

## Longton Primary School – SEND Information Report 2022/2023

### 1. An overview of the school

Longton Primary School is a popular one-form entry primary school set in the vibrant and supportive local community of Longton, Preston. Longton prides itself on its long history of being inclusive for children with special educational needs or disabilities (SEND). Standards of teaching and learning are strong with pupil achievement above national averages. Longton has a lively progressive curriculum with PSHE at the heart of learning.

SENCO is Rebecca Catterall  
SENCO Governor is Graham Gooch

### 2. Overview summary of the year

**In 2022 – 2023:**

**2 children have an EHCP. Both are making at least expected progress for them.**

**30 children are on the SEN register at the end of the year.**

**There are an additional 21 children on Cause for Concern.**

From the SEN register 28 children made at least expected progress for them in all areas. 2 children made little progress in their academic achievements but made significant progress in their confidence, desire to work and social skill development. They are much happier in themselves and are now ready to make those next steps in their academic learning.

Throughout the year, SEN children have been monitored by their class teacher, assistant teachers, SENCO and senior leadership team. SEN has also been monitored by our school advisor. Children have individualised plans the report states that 'All IEPs are reviewed by the class teacher in detail, with the use of a colour-coded system to indicate progress. Successes are highlighted, areas for further support identified. They include simple small steps linked to the targets.'

Professional development for all staff is valued and encouraged. The report praises teachers and assistant teachers for knowing the children well 'they are a knowledgeable and dedicated group of colleagues. The ATs are well-trained and know their children well and are a passionate advocate for them.'

We work hard to provide equal opportunities and access to the curriculum and school activities, to be inclusive. The report recognised that 'Children did not feel isolated, left out or made to feel different because of their needs. All considered they were being helped.' 'Children with SEND have equal access to the full curriculum, in that interventions and 1:1 support does not appear to impinge on the entitlement of children to all national curriculum subjects.'

The report states how 'The school aims to meet individual needs at the earliest opportunity, and discuss with parents the nature and type of support. Nursery visits and home visits are undertaken, so the school is fully aware of need prior to children starting

at school.'

The report celebrates the highly effective practice that is undertaken at Longton Primary School and commends the systems in place to secure strong outcomes as worthy of sharing with other schools.

All members of the teaching team have undertaken significant training in relation to understanding and meeting the needs of children that fit under the umbrella of Autism. This training has had a direct impact on class practice, the school environment and experiences.

The teaching team are accomplished in utilising the PIVAT system to enable small steps of progress to be rapidly made. These are reported each half term to the parents of those children currently identified as having SEN and working below their age-related expectations.

Throughout the year teachers and subject leaders have reviewed the curriculum offer looking carefully at what it looks like for pupils with SEND. A key phrase has been consistently applied – what does this look like for SEND pupils. This has ensured that learning opportunities are ambitious and fully open to all with the applied rule -learning is never capped or reduced.

### 3. Identifying pupil's additional needs

SEN support is part of a 'step by step' approach

We know your child needs help if:

- concerns are raised by parents/carers, staff or the child.
- limited progress is being made that is cause for concern.
- there is a change in the pupil's behaviour or progress over a period of time.

### 4. Dedicated contacts in School

- The class teacher is the initial point of contact for responding to parental concerns.
- The school's headteacher, Julie Brown, can be contacted at [bursar@longton.lancs.sch.uk](mailto:bursar@longton.lancs.sch.uk)
- The school SENCO Rebecca Catterall or Senco Support Di Regan can be contacted at [SENCO@longton.lancs.sch.uk](mailto:SENCO@longton.lancs.sch.uk)

### 5. Involving children and parents/carers in planning support

All parents are encouraged to contribute to their child's education; this may be through:

- Discussions and meetings with class teachers.
- Discussions with SENCO, Senior Leadership Team or other professionals.
- Annual Review Meetings (for children with Education, Health & Care plans).



## 6. How will my child be able to contribute their views?

Children's voice are highly valued at the school and their opinions are sought on many areas of school life, as well as their own learning.

- Pupils with SEND have a weekly 1-1 review with our tutortime mentor
- Snack and chat is held termly to discuss learning and other aspects of school life
- Pupils questionnaires are undertaken
- If your child takes part in an intervention programme, then they will contribute their views to the half-termly review of progress.
- If your child has an EHCP or Statement of SEND, their views will be sought before any review meetings
- All pupils have an equal opportunity to take part in many of the roles and responsibilities e.g. heads team, buddy system, school parliament, eco team.

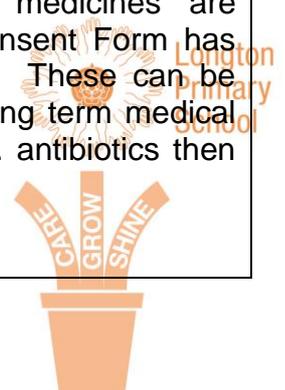
## 7. Range of support available to pupils with SEND

We aim to broker support for all relevant sources. In reality, due to a heavy local demand, this is not always as quick as we would like. These services are accessed depending on the level or type of need, which can change on a regular basis:

- Educational Psychologist
- Speech and Language Therapy
- Occupational Therapist
- Specialist Teacher
- School Nurse
- CAMHS (Child and Adolescent Mental Health service)
- Social Services

## 8. Medical needs

- If a pupil has medical needs then a detailed NHS Care Plan is compiled with support from the School Nurse in consultation with parents/carers. These are discussed with all staff who support the child.
- Staff are trained to use Epipens.
- Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine Consent Form has been completed, to ensure the safety of both child and staff. These can be obtained from the School Office. This is only for those with long term medical needs. If a child is ill and in need of short term medicine e.g. antibiotics then they should not be in school.



## 9. Measuring pupil's progress

- You will be able to discuss your child's progress at Parents' Meetings held once a term.
- Verbal in the moment feedback
- A termly data sheet
- If the child has an IEP then termly review meetings will be held
- Parents evening are held in the 1<sup>st</sup> half term of Autumn and Spring.
- Data progress sheets are shared with parents of children with SEND each half term – 6 times a year.
- Appointments can be made with the class teacher and/or SENCO if further discussion is required.
- The class teacher may suggest strategies to support your child.
- The SENCO may meet with you to discuss how to support your child with strategies at home.
- If outside agencies have been involved, suggestions and programmes of study may be provided that can also be used at home.
- Various assessment tools help measure the impact of the support.

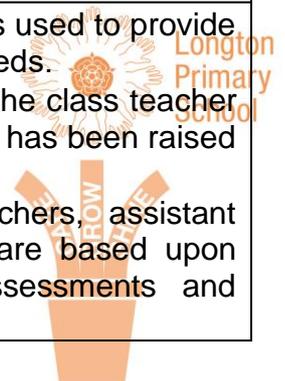
## 10. Support and training for school staff

A staff review is conducted regularly to determine existing expertise as well as new training needs and requirements. Training has been given in the following areas for specific staff:

- Mental Health & Well being training
- Autistic Spectrum Disorder (ASD) & ADHD training
- Attachment training
- Speech and Language
- First Aid training, including Epipen training
- SPLD Dyslexia training
- Team Teach training
- Elsa Training (Emotional Literacy)
- Partnership for children
- Art Therapy
- Lego Therapy

## 11. School Resources

- The SEND Budget is allocated each financial year. The money is used to provide additional support or resources dependent on the individual's needs.
- The additional provision may be allocated after discussion with the class teacher at a Pupil Progress or provision mapping meeting or if a concern has been raised at another point during the term.
- These decisions are made in consultation with class teachers, assistant teachers, SENCO, and Senior Leadership Team. Decisions are based upon termly tracking of pupil progress and as a result of assessments and recommendations by outside agencies.

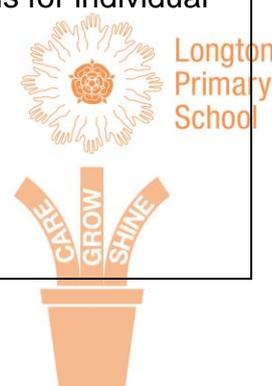


- When a pupil has been identified with Special Educational Needs or Disabilities their work will be differentiated by the class teacher/assistant teacher to enable them to access the curriculum and make progress.
- Assistant teachers may be allocated to work with a pupil in a 1:1 or small focus group for short periods of time to target more specific needs we refer to this as Tutortime.
- If a child has been identified as having special educational needs or disabilities (SEND) they will be included on the School Support Register. Targets will be set according to their area of need and printed as part of their Individual Education Plan (IEP). These will be monitored by the class teacher/assistant teacher and by the SENCO 3 times a year, as part of an ongoing cycle known as Assess, Plan, Do & Review. IEPs will be discussed with parents/carers at SEND review Meetings (3 per year) and updated as required.
- If appropriate, specialist equipment may be given to pupils e.g. writing slopes, concentration cushions, standing desks, pen/pencil grips. The school also has access to ipads/chrome books which are used to support pupils with SEND.
- Each pupil's educational programme will be planned by the class teacher/assistant teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or assistant teacher in class.
- If a child has needs relating to more specific areas of their education, such as spelling, handwriting, numeracy and literacy skills etc, then the pupil may be placed in a small intervention group, which will be run by the class teacher/assistant teacher. Interventions (tutortime) are recorded on a record and kept in the child's personal tutor box, timings, strategies and impact and are regularly reviewed.
- Pupil Progress and tutortime review meetings are held each term. In these meetings the class teacher meets with the SENCO to discuss the progress of all SEND pupils. These meetings enable good practice and progress to be noted and shared and also highlight any potential problems in order for further support to be planned.
- Occasionally a pupil may need more expert support from outside school, such as Educational Psychology. School purchase three visits a year from a private psychologist. We can also make a referral, with your consent, to the local authority Psychology team. If needed a pupil will undergo appropriate assessments and observations. Support is usually provided to the school and parents/carers via a written report.

## 12. Accessibility of the school

As a school we are happy to discuss and make reasonable modifications for individual access requirements. Facilities at present include:

- Disabled toilet
- Wide doors
- Built up ramps around pathways



### **13. Inclusion**

- All children are encouraged and, if necessary, supported to mix with their peers. This can be part of an Individual Education Plan if required.
- Teachers will make risk assessments prior to visits to ensure all facilities are accessible for all children.
- Teachers/Assistant teachers will make judgements on resources, including staffing and equipment, needed to be taken to support safe and speedy transportation and access for all children.
- If it is felt necessary, a parent or carer may be asked to accompany a child during the activity depending on the intensity of the 1:1 support.
- After School Activity Clubs: all children who are 4 years and older and attend Longton Primary School can come to these clubs, subject to availability, age appropriateness and pre-payment.
- All children are entitled to be included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised.
- Reasonable adjustments are made to all aspects of school life both within the curriculum and social times such as change of ball size in P.E., Standing desk and play equipment to develop mobility.
- We see each child as being unique, therefore we treat each protective characteristic respectfully and devise plans to enhance the opportunities for the individual needs of the identified pupils needs.
- Please also see the accessibility plan and policy.

### **14. Transitions**

Many strategies are in place to enable the pupil's transition to be as effective as possible. These include:

- Discussion between the previous or receiving schools prior to pupil joining/leaving.
- All pupils are offered a transition session in which they spend time with their new school/class.
- Local secondary school staff visit Longton pupils before they join their new school.
- The SENCO will liaise with SENCOs from other receiving schools to share information regarding SEND pupils.
- Where a pupil may have more specialist needs, a separate meeting may be arranged with the SENCO, other relevant SENCOs, parents/carers and pupil if appropriate.
- When children are transferring to alternative settings, staff from receiving schools will be invited to attend Annual Review Meetings or a transition meeting.
- Transition to the next class is supported by "meet your new teacher" sessions (whole class and 1-1) and tailored transition programmes, for individual children, as required.



## 15. Transport

- We can help parents liaise with the local authority about their transport system.
- Disabled parking is currently available in the school car park.

## 16. Support and training for parent/carers

- Meetings with class teachers or the SENCO will help explain what you can do to support your child at home. IEP targets often include targets for home support; these are regularly reviewed.
- SEND questionnaires are undertaken once a year.
- Reports, advice and/or meetings with outside professionals (such as an Educational Psychologist or Speech and Language Therapist) will also help you to support your child's learning.
- We hold yearly parent afternoon teas, parents in class and workshops which cover a range of practical training sessions which will help you to further support your child at home.
- Parent Partnership, offering independent, free advice for parents of children with SEND: Email: [information.lineteam@lancashire.gov.uk](mailto:information.lineteam@lancashire.gov.uk)
- The Information, Advice and Support (IAS) Service are a good point of contact for further advice about support and training for parents/carers. Their telephone number is: 0300 123 6706
- [IPSEA](https://www.ipsea.org.uk/) - Independent Parental Special Education Advice, a charity that offers legal advice, support and training to ensure children and young people with SEND access the right education. <https://www.ipsea.org.uk/>

## 17. What support do you give to children who are having a difficult time emotionally?

- The Designated Safeguarding Leads are Julie Brown (Headteacher/SENCO), Iain Pearson and Sandra Fletcher
- The school has an anti-bullying policy, which can be seen on the school's website.
- The school has two members of staff who are trained as Relax Kids support, including one with bereavement training, who can support children if required.
- A member of staff is qualified within child's mental health.
- With parents/carers' permission the school can contact or make a referral to Child and Adolescent Mental Health Service (CAMHS) for advice or support.
- The school can liaise with the children and family wellbeing service.
- If necessary and with parents/carers' permission the school can ask for support from the school's Educational Psychologist.

## 18. How do you link with health, social workers, other family services in supporting my child and us as a family?

- Communication is often by visit, e-mail or telephone contact and multi-disciplinary meetings (sometimes call "Team around the Child (TAC)" or "Team around the Family TAF) meetings can be held in school or elsewhere, if required.



- Reports and recommendations from external professionals are usually copied to family and school, and a meeting can be held to review recommendations and how they can be implemented in school.
- The Annual Review (for children with an Education, Health & Care plan) is an opportunity to meet with and/or receive reports from all external professionals involved with supporting a child.

## **19. What should I do if I have a complaint?**

- We have good communication systems and always strive to work with the best interest of your child at the heart of what we do. We hope that most concerns can easily be dealt with by contacting your child's teacher, in the first instance, or the SENCO/Headteacher.
- If your concerns are not resolved, there is an official complaints procedure which is presided over by the school Governors.

## **20. Further information for parents/carers, pupils and practitioners**

- The school's website: [www.longton.lancs.sch.uk](http://www.longton.lancs.sch.uk)
- The website of Lancashire's education authority:  
<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

