

A GUIDE TO OUR PROVISION AT LONGTHORPE PRIMARY SCHOOL (2021 - 2022)

IDENTIFICATION OF SEND AT OUR SCHOOL	
Our school identifies children/ young people with special educational needs/ disability (SEND) by	Using data tracking, checklists, observations, dialogue with parents / professionals, profiling tools, screening assessments overviewing progress, attainment and behaviour of individual's development in comparison with peers and age appropriate expectations.
We encourage you to raise your concerns by	Contacting the class teacher in the first instance then seeing the SENDCo (Special Educational Needs & Disabilities Coordinator)

SUPPORT FOR YOUR CHILD/ YOUNG PERSON	
The education plan for your child/ young person will be explained to you and overseen by	Class Teacher and SENDCo
Staff who may be working with your child/young person are	Class teacher, Specialised Teaching Assistants (TAs), Named TA's, SENDCo, External professionals/specialists.
We monitor the effectiveness of our SEND arrangements/ provision by	Targets set and met, standards attained, discussions and questionnaires with pupils and parents. Feedback to Governors. Liaison with local authority representatives e.g. Educational Psychologists.
The roles and responsibilities of our governors are	To monitor the provision for children with additional needs and evaluate the impact on learning and esteem, with a view to helping them achieve their potential and maximise progress

CURRICULUM PROVISION

Our approach to differentiation is to

Provide different tasks, time frames, levels of support, resources, curriculum options, individualised curriculum programmes, intensive programmes and suitable expectations

Extra support is allocated according to

Identified needs backed by school and central funding through personal budgets.

PARTNERSHIP: PLANNING, MONITORING AND REVIEW

We offer the following opportunities, in addition to the normal reporting arrangements, to parents/ carers, children and young people to discuss progress, to plan and review support, specific approaches and/or programmes.

Transition meetings, meetings to access specialist provision, (EHA) Early Help Assessment meetings, interim progress meetings, annual reviews, transition reviews and when the need for a special school place arises. Parents of children with SEND are welcome to make an appointment with the SENDco whenever required.

GENERAL SUPPORT FOR WELLBEING

Our school offers pastoral, medical and social support to the children/ young people through

SEAL groups (Social Emotional Aspects of Learning) EHA, Care plans, Liaison with school nurse, Buddy Systems, Drawing and Talking Therapy, First Aiders. Medical Catch Up groups. These interventions are often group based and are dependent upon school being able to offer group work and sometimes upon external demands (such as the impact of the coronavirus pandemic).

We encourage the children/ young people to contribute their views by

Communicating through talk, signing, drawing, etc (where possible) with teaching assistants, class teachers and parents, completing an 'All About Me' proforma answering questions for reviews in their own words.

SPECIALIST SERVICES/ EXPERTISE AVAILABLE	
Our school accesses the following services	SEN & Inclusion services (SENI), Educational Psychologist, Support for Learning Service, SALT (Speech and Language Therapists) School Nurse. Occupational Health Therapists, Physiotherapists, community paediatrician CAMH. See Local Authority Offer for further information.

TRAINING	
Our staff include	All teachers have Qualified Teachers Status with 1 teacher holding a Dyslexia APT (Approved Teacher Status). We have a fully qualified SENDCO with Autism Education Trust Level 3, Attachment Awareness, Blurred Lines and trauma and loss training as well as being trained in conducting a SEND review. She is the Designated teacher for Looked After Children. 18 staff members are First Aid trained and certain TA's have specific training related to the SEND needs of pupils, i.e. Sensory Circuits, Esteem Attachment, Anger and Bereavement courses, etc. All staff are trained in safeguarding and child protection every two years.
Staff have recently attended the following training.	Our SENDco and Staff are committed to being aware of changes in legislation and support for pupils with SEND. They receive regular updates and training offered by the Peterborough Local Authority teams on SEND issues and strategies. Training for some staff includes supporting children's behaviour in class; Occupational Therapy - how to support children with motor and sensory issues; Attention Autism; and speech and language including Shape Coding and Colourful Semantics. All support staff have completed 'Success for All' training as we are now a Success for All Flagship School. Many TAs lead small groups in SFA and all are involved in supporting groups or leading interventions and tutoring.

We plan to undertake the following training/ disability awareness sessions(s).	Continue with SEND related training for Teaching Assistants working 1:1 with pupil that have special educational needs or disabilities. Continue CPD for SENDco.
---	---

ACCESSIBILITY	
We provide the following to ensure that all children/ young people in our school can access all of the activities offered.	Wheel chair access, disabled toilet/changing facilities, disabled shower facilities. Reasonable adjustments and pre-planning for trips. Provision for parents with visual impairment
We enable children/ young people to access as many learning opportunities as possible by	Differentiating to their physical need, often advised by OT (Occupational Therapy) services. Facilitating the use of different furniture as provided by hospital.
We involve parents and carers in the planning by	Using questionnaires and having face to face discussions, possibly providing translators where available, giving them access to key questions to consider before meetings
Parents and carers can give their feedback by;	Writing, speaking with a school representative, being accompanied by a support worker or translator.
Parents/carers can make a complaint by	Speaking to the SENDCo, Headteacher, Chair of Governors or Local Authority, in that order.

TRANSITIONS	
The following arrangements help children/ young people and their parents/ carers to make a successful transfer to our setting/ school.	Induction process, Pathway meetings, Pre visits, Photo books, Buddies, Play sessions, Health and Safety meetings, ensuring information is passed onto the relevant staff. Dialogue with SENDCo.
We prepare children and young people to make their next move by	Enabling move up days, facilitating extra / early visits, question and answer sessions, using social stories, speaking to children already in that setting / school.

RESOURCE ALLOCATION	
Our SEND budget is allocated according to	Banding as outlined by the Local Authority Offer.
Funding is matched to SEND by	Degree of need within the four bands: Communication and Interaction, Cognition and Learning, Social Mental and Emotional Health, Sensory or Physical Difficulties
Our decision making process when matching support to need is	Decided by the level of support needed at Targeted, Targeted Specialist and Specialist level.
Parents/ carers are involved through	Meetings at planning and review stages. Parents may provide specialist equipment as may OT services and hospitals.

CONTACT DETAILS	
Your first point of contact is	Class Teacher
Our Special Educational Needs Co-ordinator is	Carolyn Halliday

<p>Other people in our setting/ school who might be contacted include</p>	<p>Zoe Pallister (Assistant SENDCo and Family Liaison Officer)</p>
<p>External support services for information/ advice are</p>	<ul style="list-style-type: none"> • SEND Partnership Service – Tel. 01733 863979 email pps@peterborough.gov.uk • Educational Psychology Open Access Consultation Service – Tel. 01733 863689 • City Council Website http://www.peterborough.gov.uk/education • Specialist teaching Service (SENI) Telephone: 01733 454460, E-mail: sensorysupportservice@peterborough.gov.uk