



Longridge Church of England Primary School

Berry Lane, Longridge, Preston, PR3 3JA

Headteacher - Mrs J Cooper BEd(Hons)NPQH

www.longridge-ce.lancsngfl.ac.uk

Longridge C of E Primary School – SEN Information Report

Longridge C of E Primary School is a mainstream setting. At Longridge C of E Primary School we aim to create a curriculum and environment in which all children, including those with special educational needs, can develop physically, intellectually and emotionally at a pace which is suited to their individual need and where all children have equal opportunity to access the curriculum in order to release their full potential. Our mission statement is 'Living, learning and sharing in a loving Christian environment'.

We encourage, in all members of our school, a code of positive behaviour, which promotes consideration for and tolerance of the needs of others. We believe that every child should feel able to make a valued contribution to school life in order that self-confidence and self-esteem can develop. All of this is underpinned in our Christian values and Church ethos.

<u>Regulations</u>	<u>Question</u>	<u>Our Response</u>
1). The kinds of special educational needs for which provision is made at the school.	What kinds of SEND do children have in our school?	We support a wide range of children with SEND in our school who have difficulties with.... <ul style="list-style-type: none">• Communication and interaction• Cognition and learning• Emotional and mental health• Sensory or physical difficulties
2). Information related to mainstream schools about the school's policies for the identification and assessment of pupils with SEN.	How do you know if a pupil has SEND and how will they be supported?	Class teachers raise concerns with parents at the earliest opportunity, in accordance with the SEN Code of Practice (2014). The SENCO works closely with the class teacher, pupils and parents in planning appropriate interventions and support in order to narrow the gap. The class teacher and SENCO assess and monitor the children's progress in line with existing school practices. Acorn Psychology Service work closely with school, giving advice, programmes of work and assessments where necessary.
3). Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans.	Where can I find information about the school SEN Policy?	The school's SEN policy can be found on the school website or a copy can be requested from the school office. If you would like to discuss our SEND provision further then please contact our school SENCO.



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<p>3a). How the school evaluates the effectiveness of its provision for such pupils.</p>	<p>How will I know that my child is making progress?</p>	<p>The school provision map records the type of intervention a pupil is receiving, the duration and progress made. As well as the support that an individual may receive, the provision map also clearly outlines small group interventions that take place to meet the similar needs of a group of children. Pupil premium children and SEN children all receive 1:1 support via our precision teaching programme. The children are regularly assessed both within daily lessons using Assessment for Learning strategies as well as end of term KLIPS. Each term teachers formally review children's progress and attainment in 'pupil progress' meetings where any concerns are discussed and plans put in place to meet individual needs. The impact of any interventions are closely monitored and evaluated to ensure that the provision is correct and that the child is making progress.</p>
<p>3b).The school's arrangements for Assessing and reviewing the progress of pupils with Special Educational Needs.</p>	<p>How do you check and review the progress of my child and; How will I be involved?</p>	<p>We believe in working closely with parents in helping their children to reach their full potential.</p> <p>There are two parent's evening held during the year; one in the Autumn Term and another in the Spring Term. In the Summer Term a report is written during the Summer Term outlining progress made throughout the year and identifying targets for the coming year. Class teachers will speak to parents if they feel that they have concerns regarding progress or if they feel that progress has accelerated. Mrs Parkin is always available if any parents would like to discuss matters further.</p>
<p>3c). The school's approach to teaching pupils with SEND.</p>	<p>How do staff help pupils with SEND?</p>	<p>All staff have high expectations of all our pupils, including those with SEND. Our staff are effective in identifying barriers to learning which may affect overall progress. Once identified strategies are put in place for those children who have barriers to learning.</p>
<p>3d). How the school adapts the curriculum and learning environment for pupils with SEND.</p>	<p>What adjustments are made so children can learn and achieve?</p>	<p>Where possible all children are supported in order to access the curriculum fully through first quality teaching. On the whole, this is done in class through differentiated work as well as through well planned interventions.</p> <p>Personal programmes are put in place for those children who may need it. Outside agencies are also used for advice and support.</p>
<p>3e). Additional support for learning that is available for</p>	<p>Is there any extra support available to help SEND pupils</p>	<p>All classes have TA support every morning for general support during maths and literacy and to support children with intervention programmes and 1:1 precision teaching. Children with a statement, who have very specific needs such as PD or Severe</p>



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<p>pupils with SEND.</p>	<p>with their learning?</p>	<p>Learning Difficulties, have daily 1:1 support. However, opportunities are put in place to encourage independence whenever possible. There is full time TA support in the Reception and Year 1 classes. There are also additional TA support in the afternoons in order for intervention groups to take place throughout school.</p>
<p>3f). Activities available for pupils with SEND in addition to those available in accordance with the curriculum.</p>	<p>What social, before and after school activities are available for pupils with SEND? How can my child and I find out about these activities?</p>	<p>During the week, there are a number of activities available to pupils within a designated age range or key stage. In Key Stage 2 children can take part in a variety of clubs free of charge. Information regarding these extra-curricular clubs are sent out in a newsletter which is also available on the school website.</p> <p>The school also offers regular lessons, at a fee, for parents who wish their child to take up these opportunities. Currently the school provides guitar, keyboard and woodwind lessons to children in Key Stage 2, delivered by teachers from the Lancashire Music Service. Information regarding the cost of these lessons can be sought from the school office. Pupil Premium may also be used to fund lessons for children in receipt of free school meals. Again information regarding this can be sought from the school office or on the school website.</p> <p>Clubs are available to all pupils within the designated age range or key stage.</p>
<p>3g). Support that is available for improving the emotional and social development of pupils with SEND.</p>	<p>What support will these be for my child's overall wellbeing?</p>	<p>The school actively encourages children to make friends and supports pupils with emotional and social development if needed. There are a number of buddy systems in place including reading buddies with children in Key Stage 2 supporting children in Key Stage 1.</p> <p>There is a key Worker system in place for children in Reception. When they start school full time they are supported at lunchtime by Year 5 pupils both in the dinner hall and on the playground.</p> <p>There is also a staff buddy system in place where children have an identified staff member chosen by themselves who they can go and speak to if they have any concerns.</p> <p>During lunchtime there is a Play Leaders Programme where children in Year 6 play games with groups of children at lunchtime.</p> <p>The school also offers a nurture group at lunchtime for children who are experiencing barriers to learning due to social, emotional and behavioural difficulties. This provides a calm, inclusive and supportive environment in which the child can develop. This is also run by the school's apprentice.</p>
<p>4). In relation to mainstream</p>	<p>Who should I contact if I want</p>	<p>Our school SENCO is Mrs Catherine Parkin. She can be contacted by email c.parkin@longridge-cofe.lancs.sch.uk or by phoning the school. If you would like to arrange an appointment to speak to our</p>



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<p>schools, the name and contact of the SEND coordinator.</p>	<p>to find out more about how the school supports pupils with SEND?</p>	<p>SENCO then please contact Mrs Samuel.</p>
<p>5). Information about the expertise and training of staff in relation to children and young people with SEND and how specialist expertise will be secured.</p>	<p>How are the adults in school trained to work with children with SEND and what training have they undertaken?</p>	<p>The SENCO is able to devise personalised plans for children diagnosed with dyslexia and dyscalculia as well as giving advice to class teachers in meeting the needs of children with literacy and maths difficulties. The SENCO completes regular training pertinent to her role as SENCO. The school pays into Acorn Psychology Service who advise and support the school when needed. The school employs and Learning Mentor who attends regular training to keep her skills updated.</p> <p>Staff receive regular updates with regard to SEN and disability awareness from the SENCO. All none teaching staff have received precision training from the SENCO. Currently 3 staff hold up to date paediatric First Aid Certificates and all staff have received EpiPen training from the School Nurse, alongside diabetes and Cystic Fibrosis training. In the case of children with VI, HI, Physical Difficulties (PD), Speech Language and Communication Needs (SLCN) and medical needs, specialist support, equipment and training is provided by IDSS and NHS professionals (SALT, Physiotherapist etc...).</p> <p>Support for TAs is available when needed by the SENCO.</p> <p>The SENCO works closely with all staff in school in supporting children with SEN and disabilities. Regular training is given to TAs supporting children with Severe, Moderate and Specific Learning Difficulties. Where additional needs are identified and staff have not received training then this is addressed accordingly.</p>
<p>6). Information about how equipment and facilities to support children with SEND will be secured.</p>	<p>What happens if my child needs specialist equipment or other facilities?</p>	<p>Specialist equipment, resources and furniture will be provided to meet the individual needs of the pupils. With regards to children with statements for Physical Difficulties, advice regarding the correct equipment to purchase will be provided by the appropriate health professionals. Currently staff, with an up to date moving and handling certificate, are trained to support children who use a standing frame, walker, manual and electric wheelchair, bench and swimming belt. For children with Visual Impairment our school buys in support from IDSS and has access to enlarged print books.</p>
<p>7). The arrangements for consulting parents of children with SEND about,</p>	<p>How will I be involved with planning for and supporting my child's learning?</p>	<p>School operates an open door policy with regard to any concerns that a parent may have. Parents are invited into school to discuss targets and to be given ideas how they can support their child at home.</p> <p>Parents are also able to talk about their child's education at the parents evenings held in the Autumn and Spring Terms.</p>



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<p>and involving such parents in, the education of their child.</p>		<p>An open morning is held during the Autumn Term for prospective parents to view the school and speak to staff.</p> <p>Parents and pupils are actively encouraged to participate fully in annual reviews. Parental and pupil views are sought prior to the meeting and shared during the review. Pupils attend their annual review and are encouraged to join in the discussions that take place. Parents and pupils are asked to contribute to the setting of annual review targets and are involved in the writing of IEP targets. The SENCO is available to meet with parents when requested to discuss concerns or progress.</p>
<p>8). The arrangements for consulting young people with SEND about, and involving them in, their education.</p>	<p>How is my child involved in his/her own learning and decisions made about his/her education?</p>	<p>Children are actively encouraged to have their say about the education they receive. Part of this is their involvement in self-assessment. Children are encouraged to reflect on their own learning and identify what their next steps might be and personal targets.</p> <p>We regularly collect and reflect upon pupil views across the curriculum and use these to support children in their learning. Pupils with a Statement or EHC Plan reflect on their own progress and identify areas for improvement and how this might be achieved as part of their annual review.</p>
<p>9). Any arrangements made by the Governing Body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made in school.</p>	<p>Who should I contact if I have concerns about my child's learning and/or progress?</p>	<p>You should first speak to your child's class teacher. If you continue to have concerns then you should contact the SENCo, Mrs Parkin. If your concerns are not resolved then an appointment may be made with the headteacher, Mrs Cooper.</p>
<p>10). How the Governing Body involves other agencies, including health and social services, LA support services and voluntary organisations in meeting the</p>	<p>Who else provides services in school for pupils with SEND?</p>	<p>The range of agencies and support services that school works with include, but is not limited to:</p> <ul style="list-style-type: none"> Educational Psychology Service (Acorn) Educational Psychology Services (IDSS Traded Team) Specialist Teachers (IDSS Traded Team) Specialist teachers (IDSS) Visual and Hearing impairment Speech and Language Therapy Service Occupational Therapy Physiotherapy Child and Adolescent Mental Health (CAHMS) School Health Team



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<p>needs of pupils with SEND and in supporting the families of such pupils.</p>		<p>CAF Team</p>
<p>11). The contact details of support services for the parents/carers of pupils with SEND, including those for arrangements made in accordance with cl.32.</p>	<p>Who should I contact to find out about other support for parents and families of children with SEND?</p>	<p>Please contact the school SENCO, Mrs Parkin</p> <p>Help is available to parents with completing forms and paperwork if requested. The class teachers, SENCO, Headteacher, Deputy Headteacher or Learning Mentor can offer help to parents and carers when completing forms.</p>
<p>12). The school's arrangement for supporting pupils with SEND in transferring between phases of education.</p>	<p>How will you help my child make a successful move into the next class or secondary school or other move or transition?</p>	<p>Transition arrangements are in place for all children throughout school. All children have the opportunity to spend time in their new class during the Summer Term.</p> <p>For children entering our school in Reception, we have a successful induction programme in place with the class teachers visiting the children in their pre-school setting and then the child visiting the school in the summer term for visits. When a child has an identified SEND then a transition meeting is held between the school and pre-school setting during the Summer Term to which the parents and other agencies are invited. A transition document is usually given to school with individual targets and strategies to use with the identified child.</p> <p>them with their child.</p> <p>In order to ease transition into secondary school there are a number of procedures in place. The Year 6 teachers works closely with the Year 7 heads of year from the relevant secondary schools. The Year 7 Heads of Year meet with the Year 6 Teachers during a transition meeting in order to gather important information about the children. At this time SEN information is passed on and the SENCO can be involved in the meeting if needed. During this time they also meet with the children in order to introduce themselves. Every year all pupils visit their forthcoming Secondary School for a taster day. As the school has good links with the local secondary schools many of the children have already had the opportunity to visit a number of the schools, prior to Year 6, to take part in organised workshops and events such as science days etc... Some local high schools work very closely with the Year 6 Teachers in identifying children who may possibly have difficulties</p>



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		with transition and invite them to attend a transition summer school at the setting where they can become familiar with the building and some of the key staff. In order to support social and emotional needs the learning mentor will carry out supported visits and create a learning journal for the child to prepare them for the transition.
13). Information on where the LA's local offer is published.	Where can I find out about other services that might be available for our family and my child?	Lancashire County Council Website has more information about other services that may be available on their 'local offer'.