

LONG FURLONG PRIMARY SCHOOL

SEND INFORMATION REPORT, 2023-24

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 or through the school office at office.2602@long-furlong.oxon.sch.uk, telephone 01235 532358.

Our governor with responsibility for SEND is Mrs Hiranthi Herath.

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 "Oxfordshire Guidance for Special Educational Needs (SEN) Support". 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:

Early Years Foundation Stage: https://www.oxfordshire.gov.uk/sites/default/files/file/special-educational-needs/early_years_SEN_guidance.docx

Schools:

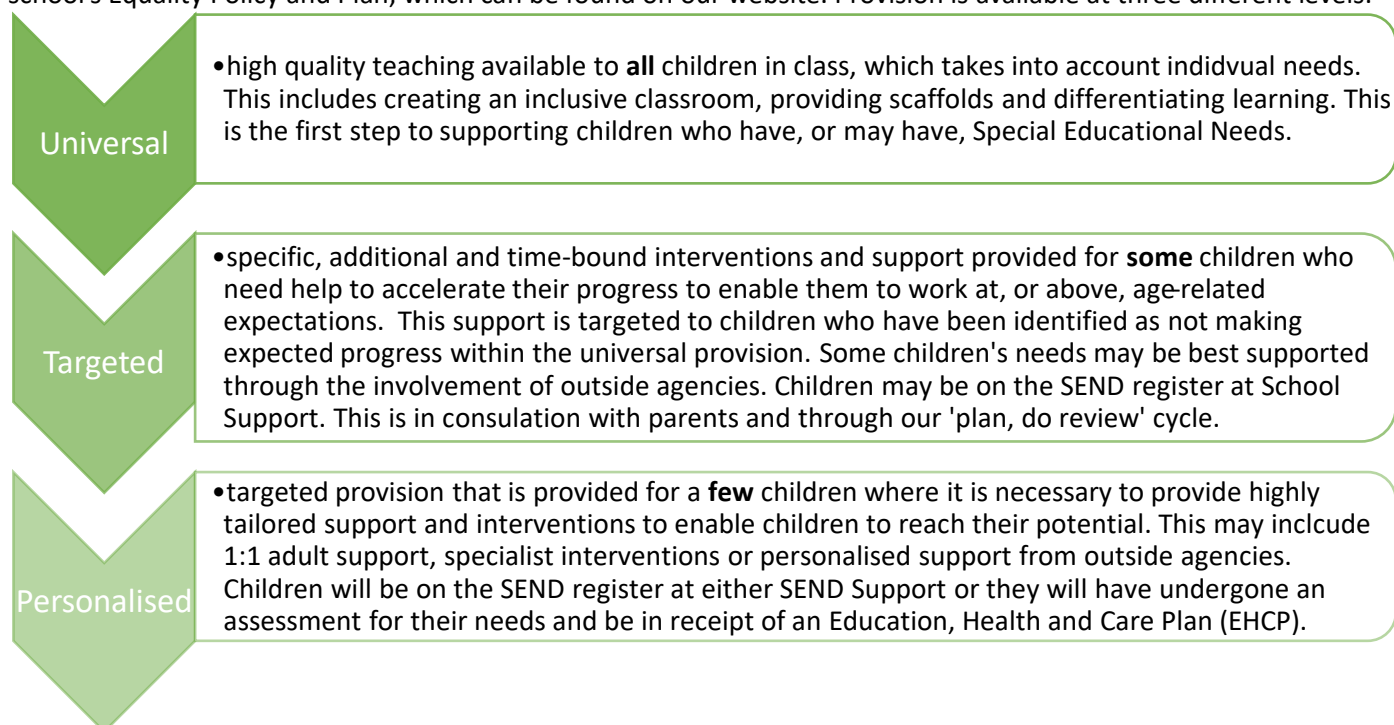
https://www.oxfordshire.gov.uk/sites/default/files/file/special-educational-needs/Schools_SEN_guidance.pdf

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. Provision is available at three different levels:



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		
Universal	Targeted	Specialist
<ul style="list-style-type: none"> - A well planned, sequenced broad and balanced curriculum - Resources to support learning available to all through a well organised classroom i.e.: maths resource area, word/sound mats - Displays to support learning i.e.: maths working wall, phonics display, Talk4Writing lines - whole-class guided reading - whole-class Maths mastery teaching 	<ul style="list-style-type: none"> AccelRead/AccelerateWrite Toe by Toe Start Write, Stay Right! Early Literacy Support (ELS) Further Literacy Support (FLS) Rapid readers RALF reading/1:1 reading Precision Teaching 1st Class @ number High 5 Precision Teaching Stockport Maths Barrington Stoke books 	<ul style="list-style-type: none"> - Additional targeted 1:1 adult support from a named member of staff - additional equipment and strategies as recommended by outside agencies - quiet working space/workstation inside or outside the classroom - regular, timetable sensory/movement breaks - personalised curriculum/timetable

<ul style="list-style-type: none"> - whole-class phonics teaching using an evidence based, sequenced scheme - effective feedback and marking, including peer feedback - meeting with parents in the Autumn and Spring term - visual timetables - targeted additional adult support (class teacher and TA to work with all children) - staff training on QFT 	<p>Technology (iPads and laptops) Computing programs (Clicker, Nessy, Splash!)</p> <p>Five Minute Phonics Five Minutes Maths Numicon Fluency Bee NCETM Mastery of Number Codebreakers (Phonics) Support from external agencies Visual aids i.e.: task board, now/next Coloured overlays, coloured exercise books/paper Pre-teaching Paper hand-outs of PowerPoints Reading Comprehension Therapy Dog (reading) Three yearly meetings with parents for children on the SEND register Staff training to run interventions</p>	<ul style="list-style-type: none"> - training for staff to deliver specific support tailored to the individuals needs - regular involvement form outside agencies - additional yearly annual reviews with parents of children with an EHCP - adult to scribe work
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Communication and Interaction		
Universal	Targeted	Specialist
<ul style="list-style-type: none"> - transition support between all year groups, entering and leaving school - Talk4Writing - Badgers Den lunchtime club - whole class visual timetables - Resources to support learning available to all through a well organised classroom i.e.: word/sound mats - Displays to support learning i.e.: maths working wall, phonics display, Talk4Writing lines - planning that allows children to work with different individuals and groups, such as talk partners or group projects 	<p>WellComm Early TalkBoost SPIRALS Black Sheep ELSA Talkabout Socially Speaking Friendship Formula Speech and Language Therapists Visuals Lego Therapy Additional processing time Therapy Dog Computing programs (Clicker, Widgit, voice to text) Enhanced transition support</p> <ul style="list-style-type: none"> - individual visual timetables, now/next boards - scaffolding i.e.: word banks, sentence starts - Social Stories - SWIFT course for parents 	<ul style="list-style-type: none"> - Individual programs providing regular speech and language therapy - Staff training to deliver tailored programmes - Makaton - SCERTS - Additional targeted 1:1 adult support from a named member of staff - additional equipment and strategies as recommended by outside agencies - targeted work with support workers (speech and language, communication and interaction team) - quiet working space/workstation inside or outside the classroom - regular, timetable sensory/movement breaks - personalised curriculum/timetable - regular involvement form outside agencies - additional yearly annual reviews with parents of children with an EHCP - Tapestry (home-school link)

Social, Emotional and Mental Health		
Universal	Targeted	Specialist
<ul style="list-style-type: none"> - focus on school values through assemblies, curriculum and displays - peer-elected roles: school council, eco council - well-planned and delivered PSHE curriculum - celebration assembly: star of the week - inclusive classrooms with a focus on creating a calm and welcoming environment with values and celebrates every child (neutral displays, children have ownership over their display space, visual timetables) - focus on Growth Mindset - Zones of Regulation used in all classes, staff have resources on lanyards and resources available in all classroom - calm zone in each classroom with resources children are taught how to use - Badgers Den lunchtime club - All staff trained in Safeguarding. CPOMs used by all. Three Designated Safeguarding Leads in school - Behaviour Policy focussed on 'behaviour as communication' - transition support between all year groups, entering and leaving school 	<ul style="list-style-type: none"> ELSA Drawing and Talking Forest School See Saw Educational Psychologist CAMHS MBox Therapeutic Mentors Therapy Dog Staff all trained in trauma informed approaches Senior Mental Health Lead Childrens Mental Health First Aid (two staff) Social Stories Assessments: Boxall, QCA 	<ul style="list-style-type: none"> - Play Therapist - Individual programs providing regular speech and language therapy - Staff training to deliver tailored programmes - Additional targeted 1:1 adult support from a named member of staff - targeted work with support workers i.e.: CAMHS - break out space with calming toolbox - regular, timetable sensory/movement breaks - personalised curriculum/timetable - regular involvement form outside agencies - additional yearly annual reviews with parents of children with an EHCP - Tapestry (home-school link) - behaviour plans and risk assessments

Physical and Sensory		
Universal	Targeted	Specialist
<ul style="list-style-type: none"> - Appropriate seating for all - inclusive classrooms to reduce sensory overload (reduce lightning, colours) - access ramps and disabled toilets - physical development promoted through PE lessons - adaptations available for all i.e.: pencil grips, left-handed equipment, rulers with handles, ear defenders, fiddle toys - educational visits are planned to ensure all children can access - staff are first aid trained (paediatric first aid in the Early Years) and one member of staff has outdoor First Aid 	<ul style="list-style-type: none"> Start Write, Stay Right! Occupational Therapists Autism Advisory Teachers Sensory toys Weighted blankets Movement breaks Technology (iPads and laptops) Computing programs (Clicker, Splash!) Individual Health Plans - Individual seating i.e.: cushion, chair, wobble cushion - weighted cushions/blankets - adapted resources i.e.: enlarged font, coloured paper - sensory circuits - motor skills groups (Funky Fingers) - sloping writing boards 	<ul style="list-style-type: none"> - Individual programs i.e.: Occupational Therapy, Physical Therapy - Staff training to deliver tailored programmes - Additional targeted 1:1 adult to access the curriculum, self-care, lunch time - regular, timetable sensory/movement breaks - personalised curriculum/timetable - regular involvement form outside agencies - additional yearly annual reviews with parents of children with an EHCP - Tapestry (home-school link)

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 2020-21 academic year:

Intervention	Average Impact per Intervention		
	All	SEND	Pupil Premium
Maths targeted teaching	+7months maths age	+9 months maths age	+10 months maths age
Reading Comprehension	+3 months reading age +8 months comprehension age	n/a	n/a
Spelling	+2 months spelling age	n/a	n/a
Nessy	+2 months reading age + 1y 4m comprehension age	+7 months reading age +18 months comprehension age	+8 months reading age +14 months comprehension age
Phonics Codebreakers	Progress against reading age and phonics knowledge		
Toe by Toe	+ 3 months reading age	+ 3 months reading age	n/a
1:1 reading	+ 4 months reading age +8 months comprehension age	+7 months reading age +8 months comprehension age	+6 months reading age +9 months comprehension age
RALF	+3 months reading age		
ELSA	Progress against individual targets		
Emotional and Social support group	Progress against individual targets		
Handwriting	Progress against individual targets		
Play Therapy	Progress against individual targets		
Prevision Teaching	Progress against individual targets		
First Class @ Number	+ 4 months maths age	+ 0 months maths age	+ 1y 2m maths age
Speech and Language therapy	Progress against individual targets		
Start Right, Stay Write	Progress against individual targets		
Physio	Progress against individual targets		

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). The SENCo and ELSA also hold a Certificate in Therapeutic Mentoring.

During the Academic Year 2022-23 staff received the following training:

- ELSA Supervision
- SENCo Network
- SEMH & Behaviour in the classroom
- Senior Mental Health Lead (in progress)
- Effective TA support to develop pupil independence
- Effective TA support to develop pupil independence
- Creating a Culture of Reflective SEND Practice
- Coaching for Improved SEND Practice
- Good Autism Practice
- SEND Live Briefing

- Introduction to Brain Development and Trauma
- Autism and Anxiety

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
- Child and Adolescent Mental Health Services (CAMHS)
- Oxfordshire School Inclusion Team
- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- Autism Advisory teachers
- EYSENIT
- Young Carers
- Play Therapists
- Social Workers
- Down Syndrome and Complex Needs Teaches

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 Passports) 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, wherever possible, 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://www2.oxfordshire.gov.uk/cms/public-site/sendias-oxfordshire>

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>

The Local Offer for SEN and Disability (SEND) brings together information about education, health and care services for children and young people from 0 to 25 with SEND.
https://www2.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer?utm_source=FURL-1&utm_medium=localoffer&utm_term=nil&utm_content=&utm_campaign=localoffer

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