

 *Longroyde Primary School*

 The following details are Longroyde Primary School’s SEN Information Report as required in Schedule (1 of Regulation 51) and should be read in conjunction with the Core Offer found set out in Calderdale’s Local Offer [www.calderdale.gov.uk/localoffer](http://www.calderdale.gov.uk/localoffer) which details the provision available in all Calderdale schools and academies.

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| **Contact Details** |
| **Executive Headteacher** | Mr Robert J Fox |
| **Telephone – School Office** | 01484 715300 |
| **Address** |  Longroyde Primary SchoolField Top Road Site Longroyde Road SiteRastrick RastrickHD6 3XB HD6 3AS |
| **Email – School Office** | admin@longroyde.calderdale.sch.uk |
| **Age Range** | 2 – 3 Yrs (Pre-school Setting – Little Longroyde)3 – 4 Yrs (Nursery Setting)4-11 Yrs (School age) |
| **Funding** | £167.303.00 |
| **Special Educational Needs Co-ordinator****(SENCo)** | Mrs Beverley Richmond-Flinn |
| **Email - SENCo** | beverley.longroyde.calderdale@dbprimary.com |
| **SEN Governor** | Mrs B Briggs |

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| **Polices for Identification and Assessment of Pupils with SEN** |
| *Links to policies – SEN Policy, Medical Conditions Policy, Single Equality Policy, Disability Access Policy, Confidentiality Policy* |

**We have aimed to answer all the questions parents have asked us about the provision we have for children with special educational needs. We hope this is clear, and easy for you to understand. If you would prefer to talk to one of our friendly, highly skilled and experienced staff, please contact the school, using the information above.**

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| How will Longroyde Primary Schoolsupport my child? | At Longroyde Primary School we value the abilities and achievements of all our pupils, and are committed to providing, for each pupil, the best possible environment for Learning. We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils’ individual needs. We recognise the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND. |
| How do we involve parents, children and young people | At Longroyde Primary School we believe in working as a partnership with both pupils and parents. When a child has special educational needs, we endeavour to find the child’s barrier to learning. We then discuss with the child and parent the best way forward and set targets and support to enable the child to progress. |
| How do we make sure **all** children reach their potential? | * Access to a broad, balanced curriculum, which is well differentiated and takes account of different learning styles
* The early Years Foundation Framework in place for our pre-school and Reception classes. The National Curriculum is in place for all our classes.
* Well–staffed classrooms – at least one teacher and one LSA in lower ability groups for all reading, writing and maths lessons.
* Quality of teaching and learning is well monitored by highly experienced leaders.
* Individualised targets for all children.
* Rigorous pupil tracking system which ensures all children are monitored.
* Tracking conversations every term (interim if needed) to discuss every child’s progress. Problems are identified and provision put in place.
* Dedicated SENCo time is given. SENCo is on the senior leadership team.
* Detailed programme of reviews with parents and professionals: 2 parent’s consultation meetings and one detail annual report each year.
* Termly reviews for children on the SEND register. Both parents and children are invited and their views are taken into account at these meetings.
* Children have input into their targets, one page profile etc.
* Parents are encouraged and signposted towards the ‘parents view’ and an annual parent’s questionnaire is sent out.
* Children are given the opportunity to put their views across, during weekly school council meetings and through the pupil’s questionnaire.
* Currently, a team of 11 LSA (learning support assistants) to help meet individual needs.
* Long established, acknowledged and celebrated ethos of inclusion and equality.
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| How do we help a child with physical needs? | * Accessibility entrance with a ramp into both main receptions.
* Lower reception desk for people in wheelchairs (on Longroyde Road site)
* Lift to both levels in the main building (Longroyde Road site).
* Lift chair available on the middle corridor (Longroyde Road site)
* Access to each year group – we have access for a child in a wheel chair to access classrooms from outside (Field Top Road site)
* Accessible toilet with adaptations to facilitate independent toileting (both sites)
* Every class has access to equipment which helps writing: sloping boards; a variety of pencil grips; a variety of pens apparatus and a range of ICT equipment.
* Movement group to help improve gross and fine motor skills.
* Use of differentiated sports equipment in PE – e.g. specialist balls.
* Variable height tables and chairs available.

‘Nessy Fingers’ programme available to help with touch typing. |
| How do we help a child with speech and language needs? | * Staff experienced in the use of ‘Black Sheep Narrative’ pack.
* Staff trained in the use of ‘Word Box’ for vocabulary development.
* Staff experienced in the use of ‘Language Steps.’
* Advice and support from Speech and Language Therapists and Early Years Support team to develop early communication and interaction skills
* Staff trained to delivery SALT intervention, working closely with the SALT team.
* SULP (Social Use of Language) trained support assistants.
* Delivery of programmes devised by Speech and Language therapists.

Staff experienced in the use of ‘Colourful Semantics’ and ‘Word Wizard’ materials. |
| How do we help a child with sensory impairment? | * Close liaison with any services providing support for children.
* Implementation of advice given by the Sensory Support Service.
* Carpeted rooms/areas throughout both sites.
* Learning Support Suite and shared areas for focussed work.
* Specialist reading books for VI pupils
* Laptop to teach ‘touch typing’ for VI
* Programme for VI so child can access what is on the ‘whiteboard’

LSA trained on ‘touch typing’ programme for VI pupils |
| How do we help a child who has social and emotional difficulties? | * Learning Mentor Time
* Attendance
* Breakfast clubs
* Social Stories
* Access to all out of school enrichment activities, ie, Gardening Club, Cooking Club, Dance Club, Drama Club etc
* Access to specialist counselling – e.g. Noah’s Ark
* Staff ASD aware and use appropriate strategies to support children with ASD learning.
* Access to specialist support for children with ASD and their families
* Staff trained on ‘Therapeutic Stories’
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| How do we help a child with behavioural difficulties? | * Full time Learning Mentor
* Breakfast Clubs
* Trained members of staff in the Team Teach Approach
* Visual timetables
* Headteacher monitors behaviour
* Teaching children ‘learning behaviour’ as part of all lessons
* Consistent structured behaviour procedures and policy in place – using rewards and consequences
* Breakfast club/Get, Set, Go
* Variety of in school and after school clubs to promote self-esteem
* Ability to create individual behaviour plans
* Interventions to help pupils deal with any behaviour difficulties – e.g. ‘Volcano in my tummy’
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| How do we help a child who needs support with literacy? | * Language and speech development at the forefront of all Literacy learning
* Carefully differentiated Literacy Curriculum to meet the needs of learners
* Synthetic Phonics approach throughout KS1
* Phonics intervention – small groups to catch up with phonics (RWI/Fresh start)
* No nonsense spelling programme from Years 2-6
* Whole school approach to handwriting
* Full time Reading Manager
* All children listened to read regularly but a member of staff (dependent on individual need)
* Individual and guided reading sessions are frequent
* Staff experienced in the assessment and delivery of the Rocket Reading Programme. (Year 2)
* Accelerated Reading programme for all pupils in school(Years 2-6) – with extra support for pupils who are struggling – Mrs McGuire
* Extensive 1:2:1 reading provided by trained volunteers (Mrs Tolley, Mrs Ackroyd, Miss Hirst, Mrs Ingham, Mr Mothersdale)
* Support in fine motor skills leading to the development of writing skills
* Teaching assistants deliver individualised programmes for children with IEP’s.
* LSA in every lower ability group (KS2)
* LSAs to deliver individualised programmes for pupils with IEPs
* Access to staff trained for dyslexia testing
* Dyslexia aware staff throughout the school who use Dyslexia friendly teaching, coloured writing/maths/curriculum books, filters etc...
* Interventions to aid Literacy – Beat Dyslexia. Stareway to Spelling, Stile Tiles etc
* Booster classes (Year 6)
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| How do we help a child who needs support with numeracy? | * Staff experienced in the use of Numicon to support learning within the classroom.
* Staff experienced in the use of Base 10 equipment to support learning within the classroom.
* Practical approach to teaching mathematical skills before the need to record learning.
* Teaching Assistants to deliver individualised programmes for children with IEP’s.
* LSA in every lower ability group (KS2)
* LSAs to deliver individualised programmes for pupils on IEPs – Power of 1, Plus 2, 5 minute maths box, Addacus 1:2:1 multi-sensory programme.
* Interventions for pupils who need catch up programmes – springboard

Booster classes |
| How do we support a child who has medical needs? | * Care/Medical plans created by Parents, SENCo and the School Nurse.
* Experienced team of trained First Aiders
* Staff epi-pen trained.
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| How do we help a child who has English as an Additional Language (EAL)? | * Language development priority in all lessons.
* Teaching specific topic related vocabulary.
* LSA who work in small groups to help pupils develop their language and grammar skills
* ICT software available to LSAs

Intervention on 1:2:1 for pupils new to English |
| How do we support a child with complex and multiple needs? | * Close liaison with local primary specialist school
* Risk assessment conducted by local special primary school
* Experienced staff (staff used to working with pupils who have complex needs)
* Support from agencies where needed. Implementation of recommendations.
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| How will we meet a child’s personal care needs? | * Intimate and Personal Care Policy in place, with is adhered to by all staff
* All staff sign and adhere to a ‘Code of Conduct/Child Protection’
* Access toilets, ensures space and sensitivity for some aspects of personal care
* Children are given as much responsibility for personal care as is possible with staff intervention only coming into force when necessary and following strict procedures.
* Staff will only call parents in an emergency
* Procedures in place in Little Longroyde/Nursery for changing nappies
* Hearing aid batteries checked and changed by pupil (supervised by staff)
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| How will we include children in activities outside the classroom including school trips? | * All clubs are accessible by all children dependent on places available.
* LSAs have been deployed to support pupils with SEND in clubs – where needed.
* Outdoor learning is integral within all aspects of Foundation Stage.
* Key stage one use the outdoor area to support learning when appropriate.
* Extra staff deployed for trips to meet the stringent requirement of our risk assessment.
* Individual needs risk assessed when planning a trip and staff deployed on a 1:1 basis if necessary.
* Parents / carers consulted prior to trips for advice and guidance.
* Permission is sort from the Governors for all residential trips.
* Residential Trips in Foundation Stage and Years 2, 5 and 6 are fully risk assessed using the Calderdale EVOLVE system.
* Use is made of the local area to support the curriculum, eg: shops in Brighouse, Library, Park
* Parents/Carers allowed on trips (by arrangement) if SLT feel that the parent/carer is the best person to support the pupil on trips.
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| How do we prepare and support a child/young person for transition? | * Allocation of a support assistant as soon as possible and introduction before the pupil starts school
* Extended visits to Year 3 for new pupils during summer term
* Transition plans –extended visits to Secondary School with primary staff

Close liaison with all other settings involving transition – excellent exchange of information. |
| How will we develop social skills throughout the school day, especially break times? | * Playtimes/lunchtimes seen as an important part of the day
* 1:2:1 support for pupils with an EHC plan if appropriate
* Befrienders trained in school to support play and harmony in the playground (KS2)
* Sports leaders – for lunchtime clubs
* Organised activities at lunchtime
* Midday supervisors who have been trained to develop pupils social skills
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| How do we allocate resources? | * Use of the Notional SEN budget to support resourced provision within school.
* 1:2:1 support is given as specified in a pupils Statement of SEND (EHC plan)
* 2 LSA for each Year group (KS1), deployed on a needs basis in Literacy, Numeracy and Guided Reading
* Our School employs an LSA to each class/year group – regular time is allocated for teacher directed time to include:- individual/small group work, IEP, target work
* LSAs deliver interventions on afternoons – these are interventions they are responsible for and support pupils throughout the school
* All SEND pupils have regular reviews (at least once per term) and provision is matched to needs
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| How do we ensure all staff are well trained? | * Regular training sessions for all support staff on SEND issues
* Whole school training (see school development plan)
* Commitment to maintain training levels for new staff/refresher courses e.g. Big Maths

Well planned programme of CPD, accessing both external and in-school support |
| How do we raise awareness of special educational needs for parents and the wider community? | * Regular Assemblies on how we are different and how to celebrate this
* Participation in competitions which celebrated successes of pupils
* Achievements of all pupils including those with SEND are celebrated in newsletters, celebration assembly and other public documents

We have an open door policy for all our parents |
| Which specialist services do we access beyond the school? | * We have current regular contact with the following services who give support and advice:-
1. **Specialist Inclusion Service , including ASD, HI and VI teams**
2. **Educational Psychologists**
3. **Speech and Language Therapy**
4. **Occupational Therapy**
5. **Early Years Support Teacher Service**
6. **Noah’s Ark**
7. **Barnardo’s**
8. **ASD service**
9. **CAMHS**
10. **EWO**
11. **Behaviour Support Service**
12. **School Nursing Service**
13. **Young Carers**
14. **William Henry Smith School (Team teach, Attachment disorder training)**
15. **Social Services**
16. **Housing Officers**
17. **We are also a part of the ECLC Cluster where expertise is shared between schools**

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| How do we evaluate and review the support provided? | At Longroyde we use a graduated approach (Assess, Plan, Do, Review) to assess the needs and progress of the children in our school. Each child on the SEN register as an individual plan which meets the needs of the child. These plans are written and reviewed every term (more frequently if needed). Both parents and children are invited to these meetings and are encouraged to share their ideas and opinions with the class teacher and the SENCO. At these meetings the old plan is reviewed and a new plan is agreed and put in place.Senior and Middle Leaders within the school regularly review resourcing and staffing to ensure individual needs are met. |
| How do we deal with complaints regarding our provision for children and young people with SEND? | If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the SENCO. If still not resolved then it is transferred to the Headteacher. The chair of governors may be involved if necessary. In the case of an unresolved complaint the LA may be involved.  |
| Contact details of support services for parents of pupils with SEND | **IASS -** The SEND (Special Educational Needs and Disabilities) Information, Advice and Support Service (formerly Parent Partnership Service) provides legally based, impartial, confidential and accessible information, advice and support for parents of children and young people with Special Educational Needs or Disabilities about education, health and social care. Contact details: Contact: 01422 266141**Calderdale Parents and Carers (CPC)** – Meeting other parents with a disabled child can be a huge source of support for families. Many families find it helpful to meet or chat with other families who are in a similar situation to them. Contact 01422 343030**Independent Support –** both the above organisations have also been commissioned by the Department of Education to deliver Independent Support in Calderdale. These will provide advice and support for parents of children with SEND, and young people with SEND, through the statutory assessment and Education, Health and Care Plan (EHCP) processes. Independent Supporters will help to build resilience in families by offering a range of time-limited support such as liaison across different agencies and advice on personal budgets. The level and nature of that support will be tailored to the particular needs of individual families. Support via Independent Supporters will be available until March 2016.For full details of the entire support provided for parents please follow the link to Calderdale’s Local Offer: [www.calderdale.gov.uk/localoffer](http://www.calderdale.gov.uk/localoffer) |

Below is a link to Calderdale’s Local Offer where further information can be found: [www.calderdale.gov.uk/localoffer](http://www.calderdale.gov.uk/localoffer)