

LONG MEADOW SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY INFORMATION REPORT JANUARY 2025- PARENT FAQs



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| Date of last review: | January 2024 |
| Date of next review: | January 2025 |
| Type of policy: | Statutory |
| Frequency of review: | Annually |
| Governor committee: | Governing Body |

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 <https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/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 quality first teaching
- 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 foster positive relationships between school staff, parents and carers during their time at Long Meadow School
- 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 (e.g. learning developmental delay or processing. Specific learning difficulties such as dyslexia, dyspraxia, dyscalculia)
- Communication and Interaction (e.g. ASD, Speech and language difficulties such as word finding, word order, production)
- Social, Emotional and Mental Health Needs (e.g. ADHD, anxiety, attachment, EBSA)
- Physical and / or Sensory Needs (e.g. Hearing Impairment, Vision Impairment)

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:

- Liaising 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 (e.g. speech and language therapist)
- A medical diagnosis that affects how a child accesses learning opportunities (however, please note that not all children with a medical diagnosis have a SEN)

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

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

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 follow the Assess, Plan, Do, Review (APDR) cycle

- Meet with parents (Assess)
- Discuss these concerns with the SENCo (Assess)
- SENCO may carry out internal assessments, such as; York Assessment of Reading (YARC), Sandwell Maths Assessment, Speech Screen, Dyslexia Gold screener (Assess)
- Agree provisions that will be put in place (Plan)
- Provide the provision / interventions / scaffolds to support (Do)
- Monitor the provision and the child's outcomes half-termly (Review)

If is appropriate, suggest parents seek medical assessment

A child may be placed on the Special Needs Register if he or she has a medical condition that affects their access to the curriculum 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 an Education, Health, Care Plan (EHCP)Needs Assessment. Class Teachers and the SENCo will work closely with parents throughout 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:

- **Universal** - Quality First Teaching (QFT) 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** - 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** 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. 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 outcomes through Assess, Plan, Do, Review (APDR)
- meets with parents to review APDR and discuss new outcomes
- plans and oversees the work of Learning Support Assistants
- monitors the progress of children with SEND (provision map, Insight data, APDR, SEND Support Plans and EHCP outcomes)
- 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 via a Cause for Concern Form (CFC)
- sets suitable learning challenges
- responds to pupils' diverse needs
- allocates 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 to overcome potential barriers to learning and assessment
- liaises with parents

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| <p>Special Educational Needs Coordinator</p> <p>(SENCo)</p> | <p>The SENCo has 3 main areas of responsibility:</p> <ul style="list-style-type: none"> - managing the procedures identified in the SEN Code of Practice, 2015 - ensuring that the barriers to learning are reduced and access to the school and its curriculum is adequately supported - ensuring that access and provision are effective. <p>The SENCo:</p> <ul style="list-style-type: none"> • maintains the school SEN Register and oversees the records of all children with SEN • supports class teachers assessing children's needs • provides advice and support as necessary to all staff, and where applicable advice on curriculum modification and adaptations • contributes to in-service training of all staff • supports teachers in liaison with parents and other professionals • liaises with external agencies • 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 <p>The school's SENCo is Mrs Tracy Sanders.</p> <p>Mrs Sanders works three days a week to coordinate special educational needs and can be contacted via the school office on 01908 508678 or via the following email address: inclusion@longmeadow.miltonkeynes.sch.uk</p> |
| <p>Learning Support Assistants</p> | <p>Learning Support Assistants:</p> <ul style="list-style-type: none"> • are supported and directed by the class teacher and in some cases the SENCo • are involved in planning of lessons (the teacher leads on all planning) • receive guidance on appropriate teaching and support strategies • provide input to planning and review of special provision • provide regular feedback to teachers and the SENCO, where appropriate • are clear about their roles and responsibilities within the school, especially towards named children • are given opportunities for continuing professional development |

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| Head Teacher | <p>The Head Teacher:</p> <ul style="list-style-type: none"> • has a clear overview of special educational provision in the school and provides strategic direction for SEN provision • manages resources and staff transparently and effectively • provides sufficient resources, administrative support and professional support to the SENCO to enable them to be efficient • provides opportunities for the professional development for the SENCO • monitors the effectiveness of the SEN policy and its implementation in the school • 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. |
| Governing Body | <p>The Governing Body must:</p> <ul style="list-style-type: none"> • make every effort to see that the necessary arrangements are made for any pupil who has special educational needs; • make sure that the 'responsible person' makes all staff who are likely to teach the pupil aware of those needs • make sure that teachers are aware of the importance of identifying children who have special educational needs and of providing appropriate teaching; • consult the LA and the governing bodies of other schools when it seems necessary to coordinate special educational teaching in the area; • make arrangements and allow pupils with SEN to join in the everyday activities of the school as far is practical; • report each year to parents on their policy and provision for pupils with special educational needs; • take account of the code of practice when carrying out their duties towards all pupils with special educational needs • appoint a Governor to monitor Special Needs policy and practice throughout the school. <p>The Governor appointed to Special Educational Needs is Semi Durugo</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 outcomes, 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 access to the curriculum. Teachers and / or LSAs 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)
- Adaptations 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 and in the Annual Report
- Each term your child's class teacher will send home an Interventions Letter, which shows the provision that they will receive during that period.
- 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 outcomes are reviewed regularly and new outcomes introduced when necessary. Provision is recorded and monitored on a Provision Map/Insight that is updated termly.
- If your child is on the Special Needs Register you will be invited to review meetings with the class teacher once a term, where your child's specific learning outcomes will be discussed and, if appropriate, strategies will be suggested for you to support your child to achieve these outcomes at home (these review meetings may take place during parents teacher consultations and may also include the SENCO).
- If the school is concerned about your child's progress or well-being, we will invite you into school for a meeting so that together we can put strategies in place that will support your child at school/home.
- Class teachers will provide you with appropriate/adapted home learning activities to support your child's learning.

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 LSA
- Some children will be supported 1:1 or in small groups by our Learning Mentor or Inclusion LSA.
- 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 playtime support such as a Play Buddy or LSA/Midday Supervisor to promote games/activities and positive friendships.
- Some children will have access to Protective Play during unstructured times
- Some children will have access to a quieter area, with reduced pupil numbers and stimuli, to eat their lunch

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 (e.g. 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
- A number of staff are First Aid trained and all staff have received virtual 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
- Local Authority Specialist teachers from MK SEND Team
- CAMHS (Children and Adolescent Mental Health Service)
- School Nursing Service
- Targeted Early Help
- Social Services
- Physiotherapists and Occupational Therapists
- Service Six
- Ride Hide
- Local Authority Sensory and ICT Team

What training do staff receive to support children with SEND?

Our SENCo is a qualified teacher and holds the National Award for SEN Coordination qualification (NASENCo)

- All staff receive access to regular training related to special educational needs and disabilities in staff meetings and training days
- 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 school's discretion, and with consultation of parents/ 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.
- Specialist equipment is provided if necessary on the advice of specialist teachers.
- Specialist equipment has been purchased on the advice of the teacher of the deaf (Sensory Impairment Team) for a child with a hearing impairment (radio aids).
- Specialist adapted furniture has been purchased on the advice of OT for a child with physical difficulties
- iPads / chromebooks 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 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.
- Transition meetings are arranged for parents of children with SEND 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 schools. 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. Where needed 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 an EHCP.
- 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 and prepare for 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 an EHCP will be allocated appropriate support, provision and resources to achieve the outcomes as specified in Section E/F on their plan (the provision in an EHCP is the responsibility of the LA and delivered by the school)
- The class teacher will then carefully monitor progress in consultation with the SENCO and with SLT 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, SLT 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.
- Meetings, emails or phone calls with the SENCO.
- Meetings, emails or phone calls with the Learning Mentor.
- Meetings with professionals from outside agencies who may be supporting your child.
- Attendance at SEND review meetings.
- Attendance at Annual Review meetings for children with EHCP.

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 outcomes and the way they feel about their learning ('Pupil Voice'). 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.

What provision is in place for involving SEND children in their education?

- If appropriate, the SENCO will liaise with the SLT and organise specific 1:1 or small group interventions to address specific areas of need.
- Currently a range of different interventions are delivered throughout the school and these change on a termly basis depending on the needs of the children.
- Literacy interventions may include Literacy Gold, Doodle Spell, RWI, Reading for Meaning
- Maths interventions may include same day maths intervention, mini maths
- Speech and Language interventions may include, Listening and Attention, Sound Awareness, Targeted Production
- Other interventions also take place to address specific areas of a child's development, for example fine motor skills programmes such as Write From the Start or Sensory Circuits to help a child with regulation and organisation, Attention Autism (Bucket Game) to support neurodiverse learners increase their focus and attention skills
- The Inclusion LSA and classroom LSA, that have received training follow and implement OT and Physiotherapy for children

- We also organise well-being groups which we run as an intervention for children with Social, Emotional and Mental Health (SEMH) difficulties, such as lunch time social skills groups
- Outside learning opportunities on the school's extensive grounds are available for children with SEND and other vulnerable learners.
- Zones of Regulation is fully embedded and used throughout the school as part of our universal offer, however additional sensory breaks of targeted or bespoke regulation interventions are available

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.
- Attainment data for SEND pupils is analysed by the Headship Team and SENCO. It is discussed at Pupil Progress meetings between the Head Teacher, Deputy Headteacher, Assistant Headteacher and class teachers. Any further SEND concerns are highlighted and shared after the meeting with the SENCO. This information is then used to inform planning for the following term so that learning for SEND pupils can be differentiated, scaffolds provided and adaptations to provision made as necessary for individual pupils.

SEND pupils at Long Meadow School make good progress from their individual starting points.

Who can I contact for further information at your school?

Special Educational Needs Coordinator (SENCo) – Mrs Tracy Sanders
 School Health Administrator – Mrs Georgina Press
 Head Teacher – Mr Philip Gray
 SEND Governor – Mrs Semi Durugo

All enquiries should be sent to 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
 APDR - Assess Plan Do Review
 AR – Annual Review (EHCP)
 ASD – Autistic Spectrum Disorder
 CAF – Common Assessment Framework
 CAMHS – Child and Adolescent Mental Health Service
 CFP – Children and Families Practice
 COP – Code of Practice
 DfE – Department for Education
 EAL – English as an Additional Language
 EHCP – Education, Health and Care Plan
 EP – Educational Psychologist
 FE/HE – Further Education/Higher Education
 HI – Hearing Impaired
 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
 SLT - Senior Leadership Team
 SpLD – Specific Learning Difficulties
 TA – Teaching Assistant
 VI – Visually Impaired