



Long Mountain CE Primary School
SEND Information Report
2022-2023

Long Mountain CE Primary School Vision and Values

You are the light of the world. A town built on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead they put it on its stand, and it gives light to everyone in the house. In the same way, **let your light shine before others, that they may see your good deeds and glorify your Father in heaven.** Matthew 5: 15-16

We are a school community rooted in our Christian vision and values. Underpinning all that we do, is our belief that every member of our school family - children, staff, parents and members of the wider school community - has a unique and precious contribution to make to the world. We strive to enable everyone to grow and flourish so that their light will shine.

We want our school to be a shining light in our communities: a place which fosters a love of learning and where children learn to love and put that love into action through service to others.

Our Values

We seek to embed the Fruit of the Spirit in our day to day life at school:

'...the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control.' Galatians 5, 22-23

Some of the children who special educational needs and/or disabilities, start in school with significant barriers to academic attainment and social confidence. We seek to identify and overcome barriers to enable children to reach their full potential both academically and socially. Our SEND support systems are there to help identify, support and enable children with additional needs to make good progress from their starting points.

Covid and Remote Learning

Children in receipt of higher level SEND funding (EHCP or GSP) were invited to attend school during lockdown. In the event of future partial school closures, we will endeavour to enable children with an EHCP or GSP to attend school. Some of our systems/procedures – particularly with regard to communication with parents – have had to change due to Covid. In 'normal' times we would invite parents to attend termly face-to-face meetings to discuss their child's SEND needs; in times of social distancing requirements, these may be moved to virtual meetings (via Teams or Zoom) or be conducted on the phone. Covid restrictions may mean that transition events cannot take place. All reasonable endeavours will be made to support transition through alternative routes e.g. phone calls, socially distanced/outdoor events.

Long Mountain CE Primary School - An Introduction/Overview

We have approximately 100 pupils on roll in school and 36 on roll in our pre-school.

Class 1 – 13 Reception Pupils

Class 2 – 29 Y1 & 2 Pupils

Class 3 – 31 Y3 & 4 Pupils

Class 4 – 27 Y5 & 6 Pupils

We currently have one child in receipt of GSP and 1 child who has an EHCP.

Routines

Children identified as having an additional need (beyond that which can be successfully supported within normal classroom differentiation) will be given a 'PCP' (pupil centred plan). This will identify what the child's strengths, hopes and areas of need are. This plan will be produced in consultation with the child and parents/carers.

Once a child is identified as needing SEND support, there will be a termly meeting (in addition to regular parent consultation meetings) at which targets will be reviewed and new targets set. Parents will be made aware of interventions that are taking place and how they will support their child. The PCP will be reviewed annually (or more frequently if needed).

Key staff and responsibilities:

All staff have responsibility for supporting children with special educational needs. The class teachers are responsible for the day-to-day organisation of SEND interventions and updating parents regarding PCPs, target setting etc.

Headteacher: Beth Rowe

SENDCo: Gemma Edwards

Class teachers: Emily Walker, Bobby Darbyshire, Matt Feltham & Gemma Edwards

Pre-school leader: Rachel Evans

TAs and Pre-school staff: Heather Norton, Rachael Dowle, Denise Nevison, Dawn Harbridge, Amy Beecroft, Amy Lewis & Tanya Owen and Jo Hilliard

Summary of class teachers' responsibilities:

- Ensure that all children have access to good/outstanding teaching and that the curriculum and/or teaching approach is adapted to meet the needs of your child.
- Check on the progress of your child and to identify, plan and deliver any additional help your child may need (such as targeted work, additional support, adapting resources etc).
- Write learning targets and to share, discuss and review these with parents at least once each term.
- Ensure that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Work with the SENDCo to ensure that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Follow the school's SEND policy in their classroom and for all the pupils they teach with any SEND.

- Liaise with other class teachers and schools to ensure the timely, secure and effective transfer of information to enable a child to make positive transitions both within and between settings (e.g. class-class, this school-new school).
- Ensure that the Safeguarding and welfare requirements, along with the learning and development requirements of the EYFS, are met.

Summary of SENDCo's responsibilities:

SENDCo: Gemma Edwards

Early Years SENDCo: Rachel Evans (supported by school SENDCo)

- Coordinate all the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEND policy to make sure all children get a consistent, high quality education and that their needs are met in school.
- Work with parents so that you are involved in supporting your child's learning; kept informed about the support your child is getting; involved in reviewing their progress and involved in planning their next steps for learning.
- Liaise with other agencies who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology etc
- Update the schools' SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs.
- Provide specialist support for teachers/pre school leaders and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.
- Supporting your child's class teacher/pre school leader to write SMART learning targets for your child.

Summary of Teaching Assistant Responsibilities:

- They will often be responsible for completing additional intervention programmes and supporting your child within the classroom.
- They will be involved in monitoring the daily support that your child receives to make sure they get the help detailed in their PCP. They will give feedback to the class teacher on how your child is doing in their interventions.
- TAs may liaise with parents, as well as teachers, to share information about how your child is progressing.

Summary of Headteacher's Responsibilities:

- Day-to-day management of all aspects of the school. This includes the support children with SEND. Aspects of this are delegated to the SENDCo and class teachers, but the headteacher retains overall responsibility for making sure your child's needs are met.
- Supporting and monitoring the work of the SENDCo and class teachers in following school SEND policies and procedures.
- Monitoring the support your child receives.
- Supporting and liaising with other agencies to improve outcomes for your child.
- Helping staff access up-to-date, relevant training opportunities.
- Ensuring the governing body has strategic oversight over the SEND provision in school.
- Ensuring that the safeguarding and welfare requirements are met, along with learning and development requirements within EYFS.

Summary of SEND Link Governor Responsibilities:

Link governor: Sam Anderson (from September 2022)

- Monitor and review the school and pre-school SEND policies

- Scrutinise and challenge the school's SEND support for children and parents; challenging the HT and SENDCo to demonstrate that the policies, procedures and practice all link up clearly.
- Undertake monitoring and scrutiny visits to help evaluate the impact of SEND support in school.
- Provide reports to the full governing body on the success of SEND provision through monitoring of data (where appropriate), planning and scrutiny visits.
- Ensure that safeguarding and welfare requirements are met, along with learning and development requirements within EYFS.

How do we support our SEND pupils and their parents/carers?

- We believe in the power of working closely with parents/carers. The SEND process is consent driven and care will be taken to share information with parents/carers at all stages of a child's journey through school. The parent/carer's voice and opinion will be sought and respected.
- Termly meetings are held by the class teacher/pre school leaders with parents and their child to review and update the one page profile and the child's personal plan. These meetings are in addition to parent consultation meetings offered to all parents.
- We will explain our SEND systems and procedures.
- We will involve children in creating their own personal targets for progress and in reviewing their own progress. We seek to put the child's voice at the heart of our SEND support.
- We have an 'Open door' policy where parents can meet with staff about any concerns/questions they may have (Covid restrictions may mean that alternative means of communication have to be used e.g. Teams meetings or phone calls).
- We arrange for parents to meet with other professionals in the school setting.
- The SENCO and/or head teacher will meet with parents to go through external agency reports.
- We may offer Early Help as part of the support around pupils with SEND. This needs to be considered sensitively to ensure that families are getting the fullest support 'in the round'. Early Help may not always be suitable or necessary. However, families should be aware of options to undertake Understanding Your Child with SEND (for example).

How do we consult with our SEND pupils?

- We include children in the termly reviews of their PCPs.
- Children in receipt of GSP or an EHCP will be invited to share their opinions as part of the annual review process.
- At transition points, we will consult with pupils to find out how they feel about their transition and what would reassure or help them.
- Our PSHE and RSE programmes of study support children in developing emotional literacy so that they can reflect on

their own feelings, opinions and skills.

How do we support our pupils with transitions?

From home to pre-school:

- Pre-school leaders will offer and conduct a home visit, whenever possible and appropriate.
- Prior to starting, pre-school children will be offered taster sessions (the number needed may vary for child to child; this will be agreed with parents/carers).
- A key worker will be allocated to all pre-school children.
- Pre-school staff will liaise closely with parents to share information about their child's development.

From pre-school settings to Class 1:

- Children will be invited to attend 'stay and play' taster session(s) and to have some morning visits in the summer term.
- Parents will be invited to an information session – this may be held in person or via a platform such as Teams or Zoom.
- Additional meetings between parents and the class teacher and/or SENDCo may be organised if required.
- School staff will seek opportunities to liaise with pre-school providers in order to maximise the knowledge around the child and to support their transition.

Transitions within school e.g. from one class to another:

- Children will have a taster session in their new class in the summer term.
- Teachers will liaise to share key information and will work with the SENDCo to ensure all relevant information is transferred.
- Children with additional needs may be offered further transition activities e.g. timetabled opportunities to work with a TA that will be supporting them in future, or additional opportunities to work with their next classteacher to build

relationships and confidence.

Transitions to secondary school:

- Long Mountain CE Primary school will facilitate contact between secondary school SENDCos and our pupils. They will be welcome to make visits to our school and we will liaise closely with them to share information.
- Additional SEND support meetings may be organised. Long Mountain will provide staff to support these sessions.
- The Y6 teacher and/or head and SENDCo will liaise with the secondary schools' transition leads and SENDCos.

Transitions to another school:

- We will liaise with the receiving school's SENDCo and headteacher to make sure that the new school is fully aware of any necessary adjustments or support that is required.
- We will make sure that records are transferred in a timely and secure way.

Transitions to Long Mountain from another school:

- We will liaise with your child's previous school to receive any relevant information.
- We will expect to receive documentation from your child's previous school and will follow this up if we don't receive it swiftly.

How do we adapt our curriculum and learning environment to include and support pupils with special educational needs?

- We have an up-to-date Equality and Access plan (available on the school website).
- We buy resources to support the individual needs of children. Purchases are guided by advice from other professionals, research led practice (EEF) and experience of staff.
- Pre-school's EYFS curriculum is led by the 'planning in the moment' approach. This enables adults to support and respond to individual children's needs in an entirely child-centred way. Close observation and investment in relationships with the children enable the staff to be very responsive to individual needs.
- TAs may provide individualised or group support to enable children to access the curriculum. Class teachers are responsible for providing suitable support (scaffolding) to enable each child to achieve.
- Children may receive 'pre-teaching' input to help familiarise them with key vocabulary or concepts prior to a whole class session.
- Children may be supported through visual timetables or individualised prompts to build independence in the classroom.
- We are developing a knowledge rich curriculum which is both exciting and aspirational. We believe every child has the right to explore and develop their talents; having a special educational need is not a barrier to this.
- We adopt a fully inclusive approach to PE and competitions; all children are enabled to participate. The School Games ethos underpins our approach to PE.

Our Provision for Pupils with SEND: Speech, Language and Communication Needs

<p align="center">How we identify needs, assess and review progress</p>	<p align="center">How we adapt teaching to ensure access to the curriculum</p>	<p align="center">How we provide support and intervention for those with identified needs</p>
<ul style="list-style-type: none"> • On home visits/visits to preschool we find out if a child has had any involvement with SALT or if the parents/carers have any concerns. • The 2 year old progress checks can be used as an identification tool. • We observe children in class, at playtimes, lunchtimes etc. • We look at progress through the EYFS and use internal tracking methods to assess progress. • We look at the impact that speech, language and communication needs is having on other areas of the curriculum and the child’s general well-being. • A personal profile might be appropriate for target setting and reviewing progress. • Refer a child to SALT to get expert advice • Work with outside agencies e.g. fluency team or SALT to implement programmes and review progress/impact. 	<ul style="list-style-type: none"> • Follow advice from external agencies. • Provide suitable trained teaching assistants to run speech and language programmes. • Resources will be purchased to support children e.g. speech and language games, recording equipment etc. • Invest in training to ensure QFT for all pupils e.g. in direct teaching of vocabulary and phonics articulation etc <p>For pupils with receptive language issues:</p> <ul style="list-style-type: none"> • Make sure that instructions are simple and clear. • Provide support for children to make sure that they understand what is expected. <p>For pupils with expressive language issues:</p> <ul style="list-style-type: none"> • Build time in for children to take part in activities to develop expressive language. 	<ul style="list-style-type: none"> • Refer children to the speech and language service for support and advice. • Provide trained teaching assistants to run speech and language programmes in school. This may be on a one to one basis or in small groups. • Private speech and language practitioners have worked in school if parents have requested this. • Nurture groups may be set up in school to give children time to work in small groups with an experienced adult. • Regular feedback to parents/carers and giving parents/carers suggestions of how they can help their child at home. <p>For pupils with articulation of sounds issues:</p> <ul style="list-style-type: none"> • Implement programmes under advice from other professionals e.g. Contrasting Pairs work

Our Provision for Pupils with SEND: Autistic Spectrum Condition

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • On home visits/visits to preschool we find out if a child has had any involvement or assessment by other agencies and explore whether the parents/carers have any concerns. • The 2 year old progress checks can be used as an identification tool. • We observe children in class, at playtimes, lunchtimes etc. • We look at progress through the EYFS and use internal tracking methods to assess progress. • We monitor children’s progress through the NC and identify barriers to learning swiftly. • Staff invest time and effort in getting to know their pupils well so that specific needs, patterns of behaviour etc are identified and support is sought swiftly. • Maintain high levels of communication with parents/carers. 	<ul style="list-style-type: none"> • Follow advice from external agencies. • Provide adaptations to teaching to best support individual children e.g. giving clear, precise instructions; providing a visual timetable; preparing a child for changes to routine etc • Classroom based support may be used to support a child to understand and respond to classroom routines. • Use social stories in small nurture groups or 1:1 to support children as needed. • Provide safe, ‘low sensory’ spaces for a child to withdraw to, if needed. • Provide regular staff training and updates on supporting neuro-diverse children in the classroom (recent training includes sensory seeking/avoidance behaviours and strategies to support children and emotional regulation tools) 	<ul style="list-style-type: none"> • Refer children to external services for advice and support e.g. Woodlands, EP service or BEEU. • Act on any guidance/advice given by external agencies. • Regularly liaise with parents/carers and the child to support and develop strategies together to enable the child to be successful in school. • Share effective practice between home, school and transition points (e.g. with secondary school)

Our Provision for Pupils with SEND: Cognition and Learning – general/moderate learning difficulties

<p align="center">How we identify needs, assess and review progress</p>	<p align="center">How we adapt teaching to ensure access to the curriculum</p>	<p align="center">How we provide support and intervention for those with identified needs</p>
<ul style="list-style-type: none"> • On home visits/visits to preschool we find out if a child has had any involvement or assessment by other agencies and explore whether the parents/carers have any concerns. • The 2 year old progress checks can be used as an identification tool. • We look at progress through the EYFS and use internal tracking methods to assess progress. • We monitor children’s progress through the NC and identify barriers to learning swiftly. • Staff invest time and effort in getting to know their pupils well so that specific needs, patterns of behaviour etc are identified and support is sought swiftly. • Maintain high levels of communication with parents/carers. • We request assessments by external agencies e.g. EP service. 	<ul style="list-style-type: none"> • Follow advice from external agencies. • Provide adaptations to teaching to best support individual children e.g. giving clear, precise instructions; providing a visual timetable; preparing a child for changes to routine etc • Classroom based support may be used to support a child to understand and respond to classroom routines. • Provide small group interventions and ‘quick catch up’ opportunities to enable ‘overlearning’ or pre-teaching to take place. • Use scaffolding tools to support children and build independence e.g. key spelling word cards, multiplication grids, vocabulary prompts, practical resources (e.g. using Deanes blocks in maths) 	<ul style="list-style-type: none"> • Refer children to external services for advice and support. • Act on any guidance/advice given by external agencies. • Regularly liaise with parents/carers and the child to support and develop strategies together to enable the child to be successful in school. • Share effective practice between home, school and transition points (e.g. with secondary school) • Use a variety of online and physical resources to promote learning.

Our Provision for Pupils with SEND: Cognition and Learning – specific learning difficulties e.g. dyslexia or dyscalculia

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • On home visits/visits to preschool we find out if a child has had any involvement or assessment by other agencies and explore whether the parents/carers have any concerns. • The 2 year old progress checks can be used as an identification tool. • We look at progress through the EYFS and use internal tracking methods to assess progress. • We monitor children’s progress through the NC and identify barriers to learning swiftly. • We monitor children’s performance in Year 1 phonics check. • Staff invest time and effort in getting to know their pupils well so that specific needs, patterns of behaviour etc are identified and support is sought swiftly. • Maintain high levels of communication with parents/carers. • We request assessments by external agencies 	<ul style="list-style-type: none"> • Follow advice from external agencies. • Provide adaptations to teaching to best support individual children e.g. giving clear, precise instructions; providing a visual timetable; preparing a child for changes to routine etc • Classroom based support may be used to support a child to understand and respond to classroom routines. • Provide small group interventions and ‘quick catch up’ opportunities to enable ‘overlearning’ or pre-teaching to take place. • Use scaffolding tools to support children and build independence e.g. key spelling word cards, multiplication grids, vocabulary prompts, practical resources (e.g. using Deanes blocks in maths) • Reduce visual stress by using lower contrast IWB colours and photocopying onto buff/cream paper where possible. • Reduce cognitive load by removing the need for 	<ul style="list-style-type: none"> • Refer children to external services for advice and support. • Act on any guidance/advice given by external agencies. • Regularly liaise with parents/carers and the child to support and develop strategies together to enable the child to be successful in school. • Share effective practice between home, school and transition points (e.g. with secondary school) • Use a variety of online and physical resources to promote learning e.g. Nessy, Toe-By-Toe • Use coloured overlays if suitable.

<p>e.g. EP service.</p>	<p>unnecessary processing to be devoted to administrative tasks e.g. do not routinely require a dyslexic child to copy the date and LO if that will inhibit their ability to recall the learning task.</p>	
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Our Provision for Pupils with SEND: Social, Emotional and Mental Health Needs

<p align="center">How we identify needs, assess and review progress</p>	<p align="center">How we adapt teaching to ensure access to the curriculum</p>	<p align="center">How we provide support and intervention for those with identified needs</p>
<ul style="list-style-type: none"> • On home visits/visits to preschool we find out if a child has had any involvement or assessment by other agencies and explore whether the parents/carers have any concerns. • The 2 year old progress checks can be used as an identification tool. • We have attachment trained members of staff to support other staff and pupils in school. • We look at progress through the EYFS and use internal tracking methods to assess progress. • We monitor children’s progress through the NC and identify barriers to learning swiftly. • Staff invest time and effort in getting to know their pupils well so that specific needs, patterns of behaviour etc are identified and support is sought swiftly. • Maintain high levels of communication with parents/carers. • We request assessments by external agencies 	<ul style="list-style-type: none"> • Follow advice from external agencies. • Provide adaptations to teaching to best support individual children e.g. having a swift reward system in place, clear visual behaviour prompts, emphasis on praise and building confidence • Classroom based support may be used to support a child with specific SEMH needs e.g. use an ‘emotion thermometer’ to support a child in identifying their emotional state. • Provide a low sensory space for a child to withdraw to, if needed. • We have an inclusive and attachment friendly behaviour policy which enables us to provide clear boundaries within an understanding and restorative framework. 	<ul style="list-style-type: none"> • Refer children to external services for advice and support. • Act on any guidance/advice given by external agencies. • Regularly liaise with parents/carers and the child to support and develop strategies together to enable the child to be successful in school. This may include accessing Early Help support. • Share effective practice between home, school and transition points (e.g. with secondary school) • Ensure staff training is up-to-date and shared throughout school. <p>Recent training includes: emotional regulation, sensory seeking/avoiding behaviours, attachment training (upcoming), DSL update training.</p> <ul style="list-style-type: none"> • We have identified mental health and well-

e.g. EP service.		being leads in school and preschool: Jade Carnaffan: school Dawn Harbridge: mental health first aid Beth Rowe: mental health and well-being lead across school and pre-school.
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Our Provision for Pupils with SEND: Sensory and/or physical need - hearing impairment

<p align="center">How we identify needs, assess and review progress</p>	<p align="center">How we adapt teaching to ensure access to the curriculum</p>	<p align="center">How we provide support and intervention for those with identified needs</p>
<ul style="list-style-type: none"> • On home visits/visits to preschool we find out if a child has had any involvement with other agencies or if the parents/carers have any concerns e.g. glue ear? Grommits? • The 2 year old progress checks can be used as an identification tool. • We observe children in class, at playtimes, lunchtimes etc. • We look at progress through the EYFS and use internal tracking methods to assess progress. • We look at progress through the NC and consider if hearing may be a barrier to understanding and learning. • Contact parents swiftly if we feel there may be an underlying hearing impairment and request that a medical appointment is sought. • We work closely with the school nurse service and support any audiology checks. 	<ul style="list-style-type: none"> • Follow advice from external agencies. • Make sure the child is sat in an appropriate place in the classroom to best facilitate hearing. • Undertake relevant training and implement best practice in the classroom/school environment. • Make suitable adaptations to reduce background noise. • Use classroom support e.g. TA to mediate spoken instructions as needed. 	<ul style="list-style-type: none"> • Follow guidance from hearing impairment service and facilitate their work with the child. • Undertake all necessary training to enable support staff to maintain hearing aids and to support the child in school. • Ensure 1:1 support on school trips. • Make sure all staff are aware of the child's needs and suitable accommodations are made in whole school events e.g. collective worship.

Our Provision for Pupils with SEND: Sensory and/or physical need - visual impairment

<p align="center">How we identify needs, assess and review progress</p>	<p align="center">How we adapt teaching to ensure access to the curriculum</p>	<p align="center">How we provide support and intervention for those with identified needs</p>
<ul style="list-style-type: none"> • On home visits/visits to preschool we find out if a child has had any involvement with other agencies or if the parents/carers have any concerns e.g. optician involvement • The 2 year old progress checks can be used as an identification tool. • We look at progress through the NC and consider if visual impairment may be a barrier to understanding and learning. • Contact parents swiftly if we feel there may be an underlying visual impairment and request that an optician's appointment is sought. • We work closely with the school nurse service and support any vision checks. • A request to sensory inclusion team may be made. 	<ul style="list-style-type: none"> • Follow advice from external agencies. • Make sure the child is sat in an appropriate place in the classroom. • Undertake relevant training and implement best practice in the classroom/school environment. • Make suitable adaptations to reduce resources e.g. large print, low visual stress printing etc. • Use classroom support as needed. 	<ul style="list-style-type: none"> • Follow guidance from visual impairment service and facilitate their work with the child. • Undertake all necessary training to enable support staff to support the child in school. • Ensure 1:1 support on school trips, if needed. • Make sure all staff are aware of the child's needs and suitable accommodations are made in whole school events e.g. collective worship. • Encourage the child to wear glasses.

Our Provision for Pupils with SEND: Sensory and/or physical need - physical difficulties

<p align="center">How we identify needs, assess and review progress</p>	<p align="center">How we adapt teaching to ensure access to the curriculum</p>	<p align="center">How we provide support and intervention for those with identified needs</p>
<ul style="list-style-type: none"> • On home visits/visits to preschool we find out if a child has had any involvement with other agencies or if the parents/carers have any concerns e.g. paediatric assessment • The 2 year old progress checks can be used as an identification tool. • We look at progress through the EYFS & NC and consider if physical difficulties may be a barrier to understanding and learning. • Contact parents swiftly if we feel there may be an underlying physical development and request that a medical assessment is undertaken. • We work closely with the school nurse & health visitor service and support any checks. • Monitor patterns of accidents or near misses and reflect, then act, on any observable patterns. 	<ul style="list-style-type: none"> • Follow advice from external agencies. • Provide suitable equipment within the classroom and at playtimes/on visits etc. • Ensure all tables and chairs are an appropriate height. • Purchase adapted equipment to support a child's specific needs, if required – this would be done under advice from the Occupational Therapy service. • Use classroom support as needed. 	<ul style="list-style-type: none"> • Organise appropriate interventions following advice from outside agencies e.g. OT service. • Undertake all necessary training to enable support staff to support the child in school. • Ensure 1:1 support on school trips, if needed. • Make sure all staff are aware of the child's needs and suitable accommodations are made in whole school events e.g. collective worship.

How do we assess and evaluate the effectiveness of our SEND provision? How do we involve all stakeholders in this process?

- Pupil progress and tracking data provides some of the evidence of the effectiveness of SEND provision in the school.
- The Learning Journey/EYFS tracking data provides some of the evidence of the effectiveness of SEND provision in the pre school and early years.
- The SENDCo monitors personal plans, profiles and their reviews to ensure that targets are SMART (short, measurable, achievable, realistic and time monitored). Children and parents/carers are involved in the review.
- Lessons may be monitored by the Head Teacher, SENDCo, school governors and the local authority.
- We monitor reports from outside agencies e.g. when the LSAT reviews the progress of a child.
- Pupil provision mapping.
- Governors regularly meet with the SENDCo to ensure staff are supported to follow SEND guidelines.

How do we ensure access to our facilities for all pupils?

See equality and accessibility plan (on school website).

We are a fully inclusive school and refuse to allow a child's additional needs to be a barrier to involvement in any aspect of school life. We will tenaciously seek support and advice to enable all pupils to flourish, to be included and to be celebrated.

What is available (beyond that outlined above) for pupils with SEND?

- Highly trained and supportive staff
- A broad and balanced curriculum
- Referrals to external agencies, if appropriate
- Support for families through any diagnostic process
- A range of extra-curricular activities (Covid restrictions may impact these)
- Specialist equipment (procured as needed)
- A caring, supporting and aspirational environment which prioritises enabling all children to flourish

What training have teachers and support staff had to enable them to support pupils with SEND?

- The SENDCo (Miss Edwards) has completed the national award for vulnerable learners and inclusion.
- Cool Kids training
- Visits, training and support from SALT team
- Training in Stokes Speaks Out (pre-school)
- Emotional regulation and sensory awareness training
- Epi-pen, asthma and diabetes training
- Attachment training

What training is planned for next academic year?

- NELI (Nuffield Early Literacy Intervention)
- Attachment training (additional members of the staff team)
- No Worries training
- British Dyslexia Training for dyslexic 'friendly' classrooms and approaches

How do we obtain services, resources etc required by our SEND pupils?

We purchase a number of 'traded services' as well as working closely with other children's services:

- Woodlands Outreach
- SPECTRA
- Educational Psychology service
- Educational Welfare Officer
- Occupational Therapy service
- Sensory inclusion service
- Severndale Outreach service
- SALT (speech and language therapy services)
- Physiotherapists
- BEEU (child and adolescent mental health services)
- Early Help

Not all children with SEND will need a referral to one of these services.

How do we support the emotional and social development of our pupils with SEND?

- We have a number of relevant/related policies: equality and access plan, behaviour policy, child protection and safeguarding policy. These policies are all available via the school website or through the school office.
- We liaise with external services to provide the best support we can e.g. NSPCC, CEOP, bereavement counselling services, Kooth, BEAM etc.
- We implement an effective PSHE and RSE curriculum which incorporates the Shropshire Respect Yourself scheme of work.
- We build strong relationships with all pupils and make sure they have access to trusted adults to provide emotional support.

Who can you contact if you have questions, concerns or complaints about our provision for pupils with special educational needs?

School telephone number: 01743 891320

Initial contact can be made through your child's class teacher.

Beth Rowe – head@longmountain.shropshire.sch.uk

Gemma Edwards – SENDCo– please note, Miss Edwards works Mon, Tues and Wed:

Edwards.g@longmountain.shropshire.sch.uk

Glossary

ASC	Autistic spectrum condition	OT	Occupational therapist
BeeU	Mental health services	SALT	Speech and language therapist
EHCP	Education Health Care Plan	EFYS	Early years foundation stage
APDR	Assess, plan, do, review	SEND	Special educational needs and disability
PCP	Pupil centred plan	SENDCo	Special educational needs co-ordinator
EEF	Education endowment fund		