



## LONG MEADOW SCHOOL



# Special Educational Needs and Disability Information Report September 2017

### What is the Local Offer?

The Local Offer was first introduced in the Green Paper (March 2011) *“as a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options to support families who need additional help to care for their child.”* The Local Offer will let parents/carers and young people know how schools will support them and the provision that is available across local settings. A number of questions have been devised in consultation with parents/carers and other agencies which reflect their concerns and interests. The responses to these questions are intended to provide information to parents and carers so that they feel confident about how their child’s needs are met within schools or to enable them to make informed decisions about the type of provision that would support their child’s needs. The Milton Keynes Local Offer can be found at <http://www.milton-keynes.gov.uk/schools-and-lifelong-learning/special-educational-needs/send-local-offer>

Milton Keynes' vision for children and young people with special educational needs and disabilities is the same as for all children and young people - that they achieve their full potential in early years, at school and at college to enable them to lead happy and fulfilled lives within a safe environment and where they have choice and control.

### Children and Families Act 2014

The Children and Families Act takes forward the Coalition Government’s commitments to improve services for vulnerable children and support for families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Act will reform the systems for adoption, looked after children, family justice and special educational needs. The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them. The Act will extend the SEND system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

## Special Educational Needs Aims

At Long Meadow School we believe in achievement, ambition and progress for all children

- We aim to meet the needs of individual children through highly effective teaching and learning
- We aim to adopt the principles of inclusion through equality of opportunity and access to a diverse, challenging and differentiated curriculum for all.
- We aim to offer our children an inclusive curriculum by paying due regard to principles of:
  - setting suitable learning challenges for all children
  - responding to pupils' diverse learning needs
  - overcoming potential barriers to learning

## Definition of Special Educational Need

A child has a special educational need if he or she requires special provision which is additional to or different from his or her peers.

## What kinds of Special Educational Needs are provided for at Long Meadow School?

At Long Meadow School we offer provision for pupils with difficulties in the following areas:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health Needs
- Physical and / or Sensory Needs

## How are children with Special Educational Needs or a disability identified at Long Meadow School?

At Long Meadow School children are identified as having SEND through a variety of ways including:

- Liaison with your child's previous school /early years setting
- Concerns raised by parents/carers
- Concerns raised by your child's class teacher or school SENCo
- Concerns raised due to behavioural difficulties or poor self- esteem which is affecting performance
- Liaison with external professional (eg speech and language therapist)
- A medical diagnosis

## What should I do if I think my child may have Special Educational Needs?

If you have any concerns you should speak to the Class Teacher. The Class Teacher will then speak to the SENCo and arrange a meeting with you if this is thought to be necessary.

## What should I do if I think my child may have Special Educational Needs?

What will we do if we feel your child has a Special Educational Need?

If a class teacher has concerns about a child they will:

- Discuss these concerns with the SENCo
- Meet with parents
- agree provisions that will be put in place
- If felt appropriate, suggest parents seek medical assessment.

A child is placed on the Special Needs Register if he or she has a medical condition or if they have not made adequate progress despite differentiated learning opportunities targeted at the child's identified area of need. Where the child is attaining well below average and meets the criteria for Statutory Assessment a decision may be made to proceed with a request for Formal Assessment. Class Teachers and the SENCo will work closely with parents through this process.

## How will we support a child who has been identified as having SEND?

The majority of children with Special Education Needs and Disability (SEND) will be supported through a graduated approach to SEN. The Graduated Approach can be seen as encompassing three levels of provision and support:

- Quality First Teaching can be seen as underpinning all provision and support. Quality First Teaching is evidenced as the most important factor for determining the effectiveness of intervention and attainment for children with SEN.
- Targeted Provision and Support will be used where a child, despite Quality First Teaching, is not making the progress expected. Intervention will be developed to help the child 'catch up and keep up', targeted provision will focus on the areas of need relevant to the child and may encompass support with behaviour and/or attendance.
- Personalised Provision and Support will be used where despite Quality First Teaching and targeted intervention, the child is not making the progress expected. Provision and support at this level will include advice from external agencies.
- If a child has a higher level of need they may require an EHC Plan/Statement of Special Educational Needs. The Class Teacher with advice from SENCo and external professionals will support parents through this process.

### **Class Teacher**

The Class Teacher:

- provides quality first teaching for all pupils
- plans work at an appropriate level to ensure access to learning
- sets targets through IEPs (Individual Education Plans)ADD
- Meet with parents to review IEPs and discuss new targets ADD
- ensures that individual learning targets are incorporated into planning
- plans and oversees the work of teaching assistants
- monitors the progress of children with SEND
- provides information to the SENCo as requested
- provides, as necessary, information and reports to other agencies involved in supporting individual pupils
- provides reports for annual reviews and other statutory procedures
- supports pupils in preparation of their own reports for annual reviews
- alerts the SENCo to any concerns that they have about children with SEND or that they suspect may be experiencing difficulties to learning
- sets suitable learning challenges
- responds to pupils' diverse needs
- Allocate additional adult support where and when required. This support may be 1-1, small groups or support from a distance to promote independence depending on the child's needs. ADD
- overcomes potential barriers to learning and assessment
- liaises with parents

<p><b>Special Educational Needs Coordinator (SENCo)</b></p>	<p>The SENCo has 3 main areas of responsibility:</p> <ul style="list-style-type: none"> <li>• managing the procedures identified in the Code of Practice</li> <li>• ensuring that the barriers to learning are reduced and access to the school and its curriculum is adequately supported</li> <li>• ensuring that access and provision are effective.</li> </ul> <p>The SENCo:</p> <ul style="list-style-type: none"> <li>• maintains the school SEN Register and oversees the records on all children with SEN</li> <li>• supports class teachers in gathering and assessing children's needs</li> <li>• provides advice and support as necessary to all staff, including advice on curriculum modification and differentiation, teaching and learning strategies</li> <li>• contributes to in-service training of all staff</li> <li>• supports teachers in liaison with parents and other professionals</li> <li>• liaises with external agencies</li> <li>• monitors the effectiveness of the provision made for children with SEN in the context of effective access to the curriculum and the progress that they make and the standards that they achieve</li> </ul> <p>The school's SENCO is Miss H Jamieson who is released from class teaching for 1 morning each week to coordinate special needs. Miss Jamieson can be contacted via the school office (01908 508678 or office@longmeadow.milton-keynes.sch.uk)</p>
<p><b>Assistant SENCo</b></p>	<p>The Assistant SENCo:</p> <ul style="list-style-type: none"> <li>• reports to the SENCo</li> <li>• carries out reviews of Inclusion Files</li> <li>• works alongside teachers / SENCo to review IEPs</li> <li>• maintains / updates SEN register</li> <li>• organises outside agency meetings</li> <li>• prepares paperwork for Annual Reviews</li> <li>• undertakes assessments using standardised diagnostic tests and advise class teachers on strategies and programmes to use for children with SEN.</li> <li>• audits resources</li> <li>• contributes to Teaching Assistants training on SEN programmes used in school</li> <li>• assess pupils and support them in their learning</li> <li>• supports Teaching Assistants with SEN children</li> </ul> <p>The Assistant SENCo is Mrs S Howkins who works in school for 25 hours per week.</p>

<p><b>Teaching Assistants</b></p>	<p>Teaching Assistants:</p> <ul style="list-style-type: none"> <li>• are supported and directed by the class teacher and in some cases the Assistant SENCO</li> <li>• are involved in planning of lessons</li> <li>• receive guidance on appropriate teaching and support strategies</li> <li>• make an input to planning and review of special provision</li> <li>• provide feedback to teachers and the SENCo, where appropriate, regularly</li> <li>• are clear about their roles and responsibilities within the school, especially towards named children</li> <li>• are given opportunities for continuing professional development</li> </ul>
<p><b>Head Teacher</b></p>	<p>The Head Teacher:</p> <ul style="list-style-type: none"> <li>• has a clear overview of special educational provision in the school and provides strategic direction for SEN provision</li> <li>• manages resources and staff transparently and effectively</li> <li>• provides sufficient resources, administrative support and professional support to the SENCo to enable her to be efficient</li> <li>• provides opportunities for the professional development for the SENCo</li> <li>• monitors the effectiveness of the SEN policy and its implementation in the school</li> <li>• evaluates the effectiveness of SEN access and provision and identifies its contribution to the overall effectiveness of the school in raising standards for all pupils.</li> </ul>
<p><b>Governing Body</b></p>	<p>The Governing Body must:</p> <ul style="list-style-type: none"> <li>• make every effort to see that the necessary arrangements are made for any pupil who has special educational needs;</li> <li>• make sure that the 'responsible person' makes all staff who are likely to teach the pupil aware of those needs.</li> <li>• make sure that teachers are aware of the importance of identifying children who have special educational needs and of providing appropriate teaching;</li> <li>• consult the LA and the governing bodies of other schools when it seems necessary to coordinate special educational teaching in the area;</li> <li>• make arrangements and allow pupils with SEN to join in the everyday activities of the school as far is practical;</li> <li>• report each year to parents on their policy and provision for pupils with special educational needs;</li> <li>• take account of the code of practice when carrying out their duties towards all pupils with special educational needs</li> <li>• appoint a Governor to monitor Special Needs policy and practice throughout the school.</li> </ul> <p>The Governor appointed to Special Educational Needs is Mr. Iain Blazey.</p>

## **How do we make adaptations to the curriculum and the learning environment for children with Special Educational Needs and Disabilities?**

- We aim to ensure that each child is fully included in all aspects of school life. Fundamental to this aim is the belief that each child has a right to a broad, balanced, relevant and challenging curriculum appropriate to their individual needs and full access to all extra curricular activities on offer.
- All children are entitled to Quality First Teaching adapted to individual needs to enable them to access the curriculum. We aim to achieve this by setting appropriate learning targets, teaching styles and access strategies for each child. This may include programmes delivered outside the classroom to develop skills to enable the child to access the curriculum more effectively.
- We aim to ensure children are not disadvantaged through these programmes and maintain full access to the curriculum. Teachers and / or Teaching Assistants may be allocated to work with your child 1:1 or in a small group to target more specific needs.
- If appropriate, specialist equipment may be provided for your child (for example, a Braille machine for a child with a visual impairment or specialised furniture or walking aids for a child with physical needs)
- Adaptions may be made to the learning environment if necessary (for example, fluorescent tape on edges of furniture or furniture moved for a child with a visual impairment)

## **What are our arrangements for assessing and reviewing a child's progress towards outcomes if they have Special Educational Needs or a Disability? How will you know how your child is doing and how will we help you to support your child's learning?**

- Progress of all children is carefully tracked by class teachers and shared with parents at parent consultation meetings in the Autumn and Spring Terms and in the Annual Report in the Summer Term.
- Your child's class teacher is available at the end of the day if you want to have an informal chat.
- If you are concerned about your child's progress and would like to speak to the teacher in more detail please make an appointment to see your child's class teacher.
- Children's individual learning targets are reviewed regularly and new targets introduced when necessary
- If your child is on the Special Needs Register you will be invited to review meetings once a term where your child's specific learning targets will be discussed and strategies will be suggested for you to support your child to achieve these targets at home.
- If we are concerned about your child's progress or well-being, then we will invite you in to school for a meeting so that together we can put in place strategies that will support your child at school/home.
- We will provide you with appropriate home learning activities to support your child's learning.
- You will be invited to curriculum workshop sessions for parents to ensure that you are confident about current teaching methods.

## **What support is offered from the school to ensure the well-being of a child who requires extra help for SEND?**

We offer a variety of support for all children. This may include:

- Opportunities for children to talk with members of staff
- Some children may be given 1:1 time with a familiar teaching assistant.
- Some children will be supported 1:1 or in small groups by our Learning Mentor.
- Some children will have access to small group sessions to promote confidence and self-esteem.
- Some children will be included in intervention groups to promote social skills.
- Some children may receive play- time support such as a Play Buddy or Teaching Assistant/Mid-day Supervisor to promote games/activities and positive friendships.

## **How do we support children who have medical needs?**

- Our School Health Administrator is a trained nurse and she is responsible for overseeing the care of all children who have medical needs
- Children with significant medical needs have an Individual Care Plan
- Staff who have daily contact with children with medical needs receive specific and regular training from health professionals (eg diabetes training)
- We maintain close links with the School Nursing Team who advise us on medical matters
- We liaise closely with parents of children with medical needs
- We liaise closely with health professionals if children attend hospital for treatment on a regular basis, when appropriate
- All staff are First Aid trained and receive epi pen training
- All medication is stored safely in the Medical Room
- Medication, including inhalers, is taken on trips out of school
- Medical risk assessments are completed as required

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

A range of outside agency professionals are available to provide advice and support for children with SEND. These include:

- Educational Psychologists

- Speech and language therapists
- Specialist teachers of communication and interaction; cognition and learning; sensory impairment; social, emotional and mental health difficulties; physical and/or sensory needs
- CAMHS (Children and Adolescent Mental Health Service)
- School nurse
- Children and Family Practices
- Social Services
- SEND local authority case workers
- Physiotherapists and occupational therapists
- Parenting support (MK Dons)

### **What training do staff receive to support children with SEND?**

- Our SENCo has completed the National Award for SEN Co-ordination
- All staff receive access to regular training related to special educational needs and disabilities in staff meetings
- All staff are encouraged to attend additional training provided by specialist teachers on SEND issues
- Specialist teachers sometimes work with children in school and model strategies that can then continue to be used on a regular basis by school staff
- The SENCO attends regular SENCO network meetings to share best practice and to keep up to date with current legislation and local and national policies to support pupils with SEND

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

- Activities and school trips are available to all. Risk assessments are carried out and procedures put in place to enable all children to participate at the schools discretion and with consultation of parent/ carers.
- If a health and safety risk assessment suggests that an intensive level of 1-1 support is required, a parent or carer may also be asked to accompany their child during the activity in addition to the usual staff.

## How accessible is the school environment?

- The school building is fully wheelchair accessible. There are no steps inside the building.
- Facilities at present include a children's disabled toilet and a ramp to enable wheelchair access to the field.
- Adjustments are currently being put in place to improve the environment for a child with a visual impairment.
- Specialist equipment is provided if necessary on the advice of specialist teachers.
- Specialist equipment has been borrowed from the Specialist Teaching team for a child with a visual impairment.
- I pads are provided for some children with SEND to enable them to access the curriculum more easily.
- We are happy to discuss individual access requirements and make reasonable adjustments to meet these needs.

## How will the school prepare and support a child who needs extra help for SEND to join the school, transfer to a new school or the next stage of education and life?

We understand that moving school or provision can be quite a challenging time for some pupils and we put in place a number of strategies to make the transition as smooth as possible. These include:

- Meetings between pre-school settings and school
- Visits to our main pre-school feeders by our Early Years Team Leader. Additional visits are sometimes made to discuss the needs of children with SEND.
- We are also firmly committed to aiding pupils' transitions between different key stages or classes within the School and transition booklets may be produced for some pupils to help reduce anxiety.
- Transitions meetings take place for parents of children moving from EYFS to Key Stage 1 and from Key Stage 1 to Key Stage 2. This gives parents of children with SEND opportunities to discuss their child's needs with the next class teacher.
- A transition programme operates between our school and the main receiving secondary school. Arrangements are made with any other local secondary school when it is deemed necessary. These may include tours for pupils, induction morning or afternoon sessions, transition books, tours for individual families, meetings with the receiving SENCo and staff visits. Sometimes our Learning Mentor visits a child's next school with the child to give him/her additional opportunities to find out about their new school in order to minimise anxiety.
- The SENCo from our main secondary school often attends the last Annual Review Meeting for pupils with a statement of SEND.
- For a small number of children (for example, a child with a severe visual impairment or a child with global development delay, we will provide life skills lessons to help them to begin to cope with life in the wider world beyond school)

## How are the school's resources allocated and matched to a child's SEND?

- The SEN Budget is allocated each financial year to support additional needs throughout the school. The money is used to provide additional resources or support, dependent on need. Support for individual children would be decided upon after discussion held with relevant parties.
- Specialist advice/support may be sought in to support individual children as appropriate.

## How is the decision made about what type and how much support a child with SEND will receive?

- When a child with SEND first joins the school, additional support is allocated according to the information provided by the previous education setting and external agencies as appropriate.
- Children with a statement will be allocated appropriate support and resources to achieve the objectives on their statement of SEN as specified on their statement.
- The class teacher will then carefully monitor progress in consultation with the SENCo and with the Head Teacher at pupil progress meetings.
- During their school life, if further concerns are identified due to the pupil's lack of progress or well-being, the class teacher, together with the SENCO and Head Teacher, will adjust the level of support accordingly.
- The support allocated for each child will be shared with all relevant parties as appropriate.

## How will I be involved in discussions and planning for my child?

We encourage all parents to come into school to discuss their child's needs with us. This may involve:

- Discussions with your child's class teacher.
- Parent consultation meetings.
- Structured conversations – these are longer meetings between teachers and parents and children where individualised targets and wider outcomes are discussed.
- Meetings or phone calls with the SENCo or Assistant SENCo.
- Meetings or phone calls with the Learning Mentor.
- Meetings with professionals from outside agencies who may be supporting your child.
- Attendance at IEP review meetings.

- Attendance at Annual Review meetings for children with statements of SEN.

You are the people who know your child the best and we are very keen to work in partnership with you to provide the best possible education for your child.

### **What arrangements are in place for involving SEND children in their education?**

The views of SEND children are important to us at Long Meadow School. We talk to children about their individual targets and the way they feel about their learning ('Pupil Voice'). Some children will be part of a 'structured conversation' with their parent and their teacher – a chance for an extended conversation to discuss targets, progress and emotional well being. We also involve any child with an Education, Health and Care Plan in their Annual Review by asking about their views and opinions. These views will then be shared at the Annual Review meeting.

### **How effective is the provision for SEND pupils at our school?**

The progress of SEND pupils is tracked and closely monitored on a termly basis. Achievement data for SEND pupils is analysed by the SENCO and the Head Teacher and discussed at Pupil Progress meetings between the Head Teacher and class teachers. This information is then used to inform planning for the following term so that learning for SEND pupils can be differentiated as necessary for individual pupils. SEND pupils at our school make good progress from their starting points.

### **Who can I contact for further information at your school?**

- Special Educational Needs Coordinator (SENCo) – Mrs Helen Jamieson
- Assistant SENCo – Mrs Sue Howkins
- School Health Administrator – Mrs Georgina Press
- Head Teacher – Mrs Sue Davies
- SEN Governor – Mr Iain Blazey

All enquiries should be sent to [office@longmeadow.milton-keynes.sch.uk](mailto:office@longmeadow.milton-keynes.sch.uk)

If you would like to speak to someone regarding SEND at our school please phone the school office 01908 508678

Any complaints regarding the provision for SEND children at our school should be addressed to the Head Teacher

## What does all the jargon mean?

A lot of abbreviations and acronyms are used in schools which can sometimes be quite confusing. Below is a glossary of the most frequently used terms in the area of Special Educational Needs / Disability

ADD – Attention Deficit Disorder  
ADHD – Attention Deficit Hyperactivity Disorder  
AR – Annual Review (Statement)  
ASD – Autistic Spectrum Disorder  
BESD – Behavioural, Emotional, Social Difficulties  
CAF – Common Assessment Framework  
CAMHS – Child and Adolescent Mental Health Service  
CFP – Children and Families Practice  
COP – Code of Practice  
CYPs – Children & Young People’s Services  
DfE – Department for Education  
EAL – English as an Additional Language  
EHC – Education, Health and Care Plan  
EP – Educational Psychologist  
FE/HE – Further Education/Higher Education  
HI – Hearing Impaired  
IEP – Individual Education Plan  
LA – Local Authority  
LAC – Looked After Child  
LSA – Learning Support Assistant  
MLD – Moderate Learning Difficulties  
OFSTED – Office for Standards and Education  
OT – Occupational Therapist  
PMLD – Profound and Multiple Learning Difficulties  
PRU – Pupil Referral Unit (short stay school)  
SaLT – Speech and Language Therapy  
SATS – Standard Assessment Tests  
SEN – Special Educational Needs  
SENCO - Special Educational Needs Co-ordinator  
SEND - Special Educational Needs and Disability  
SLD – Severe Learning Difficulties  
SpLD – Specific Learning Difficulties  
STS – Specialist Teaching Service

TA – Teaching Assistant  
VI – Visually Impaired

**We hope that we have answered any queries you may have but please do not hesitate to contact the school if you have any further questions**

**Updated: September 2017  
Next review date: September 2018**