

# LONG FURLONG PRIMARY SCHOOL

## SEND INFORMATION REPORT, 2017-18

These pages set out information about our provision for pupils with special education needs and disabilities (SEND). They are updated annually.

### **About our school**

Long Furlong is a mainstream school that provides for pupils with a wide range of special needs, including those with:

- Communication and interaction needs (this includes children who have speech, language and communication difficulties, including autistic spectrum conditions)
- Cognition and learning needs (this includes children who have learning difficulties and specific learning difficulties such as dyslexia, dyspraxia and dyscalculia)
- Social, emotional and mental health needs
- Sensory and/or physical needs (this includes children who have visual or hearing needs, or a physical disability that affects their learning)

Our special educational needs co-ordinator (SENCo) is Clare Willetts, who is a member of the school's Senior Leadership Team. She can be contacted via email at [cwil8595@long-furlong.oxon.sch.uk](mailto:cwil8595@long-furlong.oxon.sch.uk) or through the school office at [office.2602@long-furlong.oxon.sch.uk](mailto:office.2602@long-furlong.oxon.sch.uk) , telephone 01235 532358.

Our governor with responsibility for SEND is Mrs Nicola Gladwell.

Our SEND policy can be found on the school website at <http://www.longfurlongprimaryschool.org.uk>, under the "Policies" tab, and on the Special Needs/Disabilities page under the "Our School" tab.

Our Equalities and Accessibility Plan can also be found under the "Policies" tab on the school website.

### **Joining the school and moving on**

Applications for pupils – including those with special educational needs and disabilities - to join the nursery and school are processed in line with Oxfordshire County Council's published "School Admissions" rules and policies which can be seen at <https://www.oxfordshire.gov.uk/cms/public-site/school-admission-rules-and-policies>

We encourage all new children to visit the school before starting, and home visits are made before all children join the Reception class. If children join the school in-year, we liaise with the former school concerning any special educational needs and disabilities. Similarly, if a pupil leaves Long Furlong in-year, we will liaise with the new school.

We begin to prepare pupils for transition into the next stage of their education by liaising with the secondary school, and sharing information about special educational needs and disabilities.

## How do we identify and give extra help to pupils with SEND?

The school uses Oxfordshire County Council's guidance "Identifying and supporting Special Educational Needs in Oxfordshire schools and settings". The guidance sets out:

- How we identify if a pupil has a special educational need/disability
- How we assess pupils and plan for their special educational needs/disability, and how we adapt our teaching
- Ways in which we can adapt our school environment to meet each child's needs
- How we review progress and agree outcomes, and how we involve parents and pupils in this

Click here to read it:

<https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationFoundationYearsandPrimary.pdf>

## How do we work with parents/carers and pupils?

We will always contact parents/carers if we have a concern that a pupil may have a special educational need. We work closely with pupils with SEND and their parents/carers to agree outcomes and how we will all work towards these, and then to review progress. We do this by holding regular scheduled meetings, and by encouraging parents/carers to liaise with teachers informally via email and/or face-to-face conversations.

## Adapting the curriculum

We offer a broad and balanced curriculum for all pupils, including those with SEND. Details of our curriculum are published on the school's website. The way we adapt this for children with SEN and/or disabilities is set out in the school's Equality Policy and Plan, which can be found on our website.

If a child is still experiencing difficulties despite 'quality first teaching' then we offer interventions and additional support which are targeted at developing specific skills. Interventions and additional support which are available at Long Furlong include:

Cognition and Learning	Communication and Interaction
AccelRead/AccelerateWrite	Early TalkBoost
Toe by Toe	SPIRALS
Start Write, Stay Right!	Black Sheep
Early Literacy Support (ELS)	ELSA
Further Literacy Support (FLS)	Talkabout
Rapid readers	Socially Speaking
RALF reading	Friendship Formula
Precision Teaching	Speech and Language Therapists
1 <sup>st</sup> Class @ number	Individual programs
High 5	Visuals

Precision Teaching Stockport Maths Talisman and Totem books Technology (iPads and laptops) Computing programs (Clicker, Nessy, Splash!)	Makaton
<b>Social, Emotional and Mental Health</b>	<b>Physical and Sensory Difficulties</b>
ELSA Drawing and Talking Forest School See Saw Educational Psychologist PCAMHS MBox	Start Write, Stay Right! Occupational Therapists Autism Advisory Teachers Sensory toys Weighted blankets Movement breaks Individual programs Technology (iPads and laptops) Computing programs (Clicker, Nessy, Splash!)

The SENCo monitors the effectiveness of all interventions by evaluating the progress made by individual children. Below is the average progress made by children taking part in interventions during the 2016-17 academic year:

Intervention	Average Impact		
	Non-SEND	SEND	Pupil Premium
<b>1:1 skills based sessions</b>	n/a	Progress across all areas of learning	n/a
<b>Early TalkBoost</b>	+17 intervention assessment	n/a	n/a
<b>Phonics Booster</b>	+16 sounds known	n/a	+18 sounds known
<b>Math Booster</b>	+4 steps (age bands)	+3 steps (age bands)	n/a
<b>More Able Maths</b>	+4	+4	n/a
<b>Motor skills/handwriting support groups</b>	Progress in motor skills and letter formation		
<b>Speech and Language</b>	Progress against report targets		
<b>Early Literacy Support (ELS)</b>	+6 months reading age	n/a	n/a
<b>Accelread/Accelwrite</b>	+4 months reading age	+6 months reading age	
<b>Rapid Readers</b>	+ 1 year 11 months reading age	+ 1 year 5 months reading age	+ 1 year 8 months reading age

<b>Precision Teaching</b>	+ 6 months reading age	+ 5 months reading age	n/a
<b>Memory Difficulties in Children</b>	+ 2 digit recall	n/a	n/a
<b>Reading for Meaning</b>	n/a	+ 7 months reading age + 0 months comprehension age	n/a
<b>Ralf Readers</b>	+ 12 months reading age	+ 5 months reading age	n/a
<b>1<sup>st</sup> Class @ Number</b>	+ 8 months maths age	n/a	n/a
<b>Touch Typing</b>		+ 1 second	+ 1 second
<b>Physiotherapy</b>	Progress against report targets		
<b>1:1 reading</b>	n/a	+ 12 months reading age	n/a
<b>Comprehension cards</b>	- 2 months reading age	n/a	n/a
<b>Personalised Maths intervention</b>	+ 4 months maths age	+ 7 months math age	n/a
<b>Launch Into Reading Success</b>	+ 0 months reading age	n/a	n/a
<b>Written Comprehension Sheets</b>	+ 11 months reading comprehension age	n/a	n/a
<b>Hi Five</b>	+ 4 months reading age + 7 months reading comprehension age	+ 7 months reading age + 0 months reading comprehension age	n/a

### What expertise can we offer?

Our SENCo holds the National Award for SEN Co-ordination. We also have a trained Emotional Literacy Support Assistant (ELSA).

During the Academic Year 2016-17 staff received the following training:

- Inclusive Teaching in Maths
- Clicker 7 software
- Splash! Software
- Inclusion Conference

Teaching Assistants are trained to support the particular needs of the children with which they work.

We also have access to a range of specialist support services including:

- Educational Psychologist

- SENSS, who support children with communication and language, sensory needs and physical needs
- Hearing Support Service
- Primary Child and Adolescent Mental Health Services (PCAMHS)
- Oxfordshire School Inclusion Team
- Speech and Language therapists
- Occupational Therapists
- Physiotherapists
- Autism Advisory teachers

We always discuss the involvement of specialist SEND services with parents/carers first.

We also work with other services and organisations that are involved with a family, with the family's permission.

### **How do we know if SEND provision is effective?**

The progress of all pupils will be monitored at least three times per year by the Headteacher (in consultation with class teachers), and by utilising staff members' personal knowledge of the pupil.

In addition, for pupils with SEND, we regularly review progress towards agreed outcomes (recorded in Pupil Profiles) assessing whether the support that has been in place has made a difference, and what we need to do next. Pupil progress is evaluated against age-related expectations.

When we run special intervention programmes for groups of children we assess how successful they have been and use that information to decide on how best to run them in the future.

The board of Governors receives information about the education of pupils with SEND, especially with regard to progress, by way of the Governors' Annual SEND report.

### **How are pupils with SEND helped to access activities outside the classroom?**

All pupils are included in activities and trips, following risk assessments where needed, and in accordance with duties under the Equalities Act 2010. We communicate with parents/carers and pupils when planning trips so that everyone is clear about what will happen.

### **What do we do to support the wellbeing of children/young people with SEND?**

Pupils with special educational needs/disabilities have the right to be treated with respect, and no less favourably than other pupils. Issues of equality are addressed in the school's Equality Plan/policy and the Behaviour policy.

All pupils have the opportunity to share their view through their School Council representatives, and are regularly encouraged to share any concerns about school or home with a member of staff.

### **Who to contact**

If you have any concerns about your child, you should contact his or her class teacher in the first instance; this can be done directly, or via the school office.

If you'd like to feedback about SEND provision, please do so through the school office. Complaints should be dealt with through the Complaints procedure, which can be found on the school website.

If you'd like impartial advice from Oxfordshire's SEN and Disability Information, Advice and Support Service (SENDIASS), see <https://www.oxfordshire.gov.uk/cms/public-site/sendiaass-oxfordshire-formerly-parent-partnership>

If you'd like to know more about opportunities for children and young people with SEND (and their families), or information or support groups, these are listed in the Family Information Directory:  
<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

For further information about SEND the Government has produced a guide for parents: 'Special educational needs and disability: A guide for parents and carers':[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/417435/Special\\_educational\\_needs\\_and\\_disabilites\\_guide\\_for\\_parents\\_and\\_carers.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417435/Special_educational_needs_and_disabilites_guide_for_parents_and_carers.pdf)