

# LONG MEAD COMMUNITY PRIMARY SCHOOL POLICY



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Dear parents and carers,

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 in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website ([www.long-mead.kent.sch.uk](http://www.long-mead.kent.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.

## 1. What types of SEN does the school provide for?

Our school provides for pupils with a range of needs including the following:

AREA OF NEED	CONDITION
<b>Communication and interaction</b>	Autism spectrum disorder
	Speech and language difficulties
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
<b>Social, emotional and mental health</b>	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

## 2. Which staff will support my child, and what training have they had?

### Our SEND Support Team

Our SENCO is Katie Hooper, who is supported by Lynda Atkins (SENCO Assistant) and Kate Wickenden (Wellbeing Support Assistant)

Katie Hooper is Interim Deputy Headteacher and takes responsibility for the overall running and effectiveness of the SEND provision at Long Mead.

Lynda Atkins was formerly part of the Specialist Teacher Service, specializing in Early Years and has a wealth of experience of practical classroom strategies to support learners in an inclusive environment.

Kate Wickenden has experience of managing a range of different learning needs and runs the Launchpad and our wellbeing interventions.

### Class teachers

All of our teachers receive in-house and external SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

They have received training in the Main Stream Core Standards, emotional school avoidance, Pathological Demand Avoidance Syndrome (PDA), dyslexia and dyspraxia, speech and language including DLD and ASD.

### Learning Support assistants (LSAs)

All of our Learning Support Assistants are trained to deliver SEN provision both as in class support and in interventions, such as Language Link.

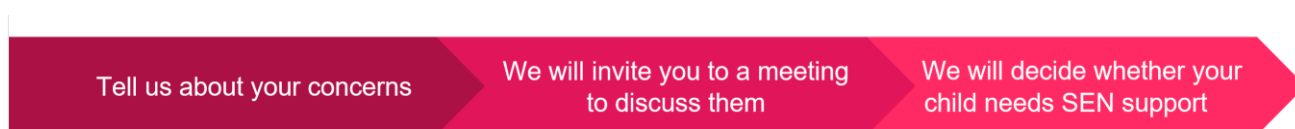
Our LSAs receive the same high-quality training as the teachers.

### External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- › Speech and language therapists
- › Educational psychologists
- › Special Teachers Service (LIFT and surgeries)
- › Occupational therapists
- › GPs or paediatricians
- › School nurses
- › Child and adolescent mental health services (CAMHS)
- › Education welfare officers
- › Social services and other LA-provided support services
- › Voluntary sector organisations

## 3. What should I do if I think my child has SEN?



If you think your child might have SEN, the first person you should tell is your child's teacher. You can make an appointment to see the teacher by contacting the school office or speak to them directly at the end of a school day.

They will pass the message on to our SENCO Assistant, Lynda Atkins, who will be in touch to discuss your concerns.

You can also contact the SENCO Assistant directly by email ([latkins@tonbridgefederation.co.uk](mailto:latkins@tonbridgefederation.co.uk))

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 we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

## 4. How will the school know if my child needs SEN support?

All our 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 or emotionally. We will use Language Link to assess all reception class, year 3 and any key children in Term 1. Any children who join Long Mead mid-year are assessed on entry. Speech Link is also used as a screening tool if there are concerns with an individual child's speech. We use the Boxall Profile to help identify SEMH needs.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SEND team, and will contact you to discuss the possibility that your child has SEN.

The SEND team will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SEND team will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SEND team will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SEND team will work with you to create a SEN support plan for them.

## 5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

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.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. 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 the school's targets, strategies and provisions will be revisited and refined.

## **6. How will I be involved in decisions made about my child's education?**

We will provide annual reports on your child's progress.

Your child's class teacher will meet you at Parents Evening to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SEND team may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher. Please contact your class teacher either by seeing them at the end of the school day or via email at [office@long-mead.kent.sch.uk](mailto:office@long-mead.kent.sch.uk).

## **7. How will my child be involved in decisions made about their education?**

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Complete a questionnaire, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting

## 8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. 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 we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, using task management boards, use mind mapping, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Learning support assistants will support pupils on a 1-to-1 basis when needed
- Learning support assistants will support pupils in small groups when needed

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
<b>Communication and interaction</b>	Autism spectrum disorder	Visual timetables Social stories Use of the Launchpad Individual timetables Messy play Lego therapy Learning breaks Emotion literacy Low arousal environment
	Speech and language difficulties	Speech and language therapy Speech Link and Language Link
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Pencil grips Coloured paper Overlays Use of digital programs such as Clicker

	Moderate learning difficulties	Small group interventions Pre-teaching of vocabulary or concepts
	Severe learning difficulties	Adapted curriculum or tasks
<b>Social, emotional and mental health</b>	ADHD, ADD	Own workstation Learning breaks
	Adverse childhood experiences and/or mental health issues	Nurture and well-being groups, 1:1 sessions Individualized timetable Learning breaks Emotional literacy
<b>Sensory and/or physical</b>	Hearing impairment	
	Visual impairment	Limiting classroom displays
	Multi-sensory impairment	
	Physical impairment	

These interventions are part of our contribution to Kent County Council's local offer.

## 9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SEND team
- Using provision maps or individual support plans to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

## 10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise



If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

## **11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?**

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips and will be supported by the staff they know and trust.

All pupils are encouraged to take part in all off curricular activities such as sports day, school plays and workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

## **12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?**

All children with SEND are afforded the same rights as other children in terms of their admission to school.

However, children who have undergone a statutory Assessment and are having their needs met through the provision of an Education Health Care plan, are given priority as part of the authority's school admissions procedures. Details of the admissions process is set out in our Admissions Policy ([www.long-mead.kent.sch.uk](http://www.long-mead.kent.sch.uk)).

## **13. How does the school support pupils with disabilities?**

We aim to treat all students fairly and with respect. This involves providing access and opportunities for all children without discrimination of any kind.

Long Mead is committed to a fair and equal treatment of all individuals, able bodied or disabled and, on a continuous basis, will work towards improving access to the physical environment, to the curriculum and to the provision of information in order to ensure access for all.

Our schools are also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. ([www.long-mead.kent.sch.uk](http://www.long-mead.kent.sch.uk))

Long Mead's Accessibility Policy can be found on our website ([www.long-mead.kent.sch.uk](http://www.long-mead.kent.sch.uk))

## **14. How will the school support my child's mental health and emotional and social development?**

We provide support for all pupils to progress in their emotional and social development in many ways, including the following:

- › Well-being checks in or 1:1 or small group interventions
- › Friendship interventions and extra pastoral support
- › Use of the Launchpad for regulation of emotions
- › Emotional literacy interventions
- › Learning breaks

- › Use of the Launchpad at lunch time in a quieter environment
- › Pupil voice for SEND children adapted so that they can express their views
- › A 'zero tolerance' approach to bullying.

## **15. What support will be available for my child as they transition between classes or settings?**

### **Between classes**

To help pupils with SEND be prepared for a new school year we:

- › Schedule transition sessions with the new teacher and class towards the end of term 6
- › Use social stories with photos to aid transitions
- › Meet with children who are already in the class
- › Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed

### **Between phases**

The SENCO of the secondary school will come into our school for a meeting with our SEND team. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- › Taking part in transition activities delivered within the class covering all aspects of going to secondary school
- › Taking part in transition sessions put on by STLS
- › Extra organised visits to their new school to ease any worries

## **16. What support is in place for looked-after and previously looked-after children with SEN?**

Nicola Wilson, Family Liaison Officer and DSL, will work with the SEND team, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

## **17. What should I do if I have a complaint about my child's SEN support?**

Complaints about SEN provision in our school should be made to the SEND team or class teacher in the first instance. They will then be referred to the school's complaints policy which can be accessed on our website ([www.long-mead.kent.sch.uk](http://www.long-mead.kent.sch.uk)).

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, 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>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

## 18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Kent County Council's local offer. KCC publishes information about the local offer on their website:

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are: <https://www.iask.org.uk>

Local charities that offer information and support to families of children with SEND are:

<https://space2beme.org.uk/>

<https://www.novachildrensproject.co.uk/>

<http://www.teamtutsham.co.uk/>

<https://www.learnandthrive.org.uk/teach-me-too>

<https://kentpactnew2022.co.uk/>

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

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

## 19. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **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
- › **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- › **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 a child needs an EHC plan.
- › **EHC plan** – 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.
- › **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- › **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
- › **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
- › **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- › **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
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **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
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages