-disabled-pupils>

For further information, parents should also reference the SEN Code of Practice, in particular Sections 6 (Schools) and 9 (Education, Health and Care Plans): <https://www.gov.uk/topic/schools-colleges-childrens-services/special-educational-needs-disabilities>

### Support services:

**CAMHS Crisis Team** – For young people (under 18) that are experiencing emotional distress and are struggling to cope.

01482 303688 - <https://www.humber.nhs.uk/Services/camhs-crisis-team.htm>

**KIDS** – Special Educational Needs and Disabilities Information and Support Services (SENDIASS) is a free service for parents, carers and young people (up to 25 years).

01482 467540 - <https://www.kids.org.uk/hull-sendiass>

**Early Help** - A group of services in Hull collectively who can support your family to make problems easier to understand and quicker to solve.

East Locality Hub – 01482 708 953 - <https://www.hull.gov.uk/children-and-families/family-support/early-help-family-support>



## **The local authority offer and what we contribute as a school**

**More information on services can be found at Hull's Local Offer can be found at:**

<http://hull.mylocaloffer.org/s4s/WhereILive/Council?pagelid=3018&lockLA=True>

## **Complaints about SEN provision**

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.

Review Date: September 2024