St Edmundsbury and Ipswich
Diocesan Multi Academy Trust

Long Melford CE Primary School

SEND Information Report

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Approved by the Committee/Governing body	*LGB – Long Melford CE Primary School*
Signature of Chair of Governors	
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Long Melford CE Primary School SEND Information Report

This document sets out how Long Melford CE Primary School contributes to Suffolk LA's local offer.

What is SEND?

Some children have a learning difficulty or disability which means that they find it significantly harder to learn, or to do activities which children the same age are able to do. These children have Special Educational Needs or Disabilities (SEND)

They may need extra help, support or special provision that is different from and additional to the adapted and scaffolded approaches and learning arrangements that are normally provided in class, to allow them to make appropriate progress.

If your child has SEND their needs will fall into one or more of the four following main areas:

1. **Communication and interaction**
   - Speech, Language and Communication Needs (SLCN)
   - Autistic spectrum disorder/Autistic Spectrum Condition (ASD/ASC)

2. **Cognition and learning**
   - Specific Learning Difficulty (SpLD)
   - Moderate Learning Difficulty (MLD)
   - Severe Learning Difficulty (SLD)
   - Profound and Multiple Learning Difficulty (PMLD)

3. **Behavioural, Social, Emotional and Mental Health**
   - Attention Deficit Disorder (ADD)
   - Attention Deficit Hyperactivity Disorder (ADHD)

4. **Physical and sensory**
   - Visual Impairment (VI)
   - Hearing Impairment (HI)
   - Multi-Sensory Impairment (MSI)
   - Physical Disability (PD)

We rigorously track and monitor the progress of all our pupils. Where pupils are not making the progress we would expect, the class teacher will discuss this with the SENDCO by filling out a 'Are you concerned that a child might have SEND?' form. This will usually result in setting up a meeting with parents/carers and class teacher/SENDCo to gather their views.

At this point, the child might be placed on our 'monitoring list' where we will monitor progress of any suggestions made by parents/carers, class teacher or SENDCo or, if appropriate and in agreement with parents/carers, the child might be placed on our SEND register.

If necessary, advice will be sought from our partnership agencies with your permission as parents or carers. Appropriate extra support and interventions will then be put in place and you will be kept informed of progress.

If your child is placed on the SEND register, they will have an Individual Education Plan (IEP) or Individual Behaviour Plan (IBP) and this will be discussed and reviewed with you during parent consultations. We will also set up a One Page Profile for your child to use as a working document in class.

We regularly monitor and review the SEND Register. We build an ongoing, holistic understanding of our pupils and their needs. We do this by supporting children using a Graduated Response of Assess, Plan, Do, Review and we follow Suffolk County Council's 'The SEND Journey: A Graduated Response' guidance sheet

to support children and access the services they might need. We also refer to and embed the information in the Education Endowment Foundation (EEF) Special Educational Needs Mainstream School's Guidance, ensuring we follow the following five principles:

1. Create a positive and supportive environment for all pupils without exception
2. Build an ongoing, holistic understanding of your pupils and their needs
3. Ensure all pupils have access to high quality teaching
4. Complement high quality teaching with carefully selected small-group and one-to-one interventions
5. Work effectively with teaching assistants

What to do if you suspect your child has SEND?

First, arrange to have a chat with your child's teacher outlining your concerns.
You can also arrange to have a chat with the SENCO or Executive Headteacher outlining your concerns, although the class teacher should be the first professional you contact.
Ensure the school is kept informed of any relevant background information / changes / concerns you have about your child.

How Do We Identify Children with SEND?

The 2015 Code of Practice suggests that pupils are only identified as having SEND if they do not make adequate progress once they have received interventions and adjustments alongside personalised teaching that we provide. This can be characterised as 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

If a child is identified as needing SEND support the class teacher, working collaboratively with the SENDCo, will carry out an assessment of the child's needs. This draws on:

- teacher assessment, their experience of the pupil, previous attainment and behaviour.
- the child's development in relation to peers and nationally agreed outcomes.
- Parent's views and experiences
- Pupil views and experiences
- Advice from external support agencies

The effectiveness of intervention and support and their impact on pupil progress is reviewed regularly. When evaluating the impact on pupil progress, the SENDCo works closely with the class teacher, alongside the parent/s and pupil to revise support for the child in light of changes in need and development.
This review is a continuous process, but termly meetings occur.
In the instance that a child has an EHC plan, we as a school accept responsibility to review the plan every 12 months and involve parents, the child, professionals and class teacher alongside the SENDCo to carry out the review and implement revised or additional strategies of support. If we feel the review needs to be carried out sooner, we will.
Sometimes, if we need to gain extra support for a child within school, we might apply for top-up funding through the High Tariff Needs system.

How we measure progress
We use a range of tools and teacher skills to measure the academic and social progress that children with SEND make. All children are formally assessed termly. These assessments are then moderated with other schools in the area or trust. Regular moderations occur with County Moderators also.
We closely track children's progress in pupil progress meetings on a half termly basis. This meeting occurs with the Headteachers and year group teachers and any concerns about pupils with SEND are raised and discussed. To further enhance our understanding of pupil need and to ensure rigour in our teaching approaches, book scrutiny, lesson observations and learning walks are carried out by members of the Senior Leadership Team. Pre and post assessments for additional support through intervention are used to consistently measure the impact the support is having on learning.

Evaluation of SEND
We carefully monitor and review the quality of the provision we offer to all pupils. We do this by regularly revising targets, provision maps, interventions and pupil support. As mentioned above, we track data and use baseline assessment data on entry to school or the year group to plan support for pupils with SEN accordingly. This, when teamed with termly meeting with parents, ensures we discuss all elements of progress for each individual child.
We have a SEND governor who supports the SENDCo to monitor the attainment and progress of pupils with SEND pupils. The rest of the governing body monitors the impact for children with SEND as part of the school population. Regular evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

EHCP Annual review
The annual review will give the opportunity for parents, carers, pupils, teachers and other professionals to review progress over the year towards previously identified outcomes, to identify new ones for the future and to plan who and what will need to happen to achieve success.

How will I be kept up to date with what is happening for my child?

We strive to give parents the opportunity to communicate with school on a regular basis via:

- Home / School books
- Information on interventions planned for your child
- Gathering information for One Page Profiles
- Appointments/telephone calls/email correspondence with relevant members of staff
- Parent consultation evenings
- Parent coffee mornings
- SEND newsletter
- Annually at EHCP reviews
- For pupils working with outside agencies such as the Local Authority Speech and Language Therapist, Education Psychologist parents will be invited into to meet these outside professionals.
- We operate with the Common Assessment Framework (CAF) system and run multi agency Team Around the Child or Family meetings for families in need of further support (Early Help).

In addition to this we take any concerns raised by parents very seriously and compare them to our own assessment and information on how the child is developing. These assessments are reviewed regularly by the class teacher, child and parent with support of the SENDCO to ensure the intervention that the child receives is matched to their needs and overcomes any barriers to learning. If appropriate and with parental

consent we contact external agencies and professionals to liaise with the school and inform some assessments.

How will my child be involved in their own educational needs?

Pupils have the opportunity to consult about their education through:

- Supplying information for One Page Profiles
- Giving their views for EHCP reviews annually as well as attending when appropriate
- During Personal, Social and Health Education lessons
- At transition events to the high schools
- Pupil perception interviews/questionnaires
- Talking with LSA/HLTA, Class Teacher and SENDCo about interventions/class work etc.

What does all the jargon mean?

Abbreviation	Description
ADHD	Attention Deficit Hyperactivity Disorder
ASD/ASC	Autistic Spectrum Disorder/ Autistic Spectrum Condition
BSS	Behaviour support Service
AT	Advisory Teachers
CAF	Common Assessment Form (Early Help)
CoP	This is the legal document that sets out the requirements for SEND. Code of Practice Special Educational Needs (SEND) Code of Practice: for 0 to 25 years. Statutory guidance for organisations who work with and support young people with SEND.
EHC plan	Education and Health Care plan – these replace Statements of SEN. They require a formal assessment of SEND by the LA and may result in the school receiving 'top up' funding to help support a child's needs.
EP	Educational Psychologist
EWO	Educational Welfare Officer
FSW	Family Support Worker
HI	Hearing impaired
HTNF	High Tariff Needs Funding

IEP/IBP	Individual Education Plan/Individual Behaviour Plan
LA	Local Authority
LAC	Looked After Child (A child living with foster carers or under LA care)
LA Local Offer	States what the LA will be offering schools and other providers in terms of SEND.
MSI	Multi Sensory Impairment
PD	Physical Disability
PEEP	Personal Emergency Evacuation Plan
PIPs	Personal Improvement Plans
PSA	Parent Support Advisor
SENDCO	Special Educational Needs and Disabilities Coordinator
SEND	Special Educational Needs or Disabilities
SENDIASS	Special Educational Needs and Disabilities Information Advice and Support Service
School SEND Information Report	States what the School will be offering students and parents in terms of SEND.
SALT	Speech and Language Therapy
SES	Specialist Education Service
SpLD	Specific Learning Difficulty/Difference (Dyslexia, dyspraxia, dyscalculia)
TAC	Team Around the Child
VI	Visual Impairment

How do we teach children with SEND?

All pupils at Long Melford CE Primary School have access to high quality teaching by each child receiving quality first teaching. We create a positive and supportive environment for all pupils, without exception. This means that we provide a varied, inclusive curriculum and employ a range of teaching styles to ensure that all children access a curriculum matched to their needs. We deliver the statutory National Curriculum through a topic based format. We emphasise the importance of writing, reading, maths, social and personal skills with a strong focus on educating the whole child and preparing them for the future.

Quality first teaching can be described as having the following characteristics:

- highly focused lesson design with sharp objectives
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils.

At Long Melford CE Primary School we aim to be inclusive *within* the classroom environment. We strive to ensure that our teaching meets the highest standards for *all* pupils and that work is appropriately adapted/scaffolded to allow access and challenge for all.

The classroom teachers are responsible for the daily education of your child and are supported and advised by the SENDCO where necessary.

We complement high quality teaching with carefully selected small-group and one-to-one interventions. Therefore, sometimes it may be appropriate to teach your child out of the classroom individually or as part of a small group for a specific intervention designed to accelerate the child's learning. Class teachers work effectively with Teaching Assistants to ensure that the children benefit from high quality support within and outside of the classroom.

Staff Training and Expertise

Staff training and development needs are closely monitored in school by the leadership team. Subject leaders have a key role in monitoring the development of their area of learning and ensure that all members of staff are providing an inclusive, challenging and ambitious curriculum for all pupils. The SENDCo monitors the progress of children with SEND in school. We share expertise within and across the federation and upskill staff members regularly. The school's SENDCo regularly attends SENDCo network meetings in order to keep up to date with local and national updates in SEND. We also have built and maintained many relationships with the local authority and other professionals in the area to ensure we can provide appropriate and effective support.

How will my child with SEND be supported to access the curriculum along with other children?

Access to a supportive environment – IT facilities/equipment/resources (including preparation)

- There is access to adapted computer user furniture
- The school has access to laptops as part of normal class provision
- Audio recording equipment is available
- There is a 'managed' wireless infrastructure
- The school is supported by a specialist IT service, which gives us access to 'remote' repair as well as weekly onsite technical support.
- The school is also able to call upon the services of technicians in at one of the Local Authority's Special Schools.
- There is a range of software which support the needs of children with different learning needs eg Clicker 7 / Read Theory/Times Table Rockstars

Provision to facilitate/support access to the curriculum

- 1 to 1 adult support - this may be given for particular activities or may need to be for longer. The adult's role here is to support the child to learn independently, not to become reliant on adult support
- Multi agency involvement to give advice e.g Speech and Language Therapists, Inclusion Support meetings; Solution Circle meetings; Stage 3 meetings; Specialist Education Service (SES) – made up of services such as Communication and Interaction Team (including the SLCN team); Cognition and Learning Team (formerly DOT); Social, Emotional and Mental Health Team etc.
- Equipment to support physical access to the curriculum – writing slopes, writing aids

Strategies/support to develop independent learning

- Vocabulary displayed in classrooms
- Word mats
- Number squares
- Learning packs
- Manipulatives
- Seating arrangements
- Adult support which encourages active learning and independence: mediation (support); reinforcement; assessment; intervention

Support/supervision at unstructured times of the day including personal care

- Children are supported with personal care needs as laid out within their care plans and in accordance with the Medical Needs Policy and Procedures.

What interventions are used to support children?

- One Page Profiles enable us to put effective person centred inclusion strategies in place for all children with additional needs

Communication and interaction

- On entry to reception all children are screened for Speech and Language difficulties using an assessment for early years. In Nursery we use the WellComm assessment and in Reception we use the Speech and Language Link assessments. Children are offered support for this where needed.
- Children can be referred to the Local Authority Speech and Language Therapists for specialist support and/or specialist Speech and Language interventions put in place and monitored
- Programmes of work are created which are supported by the Speech and Language Therapists alongside Teaching Assistants who are able to continue provision between visits.
- We may receive outreach support to support children diagnosed with ASD/ASC (autism and Asperger's syndrome). The sharing of these strategies also enables us to support children who show characteristics of ASD/ASC but have not been formally diagnosed
- Individual behaviour plans
- Social stories
- Use of Makaton where appropriate

Cognition and learning

Strategies to support/develop numeracy

- Small group/individual support:
- Plus One, Power of Two; Numberstacks; Precision Teaching; Shine intervention
- Use of ICT – Clicker 7 etc.
- Use of small visual/physical apparatus to support kinaesthetic learners (manipulatives)
- Numicon
- 'Hover support' in class
- TT Rockstars

Strategies to support/develop literacy including reading

- A recognition that difficulties in reading and recording do not necessarily reflect a child's overall ability
- Small group/individual support – e.g additional guided reading sessions
- Regular assessments of phonic or 'whole word' knowledge to support targeted intervention.
- Little Wandle phonics and associated interventions
- SNIP multi-sensory learning tool; Beat Dyslexia; Precision Teaching; Nessy Reading and Spelling; Rapid Reader books etc.
- Repetitive overlearning strategies to practise certain targeted skills for individuals
- Opportunities for alternative ways of recording, other than writing
- Targeted 'home learning' activities provided e.g. learning of small groups of 'high frequency' words
- Supported Sentence writing
- 'Hover support' in class

Behavioural, emotional, social and mental health

- **Social Skills programmes/support including strategies to enhance self-esteem**
- We use materials from the PSHE Association programme to help develop social and emotional skills in assemblies and during our Personal, Social, Health Education lessons.
- We have a trained Emotional Literacy Support Assistant (ELSA) who is able to work with children to support social skills and enhance self-esteem.
- 'Play Leaders' are trained to support play time activities across the school
- Each class has representation on the School Council, Eco Council and Worship Council. Class Council meetings allow all children to share their thoughts about the social aspects of the school, which in turn is brought to Council Meetings by their representatives.
- 'Zones of Regulation' intervention/ The Incredible 5 Point Scale/Colour Monster to support children who have difficulty managing sensory or emotional issues
- Using the 'Thrive' approach
- Lego Therapy
- Comic Strip Conversations
- Executive function work – such as a self-esteem diary

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)

- An Emotional Literacy Support Assistant (ELSA) is able to work with children to reduce anxiety and promote well-being.
- Parents are able to discuss concerns with staff at the school (e.g ELSA or Executive Headteacher)
- Staff make regular contact with parents either face to face or by telephone to discuss concerns and reduce pupil/parent anxiety
- Visual timetables are used to allow children to map out their day.
- We do transition work to support transfer to secondary school. Extra visits may be arranged to the new secondary school for targeted children.
- The local secondary schools provide a 'Transition Support Worker' to work with targeted children.
- 'Thrive' approach
- Comic Strip Conversations
- YMCA counselling

- **Strategies to support positive behaviour**
- Consistent approach to behaviour management
- Rewarding positive behaviours through individual reward plans
- Recognising, promoting and rewarding positive behaviour through sharing assemblies,
- Providing children with responsibilities/jobs in school
- Providing children with opportunities to work with younger children
- Regular contact with parents
- Working with other agencies and parents in devising Pastoral Support Plans
- Working with parents and pupils to create and implement Individual Behaviour Development Plans
- Working in partnership with and receiving advice from the Local Offer
- Staff Behaviour Safe training

- Consider 'alternative provision' to allow children to develop engagement and access to the curriculum.
- Lego Therapy
- ELSA Support

Physical and sensory

Access to strategies/programmes to support Occupational Therapy/Physiotherapy/ Medical needs

- Training from Special School partners for medical/personal care
- We deliver therapy programmes, in conjunction with parents, as advised by an Occupational Therapist or Physiotherapist for individual pupils as part of their Individual Education Plan.
- Children receive access to individual or group 'gym trail', sensory circuits and finger gym activities
- Access to Specialist VI and HI teachers for advice and provision.

Our SEND provision is monitored and evaluated for effectiveness on a termly basis by the SENDCo and class teacher, according to our SEND policy.

Who is the SENDCO?

Mrs Lizzie Riddleston is SENDCo for Long Melford CE Primary School. She is an experienced teacher and holds the National SENDCo Qualification, a post graduate programme at master's level. She can be contacted through the main school phone number 01787 379929 or at senco@longmelfordprimaryschool.co.uk.

Where can parents and carers access support

SENDIASS is a confidential listening, advice and support service for parents and carers with concerns regarding their child's education. In school, you can find their leaflets by asking Mrs Riddleston.

Activities Unlimited is the One Stop Shop for Suffolk children and young people with additional needs and disabilities. You can find information about the full range of services that Suffolk County Council provides.

IPSEA is a national charity offering free legal advice to families who have children with special educational needs.

CIDAS is a self-referral organisation supporting children and families who are experiencing difficulties through divorce or separation

Autism Suffolk offers support to parents and families of children with diagnosed ASD/ASC

What if my child needs expertise beyond that which the school can provide?

Long Melford CE Primary School works together with the schools that are in our Multi Academy Trust, the Ipswich and Edmundsbury Diocesan Multi Academy Trust. We also have partnership with a range of outside agencies to access further support and advice. These include:

- Specialist Education Service – which includes support for Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; Impact Provision Meetings; Solution Circle Meetings (stage 2) and Stage 3 consultations
- Early Help Team
- Emotional Wellbeing Hub (formerly CAMHS, Children and Adolescent Mental Health Services)
- Barnardos referral for Neuro Divergent assessments/support
- Primary Mental Health team
- Children's Development Centre
- Suffolk County Council Learning and Improvement Services
- Sensory and Communication Advisory Teachers
- Speech and Language Therapists (both SCC and NHS)
- Educational Psychologists
- School Nursing Team
- Community Paediatrics
- Occupational Therapists
- Physiotherapists

How will transition be supported for my child with SEND?

Positive transitions are in everyone's best interests and we work hard to ensure that this happens smoothly. From class to class, teachers are given time to have transition meetings to discuss the needs of each child in the class. In addition to this children spend time with their new teacher as an opportunity to get to know each other. If a child moves to another school it is the responsibility of the school SENDCO to transfer any information and documentation about the child.

When a child moves to high school every effort is made to familiarise them with the staff and new surroundings through school visits, staff liaison and specific transition projects. It is possible for enhanced transition to be arranged for children who may be particularly anxious.

What should I do if I have a complaint about my child's SEND provision?

At Long Melford CE Primary School we are committed to providing the best learning experiences for all our children. Should a situation arise where you would like to make any comments, compliments or complaints on our procedures and policies please contact Mrs Riddleston (SENDCO) or Mrs Woolmer (Executive Headteacher) via the school office on 01787 379 929. You may also contact our School Governor for SEND, Abi Jackson, via the School Office.

What does Suffolk LA offer children with SEND? (LA 'Local Offer')

www.suffolklocaloffer.org.uk

Accessibility

Accessibility Policy

Introduction

Schools and LAs are required to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the **Equality Act 2010** Part 5A of the Disability Discrimination Act 1995 (DDA).

This **Accessibility Plan** and the accompanying action plan sets out how the governing body will improve equality of opportunity for disabled people. The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA:

- Not to treat disabled pupils less favourably for reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

Definition of Disability

As defined by the DDA – 'A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities'

This plan sets out the proposals of the Governing Body of the school to increase the accessibility of provision for all pupils, staff, parents and visitors to the school. The Accessibility Plan will contain relevant actions to:

Improve access to the physical environment of the school. This covers improvements to the physical environment of the school and physical aids to access education.

Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as able-bodied pupils (if a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs and school visits.

Improve the delivery of information to pupils, staff, parents and visitors with disabilities. The information should be made available in various preferred formats within a reasonable time frame.

The plan will be reviewed and adjusted annually and a new plan developed every three years. Ofsted will monitor the plan as part of their evaluation cycle.

We acknowledge that there is a need for ongoing training and awareness raising for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following documents:

National Curriculum policies

Equal Opportunities policy

Health and Safety (including Educational Visits)

Special Needs and Disability Policy (SEND)

Behaviour and Discipline Policy

School Development Plan

Teaching and Learning Policy

School Brochure

At our school we are committed to establishing equality for all pupils, their parents/carers, staff and other users of the school. It is the responsibility of the whole school community to implement this policy in a manner which promotes the inclusive ethos of our school.

SEND policy

Please see the SEND Policy.