

Longfields Primary School and Nursery

Special educational needs (SEN) information report



Approved by:	Full Governing Board	Date: November 2025
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Last reviewed on:	September 2024
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Next review due by:

Introduction

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND please read our SEND policy, which you can find on our website.

[Longfields Primary and Nursery School - Home](#)

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

Longfields Primary and Nursery school is an inclusive school that provides the support for all children to thrive and develop as individuals.

We take our responsibilities of equality very seriously and work hard to ensure that everybody connected to the school is made to feel welcome and provided with the resources and support to enable them to enjoy and feel fully involved in school life.

What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

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

	Multi-sensory impairment
	Physical impairment

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

Our special educational needs co-ordinator, or SENCo

Our SENCo is Claire Collins

She has 14 years' experience in this role and have worked as a class teacher across EYFS, KS1 and KS2

Miss Collins achieved the National Award in Special Educational Needs Co-ordination in 2011

The SENCo is responsible for

: • Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy and action plans to make sure all children get a consistent, high quality response to meeting their needs in school.

• Ensuring that parents are:

- involved in supporting their child's learning
- kept informed about the support their child is getting
- involved in reviewing how they are doing

• Liaising with all the other people who may be coming into school to help support a child's learning e.g. Speech and Language Therapy, Educational Psychology etc...

• Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of the child's progress and needs.

• Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

• Applying for additional support and funding where necessary for our most vulnerable children

• Coordinating Learning Support Assistants and Teaching assistants to ensure the best support is given to the children on the SEND register and those with Education, Health and Care Plans

Class teachers

All our teachers are responsible for:

• Checking on the progress of a child and identifying, planning and delivering any additional help they may need (this could be things like targeted work, additional support) and letting the SENCo know as necessary.

• Writing Pupil profiles and sharing and reviewing these with parents at least once each term and planning for the next term.

• Ensuring that all staff working with a particular child in school are helped to deliver the planned work/programme for the 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, as well as differentiated quality first teaching.

- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND

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

- SCERTS- Social Communication, Emotional Regulation, and Transactional Support
- Colourful semantics- Speech and language advisory team
- AAC (Augmentative and alternative communication) training for specific children- IT for complex needs
- Swift (course for staff and parents- Autism spectrum disorder)
- EBSA training- Emotional based school avoidance
- Speech, Language and Communication training
- Meeting with SENSS advisory teachers for advice (Communication and Interaction) for specific children

Teaching assistants (TAs)

We have a team of 22 TAs, including 6 higher-level teaching assistants (HLTAs)

Our team of Teaching Assistants are able to effectively support individuals or groups of children in the classroom and undertake small group or one-to-one support as appropriate to meet the needs of pupils with special educational needs or disabilities. The provision across school is planned for by our class teachers as part of our quality first teaching

Our teaching assistants who are trained to deliver interventions such as

RWI

Maths for Life

Number sense

Word wasp

Toe by Toe

Spirals

Fresh start

Talk boost

Welcomm

Communication boards

PAT (Phonological awareness training)

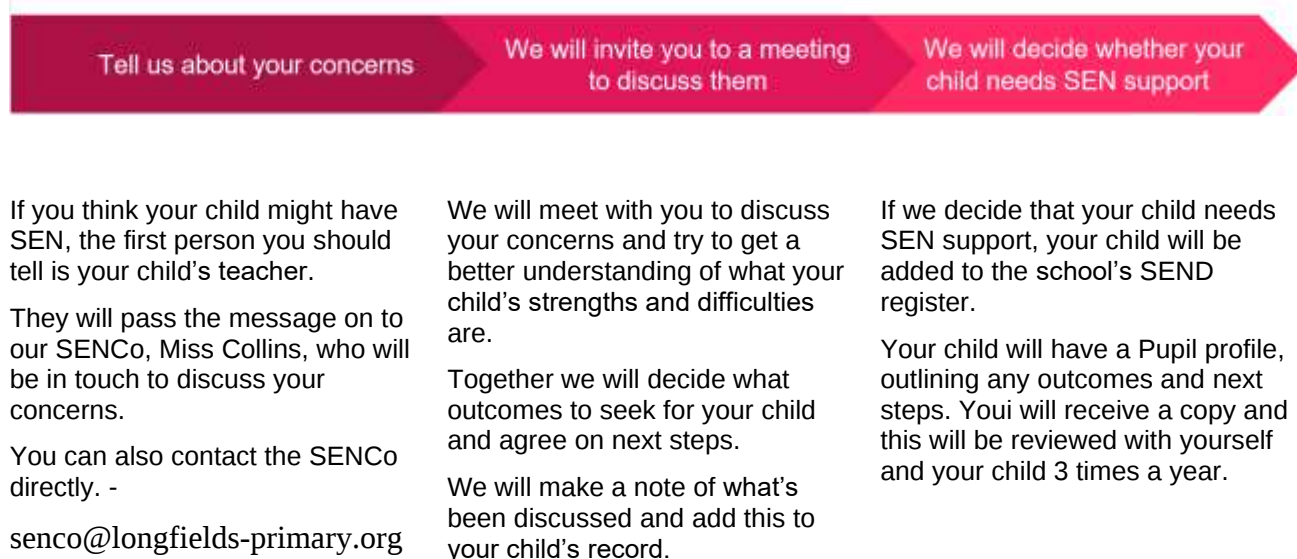
External agencies and experts

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

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- Physiotherapists

- SENSS Physical disability team
- SENSS Hearing advisory team
- SENSS Vision advisory team
- EYSENIT- Early years SEN team
- AAC team. (Augmentative and alternative communication)
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Social services and other LA-provided support services
- Voluntary sector organisations

What should I do if I think my child has SEN?



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

All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners.

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

The teacher will complete the SEN indicators in the areas of need, to highlight the areas to focus on.

The SENCo may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist or the SENSS teams.

Based on this information, the SENCo will decide whether your child needs SEN support.

If your child does need SEN support, their name will be added to the school's SEN register and the relevant support will be put in place, which will be shared with you through a Pupil Profile.

How will the school measure my child's progress?

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

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



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

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

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

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.

How will I be involved in decisions made about my child's education?

Your child's class/form teacher will meet you minimum 3 times a year, to:

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

The SENCo may also attend these meetings to provide extra support.

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

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

If you have concerns that arise between these meetings, please contact your child's class teacher.

How will my child be involved in decisions made about their education?

This school uses Pupil Profiles, of part of which is the child's voice, which they will complete with their teacher. Each term information will be reviewed and the pupil's views gained

Pupil Profiles are written on the Provision Map software, which can then be sent electronically to parents.

How will the school adapt its teaching for my child?

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

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

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

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

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

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

- Reviewing their progress towards their goals each term through the Pupil profile reviews

- Reviewing the impact of interventions every 6/12 weeks depending on the Intervention
- Child's voice on the Pupil Profile
- Monitoring by the SENCo
- Holding an annual review if your child has an Education, Health and Care plan (EHCP)

How will the school resources be secured for my child?

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

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

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

If appropriate this may include applying for additional funding or an EHCP.

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

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

All pupils are encouraged to go on our school trips, including our residential trip(s) to Everdon and Woodlands.

All pupils are encouraged to take part in sports day/school plays etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included. Parents may be asked to accompany their child along with the TA.

How does the school support pupils with disabilities?

Refer to Accessibility policy on the website.

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

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

- A Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being
- A Young Carers group, to support children with other responsibilities outside school.

- › We provide extra pastoral support for listening to the views of pupils, from a trusted staff member.
- › For pupils who need extra support with social or emotional development we have a Play therapist and a Home school link worker, who provide 1:1 support.
- › We have a 'zero tolerance' approach to bullying.
- › We have support from the SENSS Communication and Interaction Team. An advisory teacher does a block of work with children with SEN.

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

Between years

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

- › Ask both the current teacher and the next year's teacher to meet at the end of the year when the pupil's SEN is discussed
- › Schedule visits with the incoming teacher towards the end of the summer term
- › Schedule times for the child to meet to visit their new classroom in the summer term.
- › Provide photos of the staff and environment for the children to look at and familiarise themselves with over the summer holidays.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases

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

The SENSS Communication and Interaction team, provide transition visits and work with those children with that area of need.

The SENCo of the secondary school and the Head of Year 7 come in to school to meet with the children.

The children will often complete a Learning profile to be shared with the Secondary staff.

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

Claire Collins is the Designated teacher and makes sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

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

17. Who can I contact for further information or if I have any concerns? •

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's class teacher
- The SENCo
- The Headteacher
- For complaints, please see the school Complaints Policy on the school website

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

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

To see what support is available to you locally, have a look at Oxfordshire local offer on the school website

Oxfordshire publishes information about the local offer on their website

[Oxfordshire SEND local offer | Oxfordshire County Council](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) contacts are

info@sendiass-oxfordshire.org.uk

Tel: 01865 810 516

19. Glossary

- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **SENCo** – the special educational needs co-ordinator
- **SEN** – special educational needs

- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages