# Longlands Primary School and Nursery



# Special educational needs (SEN) information report

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| **Approved by:** | Ashleigh Calver | **Date:** | October 2026 |
| **Last reviewed on:** | September 2026 | | |
| **Next review due by:** | September 2027 | | |

# Longlands Special Educational Needs (SEN) Information Report 2026-2027

Dear parents and carers

Welcome to Longlands SEN information report. Government Legislation requires schools publish a report called the SEN Information Report. The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works at Longlands and the provision that we make to meet the needs of children with Special Educational Needs and Disability (SEND). All Hertfordshire Local Authority maintained schools are supported to be as inclusive as possible, with the needs of children with SEND being met wherever possible through reasonable adjustments to learning and teaching arrangements.

If you want to know more about our arrangements for SEND please read our SEND policy which can also be found on our school website under the statutory information section https://longlands.herts.sch.uk/statutory-information/

Paper copies of the policy can also be obtained via the school office, please contact them via email with this request admin@longlands.herts.sch.uk.

**Note**: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

In Hertfordshire, a group of parents and schools worked together to come up with key questions they would find helpful to be answered. See below.

Click on a speech bubble to go to a specific question.

1) How does the school know if children need extra help?

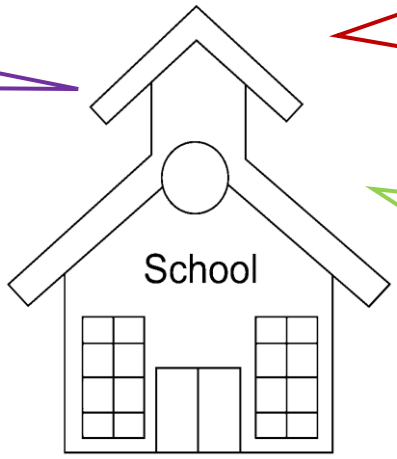
15) How can I find information about the local authority's Local Offer of services & provision for children and young people with Special educational needs and disability?

14) How will the school prepare & support my child to join the school, transfer to a new school or next stage of education?

13) How accessible is the school environment?

2) What should I do if I think my child may have special educational needs?

12) How are the school's resources allocated and matched to children' educational needs?




3) How will school staff support my child? How will the learning and development provision be matched to my child's needs?

11) How will my child be included in activities outside the classroom including school trips?

4) How will I know how my child is doing?

7) How is the decision made about how much support my child will receive?

10) How will I be involved in discussions about and planning for my child's education?

5) How will you help me to support my child's learning?

6) What support will there be for my child's overall wellbeing?

8) What specialist services and expertise are available at or accessed by the school?

9) What training have the staff, supporting children and young people with SEND, had or are having?

## 1) How does the school know if children need extra help?

At Longlands, on-going assessments and monitoring take place and the progress of each child is tracked termly by the class teacher. All class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. We have termly pupil progress meetings with the class teacher, head teacher and SENCO where we discuss how every child in the class is progressing and what is being done to help them all achieve. During this meeting children who are not making as much progress are identified and next steps to help them agreed. All staff are also invited to raise any concerns at any time. Our first response to concerns around progress is high quality teaching targeted at the child's particular areas of difficulty and addressing any specific gaps in learning.

If a child's progress is a concern, the provision for this child is adjusted according to their specific needs. This may include:-

- Adaptive teaching approaches, including the use of visual supports, scaffolds, and flexible methods for pupils to record their learning.
- Reasonable adjustments to learning resources, including access to specialist equipment, assistive technology, and adapted materials to remove barriers to participation and learning.
- Adaptive questioning strategies, including additional processing time, targeted prompts, visual cues, and structured and varied questioning to support participation and understanding.
- Providing reinforcement of previous learning (overlearning) and or planned pre-teaching to develop familiarity with key vocabulary, concepts, and curriculum content, supporting pupils to access forthcoming learning with greater confidence.
- Allowing additional opportunities to practise basic concepts strengthen understanding and support the retention and application of key knowledge and skills.
- Providing focused additional small group work, or individual support, where appropriate, to address identified barriers to participation and learning, secure key knowledge and skills, address gaps in learning and support progress towards agreed outcomes

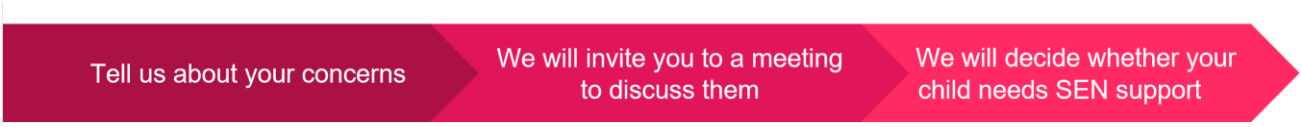
Pupils who don't have SEN usually make adequate progress once the gap in learning has been filled. If the child is still struggling to make progress and further concerns are identified, the class teacher will meet with the Special Educational Needs Co-ordinator (SENCo) Mrs Phillips, to discuss the next steps. These could include:-

- Planning any additional support your child may need
- SENCO carrying out observations in the classroom or playground to see what their strengths and difficulties are
- SENCO carrying out specific assessments to help identify how to support the child further. In some instances specific assessments may be carried out by the class teacher or teaching assistants under the guidance of the SENCO.
- Contacting you to discuss your child's particular difficulties and areas of need and the possibility your child has SEN
- Asking for your opinion and speaking to your child to get their input

- Considering seeking advice from outside professionals such as Speech and Language Therapists, SEND Advice Line for Inclusion ('Ask SALI'),
- Consider making referrals to outside agencies e.g. Speech therapy

Based on all of this information, the SENCO will decide whether your child needs SEN support. If your child does need SEN support, the school will discuss their concerns with you so that we can work together to provide the best possible support for your child. These meetings may occur during Parent Consultations; alternatively your child's class teacher or the SENCO may contact you to arrange a meeting at another time. Following these discussions your child's name will be added to the school's SEN register, and the SENCO will work with you to create an Individual profile (known a 1 page profile) as a working document to track and monitor provision.

## 2) What should I do if I think my child may have special educational needs?




If you as a parent/carer think your child might have SEN and you have concerns about your child, then you should make an appointment to see the class teacher in the first instance.

This should be done by emailing the school office or via telephone so that a suitable time for a discussion with the class teacher, either in person or via telephone, can be arranged.

You can also contact the SENCO , Mrs G Phillips, directly via email on

senco@longlands.herts.sch.uk

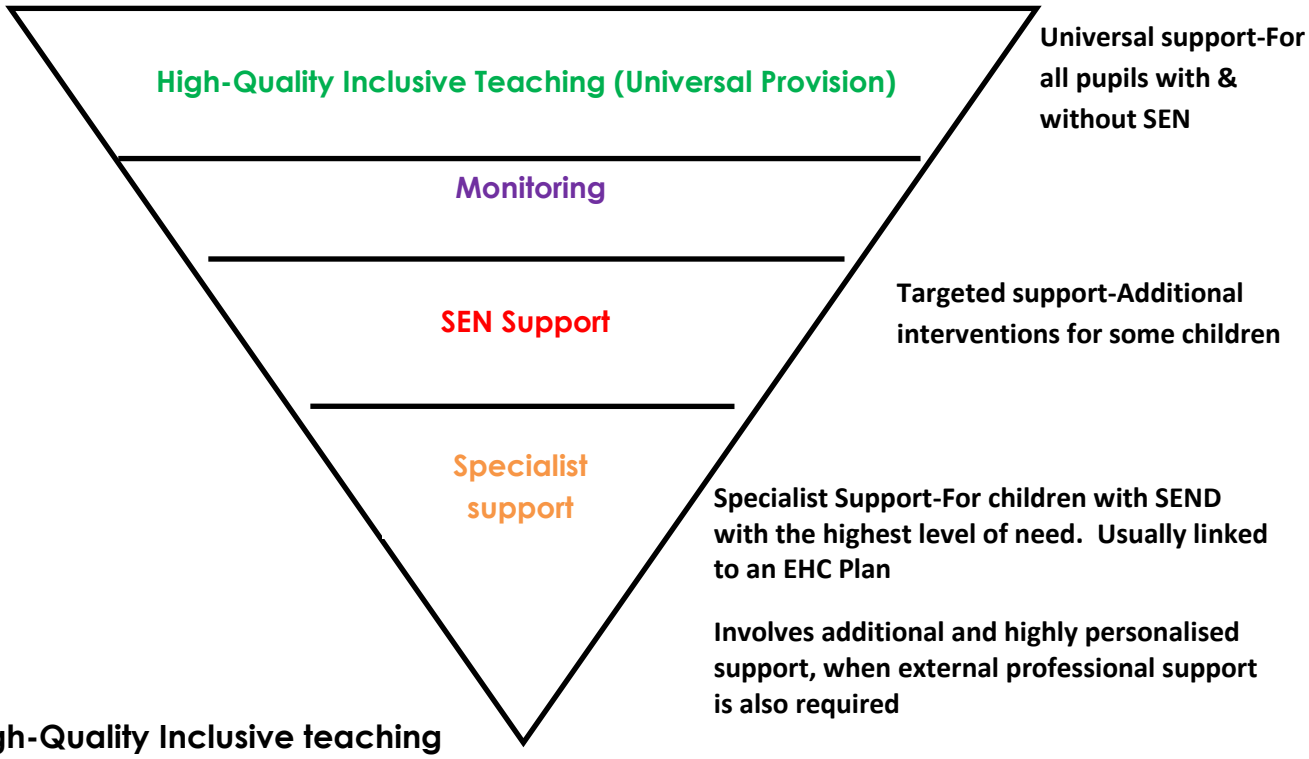
Where appropriate the concerns will be shared with the SENCO as well, who may also contact you for further information or to arrange a meeting. Alternatively, they may have been asked to join the initial meeting. Joint discussions are the most productive way in deciding the best way forward for your child.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together parent and teacher will discuss strategies and possible support, agreeing any appropriate next steps. The class teacher will make an electronic note of this discussion on CPOMs, our online recording system.

If we decide that your child needs SEN support, we will discuss this with you and gain your consent and then your child will be added to the school's SEND register.

## 3) How will school staff support my child?
## How will the learning and development provision be matched to my child's needs?

At Longlands we have high aspirations for all pupils, including those with SEND. Therefore, we aim to ensure all pupils make progress both academically and personally. Your child's class teacher is responsible and accountable for the progress and development of all pupils in their class. As set out in the SEN Code of Practice (COP) we follow a graduated response in identifying and supporting those pupils with additional needs and there is a tiered approach to support and intervention as set out below:




### High-Quality Inclusive teaching

Teachers provide high quality inclusive teaching on a daily basis for all children which includes adapting teaching approaches, resources and support so that all pupils can access learning and make progress. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations made are meaningful to your child. Adjustments will be made so that all pupils including those with additional needs are able to access the curriculum, which may involve:-

- using resources to support physical needs such as writing slopes, specialised pens, pencils and scissors,
- using resources/environment to support sensory needs such as weighted blankets, concentration tables, fidget aids, ear defenders, careful consideration of seating
- using equipment such as writing frames, word mats, coloured overlays, task planners
- adaptive teaching strategies such as providing additional processing time, chunking or repeating instructions, pre-teaching key vocabulary and using visual supports
- adapting resources
- additional in-class support from the teacher or teaching assistant

This is the first step in responding to pupils who have or may have SEN. Our teaching is inclusive and personalised and teachers use a range of evidence-informed teaching approaches, including multi-sensory methods, to support access, engagement and understanding and staff have ongoing professional development. Teachers provide well-structured days communicated to the class through visual timetables and where appropriate now/next boards on an individual or class level, providing a clear routine and predictability, as we believe this is beneficial to all learners, especially those with SEN.

**Monitoring**

For some children, who are not making as much progress as we would like or whose needs relate to a more specific area of learning, a specific intervention will be put in place to further support them e.g. interventions for Literacy, Maths, social skills, fine motor skills etc. This will be closely monitored by the class teacher and SENCO. The intervention may take place as small group work or on an individual basis, led by a teacher or a teaching assistant (TA). The length of time the intervention is run for varies according to need and interventions will be reviewed regularly to establish the effectiveness and to inform future planning. If we feel something isn't working we are quick to respond and look for alternatives and adapt interventions accordingly.

**SEN Support**

If a pupil has higher needs this may result in them being identified as requiring SEN support. Or if after a period of monitoring and Universal inclusive teaching strategies and reasonable adjustments strategies being used and reasonable adjustments made, if the concerns remain then a meeting may be held between parent, class teacher and SENCO. A discussion will take place to plan the appropriate approach and electronic note of this discussion made on CPOMS. Provision will then be put into place to support the pupil and their identified needs. All forms of support will be reviewed regularly. For all pupils identified as requiring SEN support we will complete an Individual profile known as a 1 page profile, in partnership with parents/carers, pupils and teachers, as a working document that records the information gathered and any outcomes, aspirations and support strategies that may have been discussed, as well as appropriate support strategies.

For some children, the school would seek, with parental permission, to refer for specialist involvement from external agencies such as, SEND Specialist Advice & Support Service, Speech and language therapy etc. These specialists can help to advise us on effective interventions, support and strategies. They may also suggest specific resources to support your child further and ultimately they support the school to further aid your child with their learning.

**Specialist Support**

If a pupil's have a higher level of SEN need that requires over and above the SEN support provided, a formal assessment for an Education, Health and Care Plan (EHCP) may be undertaken, this is known as an EHC needs assessment. This is available for children with specific barriers to learning and participation that cannot be overcome through universal inclusive teaching strategies and reasonable adjustments and intervention support. When an EHC needs assessment is taken, the local authority considers whether there is evidence that despite the school having taken relevant and purposeful action to identify, assess, and meet the special educational needs of the child, they have still not made expected progress. Your child may also have been identified and

recommended by professionals as needing a particularly high level of individual or small-group teaching.

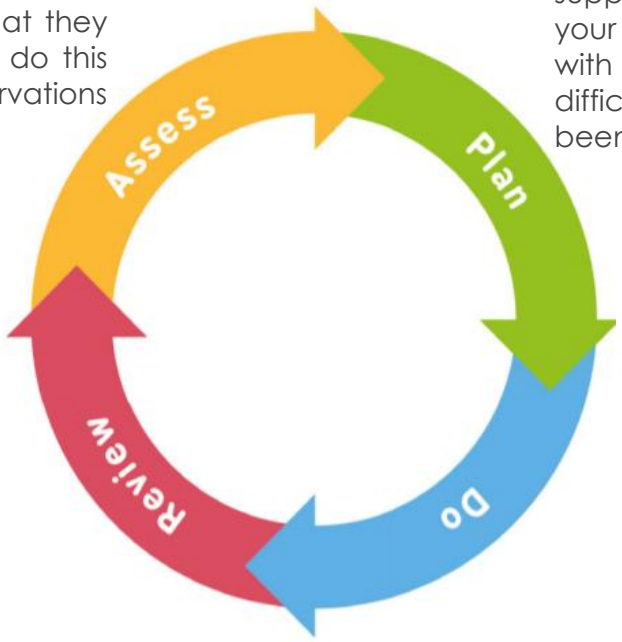
An EHC needs assessment is a legal process and is the first step to getting an Education, Health and Care Plan (EHCP). An EHCP will outline the support your child will receive and strategies that will be put in place to support this (provision) and outcomes (targets) set for your child to work towards.

***Please see Appendix 1 for flow chart of Longlands SEN pathway***

In accordance with the Code of Practice (COP), for children on the SEN register we follow the **'graduated approach'** to meeting your child's SEN needs. The graduated approach is a 4-part cycle of **assess, plan, do, review** (a/p/d/r cycle) that is led and coordinated by the SENCO. Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

**Assess**
We analyse what strengths and difficulties your child has and specifically what they need help and support with. We do this by drawing on assessments, observations and experience of the pupil.

**Review**
We review and discuss if the support in place is making a difference and whether the support/strategies need changing. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and our strategies and provisions will be re-visited and refined. As we use our improved understanding of your child's needs gained from the process to modify and refine the support we offer.




**Plan**
We make a plan for the support we will offer your child to help them with the areas of difficulties that have been identified.

**Do**
We put the planned support into practise. The class teacher and teaching assistants are supported by SENCO and will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

## 4) How will I know how my child is doing?

We support and involve parents in their children's learning both formally and informally. This includes;

- Parent consultations meetings
- Annual Report sent to parents in the Summer term
- Tapestry Online Learning Journal for children in Nursery, Reception and Year 1
- Standard Assessment Tests (SATs) at the end of Year 6
- Phonic screening check assessment results at the end of Year 1

- An individual profile known as a 1 page profile for those pupils receiving SEN support. 3 meetings yearly with parents are offered and pupils, teachers and support staff are consulted and collaborated with, in order to develop an overview of strengths and identified needs, support and provision and the responsibilities of the parent, pupil and the school are identified

- Annual review meetings for those pupils with Education Health Care Plans

- Where appropriate parents are invited to consultations with external professionals

- When required more regular review meetings are held between SENCO and parent. If appropriate and where possible a member of support staff or class teacher may also attend.

- Where appropriate a home school communication book can be set up to support with information sharing between home and school

Additional appointments can be made with your child's class teacher and/or the SENCo by contacting the office for an appointment via email or telephone.

## 5) How will you help me to support my child's learning?

- Your child's class teacher may suggest different ways in which you can support your child at home, both with homework and with individual areas of need.
- You are encouraged to read with your child on a daily basis and support them with their homework.
- Where relevant, a meeting with the SENCO to discuss your child's Individual profile (1 page profile) will be offered. During this meeting your opinions will be added to the information and we will talk about how we can work together to best support your child.
- Parent Workshops may be organised to provide advice on how to support your child's development at home.
- The class teacher is regularly available to discuss your child's progress or any concerns you may have.
- The SENCO is also available to meet with you to discuss your child's progress or any concerns you may have and can advise how to further support a child's developmental needs at home.
- Annual reports for all children sent in the Summer term contain targets which can be supported at home.
- A home-school book may be used to support communication with you if it would be useful for you and your child.
- Advice from external agencies will be shared with you either verbally or in a copy of their report either emailed or paper copy sent home if preferred.

## 6) What support will there be for my child's overall wellbeing?

As a school we have a therapeutic approach to behaviour and learning. We follow Therapeutic Thinking, the local authority's preferred approach to understanding and responding to behaviour.

At Longlands we are aware that some children have additional emotional and social needs that need to be supported and nurtured. These needs can present themselves in a number of ways and can act as a barrier to learning. Therefore, pupil wellbeing is supported in a range of ways including:-

- Mrs Phillips is the mental health lead and supports by signposting staff & parents to resources and assists with setting up and at times leads on delivering wellbeing and nurture interventions
- All classes following the Jigsaw scheme of work for their structured Personal, Social, Health Education (PSHE) curriculum to support their development
- Whole school or key stage assemblies on a range of themes across the year to further support pupil's personal, social, and emotional development
- An annual wellbeing week to highlight the importance of mental health and wellbeing as much as physical health is held.
- Class teachers and teaching assistants provide pastoral support for all children in their class and may provide emotional check ins for individuals if/when staff feel it necessary.
- All pupils are encouraged to make use of the class worry box as a way of discussing anything that may be bothering them.
- Where appropriate sensory resources are made available in the classroom such e.g. stress balls, breathing balls and fidgets aids
- Resources to support pupils who have sensory needs such as ear defenders and weighted blankets are available. All classes have a pair of ear defenders available.
- Playground buddies (year 5/6 pupils) are on the KS1 playground at lunch to help set up games and support the children to resolve any problems.
- At lunch time the playgrounds are split into different sections for different playtime activities. The differing sections of the playground are overseen by our lunch time staff and some staff also facilitate sports games.
- From 12:45-1:15 'quiet club' is offered for children in KS2 together where children can access activities in the classroom such as ipads, colouring, Lego and board games. This helps support pupils who require additional structure at lunch or find managing on the playground for the whole of lunch difficult. This can be on a needs led basis and children attend as and when needed.
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school through our Positive relationships policy and children are taught what bullying means. We celebrate anti-bullying week and all children are taught to say 'stop I don't like it' whenever someone says or does something they don't like.

Where we feel it is necessary, further support can be put in place;

- A small sensory room known as the 'Rainbow room' is available for children to access to have sensory breaks and a calm environment away from the classroom to support them to regulate and manage their emotions.
- We have designated members of staff who deliver Social and Emotional support. They may work with your child on a one to one basis or as part of a small group to discuss and work through areas of concern or difficulties. Interventions can include Drawing & Talking, Nurture or other social skills programmes
- As well, CHEX offer support for identified pupils in KS2, delivering the Growth Programme which supports pupils mental health and wellbeing and encourages the children to consider their own goals. Some pupils will also be offered coaching throughout the academic year by the CHEX team and outcomes are focused on self-esteem, confidence and aspirations, and being able to use protective behaviours.
- We have a School Counsellor from Safe Space who works with children on a one-to-one basis. They come in to school once a week to deliver play therapy sessions.
- For emerging social and emotional needs referrals can be made to the school nurse.
- Where it is felt that pupils are encountering significant emotional difficulties the support of outside agencies will be considered, such as Child and Adolescent Mental Health Services (CAMHS), Rivers Education Support Centre, DSPL4 counselling.

## 7) How is the decision made about how much support my child will receive?

The class teacher, SENCO and or Senior Leadership Team liaise regularly to review the support needed. When deciding how much support a child receives, we consider the following:

- Formal and Informal assessments of the child
- Views of pupil, parents/carers, teaching staff, support staff, and relevant external agencies and their advice/recommendations
- Previous support and how this has impacted on the pupil

Following this, provision and support are put in place and reviewed regularly, in order to identify when and where changes may be needed. Also in accordance with the SEN Code of Practice we place an emphasis on the importance of early intervention and targeted support as we know this is key to supporting children with special educational needs.

Different children will require different levels of pastoral or academic support depending on their individual needs.

All interventions are monitored for impact and baseline assessment is gained at the start to help with us identifying and evaluating the impact.

If your child has an Education, Health and Care Plan this will specify the support needed for your child and therefore it is our statutory duty to fulfil this and provide the provision outlined in Section F. We will also arrange an Annual Review meeting with you, to ensure that the EHCP is still appropriate for your child and make any necessary changes and updates. For all other children, whether on our Special Educational Needs and/or Disabilities (SEND) register or not, the type of support given to your child will be reviewed at least termly, by the class teacher, head teacher and Special Educational Needs Coordinator and you will have the opportunity to discuss this at termly meetings.

## 8) What specialist services and expertise are available at or accessed by the school?

The school works closely with a variety of external agencies, through a referral process as and when needed. These include but are not limited to:

- Behaviour and Attendance Team
- CHEXS family support charity
- Child and Adolescent Mental Health Services (CAMHS)
- SEND Specialist Advice and Support (SAS)
- Involvement of Advisory Teachers for Sensory and Physical Impairments
- Occupational Therapy
- Physiotherapy
- Rivers Education Support Centre & Phoenix Centre Primary support base
- School Nursing Team
- Speech and Language Therapy (SALT)
- Strength in mind counselling
- Middleton outreach
- Safe Space Counselling

## 9) What training have the staff, supporting children and young people with SEND, had or are having?

At Longlands all of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. We have a team of TAs to support all children working in class with them and where appropriate to deliver interventions. As part of professional development, all staff have access to ongoing training which is determined by the needs within school at the time. The SENCO supports with helping to arrange training for other members of staff. The school provides training and support to improve the teaching and learning of all children, including those with SEND. Individual teachers and support staff also have access to training from outside specialist agencies that are relevant to the needs of specific children that they are working with.

Within the last few years our training has included:

- Therapeutic Thinking Hertfordshire STEPs training – Therapeutic support to behaviour and regulation
- Dyslexia training

- How to support pupils with specific learning difficulties in Literacy (Phonics support and precision teaching)
- How to support pupils with Autism & how to support children with Autism in Early years
- How to support pupils with social and emotional needs (Nurture training)
- How to support pupils with speech and language difficulties
- How to support children with their sensory needs
- SCERTS training (**SCERTS** stands for Social Communication, Emotional Regulation, and Transactional Supports. It is a framework for a holistic approach to autism, but the model can be used to support other individuals who are developing their communication and emotional regulation skills)
- Hertfordshire Virtual schools Attachment and Trauma training
- Zones of Regulation training
- Jennifer Nocks training-'Knowledge & understanding of the development of attachment, the impact of early trauma and the blurred lines between developmental trauma and specific learning difficulties'
- Protective behaviours
- Mental Health Awareness Level 1 Course for all staff
- Mental health lead training & Mental health champion training
- Makaton Level 1 & 2
- Hertfordshire Autism Training Level 2
- ADHD Level 2 training
- Introduction in to Trauma

Mrs Phillips has completed the National award for SENCO qualification and attends regular training to keep up to date with policy and practice. She then shares this knowledge with the rest of the staff during regular staff meetings.

## 10) How will I be involved in discussions about and planning for my child's education?

We believe by working together and listening to parent and pupil voice we can provide the best support for your child. Therefore, where a child has been identified as having additional needs, we will contact you and discuss your thoughts and feelings with the relevant members of staff and where possible or appropriate the child. If the child is added to the SEN register then we will complete an Individual profile (a 1 page profile) as a working document to record the information gathered such as child's strengths and areas for development and any targets or aspirations that may have been discussed, as well as appropriate support strategies and provision. If outside agencies such as the Speech and Language therapist are involved with your child's education, we will also list these within the profile. Three meetings for parents/carers will be offered throughout the year with the SENCO to discuss, evaluate, and amend the profile, in order to ensure it is relevant to your child and the support we have put in place matches their needs. In readiness for these meetings, the SENCO in conjunction with class teachers and or teaching assistants will update the profile, and pupil voice will be obtained through observation and knowledge of the pupils or discussions with pupils where appropriate.

Also external agency involvement requires parental permission and the SENCO contacts parents in relation to this and where appropriate, opportunities are sometimes available for parents to meet with external professionals to discuss their child's specific needs. Recommendations and strategies from outside professionals may also be summarised on the 1 page profile.

## 11) How will my child be included in activities outside the classroom including school trips?

Inclusion is important at Longlands and therefore all pupils are given the opportunity to be included in all school activities (e.g. school plays, sports day, workshops etc) and trips and are encouraged to do so. No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make necessary reasonable adjustments to make sure they can be included. To ensure this inclusion happens we:

- Carefully plan and make appropriate adjustments where necessary
- Prepare children for visits and trips through sharing visuals and social stories in school & sending copies home
- Risks are assessed by staff and risk assessments completed prior to the trip taking place
- Discuss specific pupil needs with any external staff that will be delivering the school trip to us
- Ensure extra adults are involved if needed

- Put any medical support in place as required
- In some instances, ask parents/carers to attend the trip or activity with their child or to transport their child there

## 12) How are the school's resources allocated and matched to children's educational needs?

- The annual school budget, received from Hertfordshire LA, includes money for supporting children with SEND.
- The Headteacher and school governors decide on the budget for SEND. The money is then used to provide additional support, training or resources, dependent on need. This may include employing extra members of staff depending upon individual circumstances. However, it is important to note that not all pupils identified as having SEN will need 1:1 support.
- Allocation of resources, including staff, are reviewed regularly and changes may be made so that the needs of children are met.
- Local High Needs Funding (LHNF) may be applied for by the SENCo in order to further support the needs of individual pupils.
- If a pupil's needs are identified by an EHCP, they will be in receipt of Top up High needs funding (HNF). Their EHCP helps identify the resources a child needs. The EHCP will be assigned an overall band within the range Universal Support-Specialist Plus Support and this banding equates to the funding schools receive to implement and deliver the provisions specified in the EHCP.
- Where children have an EHCP we allocate resources appropriately and carefully. This may include the allocation of small group support, allocation of specialist support (outside agencies, for example, Speech Therapy), and time for the Special Educational Needs Coordinator to liaise with the class teacher and or teaching assistant. We also fund specialist equipment and resources and work carefully with outside agencies. Our teaching assistants attend courses to support their work with pupils and liaise and meet with relevant external professionals when they visit pupils in school.

## 13) How accessible is the school environment?

Longlands, along with all schools in Hertfordshire comply with the 2010 Equality Act. The school is all situated on one level and has ramps at some entrance points including the school office. We have one disabled toilet. Further adjustments would be made, where possible, within the school if required by our pupils in accordance with the Equality Act. Also, we recognise the importance of meeting children's sensory and social and emotional needs, and as part of this provision we have a small sensory room 'The Rainbow Room'. Children can access here when they require a sensory break and time out from the classroom in a calming environment to help them manage their emotions and sensory needs. If necessary children may also have sensory breaks inside/outside their classroom or go to an outside space to meet their sensory needs and what this looks like will be tailored to the child's individual needs and preferences.

If you want to read more about how we improve access to education for disabled children and young people please read our accessibility plan which

can be found on our school website, under statutory information and the Special educational needs and disability (SEND) information heading https://longlands.herts.sch.uk/statutory-information/

## 14) How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

Transitions can be a difficult time for any child but especially for some children with SEND. We have good relationships with both local pre-schools and Secondary Schools and we take steps to ensure that any transition is as smooth as possible and carefully planned for.

**If your child is joining us from another school:**

- The SENCo will undertake a pre-visit where appropriate.
- If your child would be helped by a transition book to support them in understanding moving on, then one will be made for them.
- Your child may be able to visit our school and stay for taster sessions, if this is appropriate.

**If your child is moving to another school:**

- We will contact the new school's SENCo and discuss support or provision that your child requires. If necessary, a planning meeting will take place with the SENCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- A "goodbye" transition book may be made to support them with leaving Longlands and joining their new school.

**In Year 6**

We will contact the school's SENCo and discuss support or provision that your child requires. If necessary, a planning meeting will take place with the SENCo from the new school.

- We run a transition programme with all of Year 6 discussing their anxieties and hopes as well as talking them through the similarities and differences between primary and secondary schools.
- All secondary schools hold transition days which your child will attend and if necessary further visits will be arranged. The SENCO or class teacher may be able to visit the school with you and your child if this is necessary.
- If a year 6 pupil has an EHCP and their annual review is in the Summer term then the SENCO from the secondary school will be invited to attend

**Between classes within Longlands**

- At the end of each academic year, we hold a transition staff meeting where teachers pass on information about all pupils in their class to the next teacher, including passing on any information about special educational needs.
- The SENCO also provides an overview of the needs of children in each class to assist the new class teacher and support staff to have an insight and understanding into individual children's needs.

- A transition day occurs; usually on the same day Year 6 are visiting their new school. This allows the pupils to meet their new teacher and experience their new classroom.
- Where necessary pupils will have additional visits and or a transition social story made for them which is shared with them in school and also sent home
- Here at Longlands we recognise the significance of transition which is why the level of transition support offered will be dependent on each child's needs, age and development. For some pupils they may require a more personalised transition plan which the SENCO will help to put together and co-ordinate and will be discussed with you.
- Class teachers and teaching assistants may visit children in their new class and spend additional time with a child on a 1:1 or small group basis to support with getting to know the child and building a relationship
- Teaching assistants and class teachers may visit their new class to observe how pupils with SEN are currently supported
- In some circumstances we may arrange for the child's current teaching assistant to move into the next year group with them.

## 15) How can I find information about the local authority's Local Offer of services and provision for children and young people with Special educational needs and disability?

To see what support is available to you locally, have a look at Hertfordshire's local offer. The Local Offer website lets parents, young people and professionals know what special educational needs and disabilities services are available in Hertfordshire, and who can access them. Information about the Hertfordshire local offer can be found at the following web addresses:

https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx

National charities that offer information and support to families of children with SEN are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family. We can make referrals to the school nursing team, CHEX family support worker or the Family Centre service.

## 16) Who can I contact for further information?

- SENCo – Mrs G Phillips (senco@longlands.herts.sch.uk)
- Headteacher – Miss A Calver (admin@longlands.herts.sch.uk)
- SEN Governor – Mr R Jenkin
- Special Educational Needs Information and Support Service (SENDIASS)

**01992 555847** https://www.hertssendiass.org.uk/home.aspx

info@hertssendiass.org.uk

- School contact telephone number: **01992 462090**

- At Longlands Primary School your first point of contact is always the class teacher. If appropriate the SENCo will join the meeting or meetings can also be arranged separately with the SENCo.

- If your child has an Education, Health and Care plan the SENCO will oversee the implementation of the plan in school.

- Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with this, should ask to speak to the SENCO.

- In the event of a formal complaint parents should follow the procedure in the School's Complaints Policy.

- Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

- If you are not satisfied with the school's response, you can escalate the complaint.

- To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

- I you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

## Glossary

**Annual review** – an annual meeting to review the provision in a pupil's EHC plan

**Adaptive Teaching** – the process of adjusting teaching approaches, scaffolds, resources and support to enable pupils to access learning and achieve intended outcomes.

**Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

**CAMHS** – child and adolescent mental health services

**Code of Practice-**It sets out the legal requirements and statutory guidelines that must be followed to support children with SEND. The guidance explains the duties for schools, academies, health bodies, and local authorities to provide for those with special educational needs under part 3 of the Children and Families Act 2014.

**CPOMS-**an online software tool used by all Longlands staff to safely record information and monitor safeguarding, wellbeing, and all pastoral issues

**DSPL4-**One way in which Hertfordshire provides support to children and young people with SEND across the county is through our Delivering Special Provision Locally groups (DSPLs). Hertfordshire is split into 9 different DSPL groups, Longlands is in DSPL4 which is the area that covers Cheshunt, Hoddesdon and Broxbourne. DSPL groups are made up of parents/carers, staff from school, colleges and early years settings and people from other SEND organisations

**EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether or not a child needs an EHC plan.

**EHC plan/EHCP** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

**Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil (assess, plan, do, review)

**HNF-**Top up High needs funding is a system of funding for mainstream schools and early years settings in Hertfordshire. It is additional funding allocated to the school by the local authority to ensure schools include and provide support for children and young people with significant needs in mainstream schools and settings. In Hertfordshire, the amount of HNF a school receives is worked out according to a child or young person's EHCP. The level of need described in the EHCP is used to help identify the amount of top up funding required in order for the school to deliver the provision specified in the EHCP

**Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

**Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

**LHNF-**Local high needs funding is funding that meets the emerging needs of children and young people and those with complex needs, who do not have an EHCP. Decisions about allocating this funding are made by a panel and decisions are made according to a strict set criteria.

**Outcome** – target for improvement for pupils with SEND. These targets aren't necessarily always related to academic attainment

**Provision-** What a school provides for its pupils to support their learning and progress in school– the teaching, resources, use of the curriculum, support, enrichment activities etc.

**High-quality inclusive teaching (Universal Provision) -** the provision available to all pupils through effective teaching, adaptive practice, reasonable adjustments and an inclusive learning environment. It is a style of teaching that emphasises high quality, inclusive teaching for all pupils in a class.

**Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

**SENCO** – the special educational needs co-ordinator

**SEN** – special educational needs

**SEND** – special educational needs and disabilities

**SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN

**SEN support** – special educational provision which meets the needs of pupils with SEN. SEN Support is provision that is additional to or different from the universal provision ordinarily available for pupils of the same age. All schools must provide this for children with special educational needs.

**SEN register-**It is an internal register schools use to record children who have been identified as having a special educational need that requires provision that is additional to and different from that which is offered to all pupils in order to reach the expected standard

**SALT-**Speech and language therapy. Speech therapists provide support for children who have difficulties with communication, eating, drinking and swallowing. Support is accessed through making a direct referral to them

**Transition** – when a pupil moves between years, phases, schools or institutions or life stages

Appendix 1

# SEN Pathway

Concern is identified & information collected by:-

- Class teachers (CT)/teaching assistants (TA)
- Parents
- External agencies
- Head-from PPM, observations etc

## Low level of concern

**Early Response**

CT/TA Uses audit tool and strategies guide (class teacher leads – SENCo supports if necessary at this point). CT plans adaptive provision, reasonable adjustments and support strategies.

**Monitoring & adjustments**

Actions from audit tool put in place & adjustments to in class provision made – impact monitored for 4-6 weeks (class teacher leads – SENCo supports if necessary)

Is child making progress?

Yes

Universal provision and adaptive teaching approaches continue to be reviewed and implemented for as long as is necessary.

No

CT to complete record of concern form & hand to SENCO

## High level of concern

CT speaks to parents

SENCO observes pupil/meets with staff to gather info & carries out assessments if appropriate

Meeting arranged with CT/Parents/SENCO

Type of need & support identified & recorded. Action plan formulated in meeting & possible referral to external agencies discussed.

Child identified as requiring SEN Support and recorded on the school's SEND register as a K (SEN support)

1 page profile created

Further assessments/observations where appropriate.

Additional & different support implemented.

Review progress & strategies used

Are strategies having an impact?

Yes

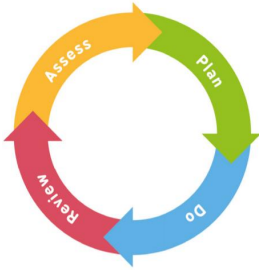
Continue strategies & review regularly as part of A/P/D/R cycle.

No

Review identifies external advice is needed. Parent permission gained for involvement of outside agencies & informed of outcomes. Support requested from outside agencies for advice & assessment.

Continue to assess progress & collect evidence.

If concerns remain & strategies & external advice is having limited/no impact an EHC assessment will be requested by the SENCO with parental involvement. There is no guarantee an EHCP will be granted. EHCPs are reviewed annually & throughout year A/P/D/R cycle will continue to be followed.




**At heart of response to SEN/possible SEN is the assess plan do review cycle. (A/P/D/R) If child continues to make appropriate progress then eventually they may be able to be removed from the SEN register if SENCO, CT & parents in agreement. Child will then be monitored.**