

# Our Local Offer for Special Educational Needs and/or Disability



Please click the relevant words on the wheel to be taken to the corresponding section.

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# Our Local Offer for Special Educational Needs and/or Disability

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## How we identify and assess needs

### How will you know if my child or young person needs extra help? *(IRR)*

At Longford Primary, we continually monitor children's progress in all areas, and any concerns class teachers have will be raised with the Special Educational Needs coordinator. A child will be classed as having special needs under one or more of these categories:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs

If we are concerned about the progress your child is making, we will discuss this with you and we will complete a first concerns grid. We will put some extra support in place for your child and monitor this progress closely. After 6 - 8 weeks your child's progress will be reviewed and we will discuss the outcome and decisions with you.

### What should I do if I think my child or young person needs extra help?

If you have any concerns regarding your child having Special Educational Needs, you should speak to your child's class teacher. They will be able to discuss your concerns further and pass them onto the Special Educational Needs Coordinator, if appropriate. If you would like to speak to the Special Educational Needs Coordinator, please pass your details onto the staff in the school office and the Special Educational Needs Coordinator will contact you or you can find direct contact details in this report.

### Where can I find the setting/school's SEND policy and other related documents? *(IRR)*

- You will find our SEND policy on our website, along with other relevant policies. Please use the hyperlinks here to access this information:
- **SEND Policy**
- **Accessibility Plan**
- **Equality & Diversity Policy**

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#### How we identify and assess needs

- **Equality Objectives**
- You will be able to access all other policies you require in our policies section of our website - **Other Policies**

## Teaching, Learning and Support

### How will you teach and support my child or young person with SEND? *(IRR)*

- Staff at Longford can support your child in a number of ways. We offer interventions such as nurture group, ELSA, precision teaching, speech and language support, positive play program, pre-teaching support and post teaching support to name a few.
- We can also seek guidance and support from outside agencies such as Autism Inclusion Team, Speech Therapists, School Nurse, Peadiatrics, Educational Psychologists and Behaviour support.
- Support for your child will depend on your child's needs and how we feel we can best support them, to ensure they are happy and make progress.

### How will the curriculum and learning environment be matched to my child or young person's needs? *(IRR)*

- All children at Longford have access to quality first teaching. As much as possible, children are provided with support and scaffolding to remove barriers to learning, enabling all children to access work at their age related levels. Where this is not possible, teaching and learning is adapted to suit the needs of each child, so they are able to make progress at their own level. Teachers have high expectations of all pupils and aim to teach them the full curriculum, whatever their prior attainment.
- Children identified as having Special Educational Needs will be supported through cycles of:
  - Assess – Plan – Do – Review
- This will ensure that any support a child receives is relevant to their needs and ensures that interventions are having a positive impact on the child and the progress they make.

### How resources are allocated to meet children or young people's needs?

- All children with SEN are provided with support matched to their individual needs.
- Additional funding is applied for as and when it is needed. When additional funding has been granted, support is often available in the form of a Teaching Assistant. This support may be within the classroom, allowing all children to access the curriculum fully. It may be in groups, focusing on the different needs of the children Intervention groups may include, supporting behavioural, social and emotional difficulties or 1:1 support to focus on individual difficulties such as reading, spelling or writing.

### How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis? *(IRR)*

- The decision about what type and how much support is available for your child will be based on the specific needs of the individual child.
- We will seek advice from external agencies and professionals, such as Autism Inclusion Team where necessary and use ongoing information about attainment and progress. This may be gathered from assessments, professional teacher judgement and observations by the SENCo.
- Where EHCP (Educational Health Care Plan) funding has been allocated, the child will received the recommended hours of support.

### Teaching, Learning and Support

- We like our parents to be involved as much as possible at Longford Primary Academy. We invite parents to discuss their child's support plan at least three times during the year. We welcome further discussions about your child as and when needed. We recognise that as parents, you understand your child like no one else, which is why we value your input into decision making.

### How will equipment and facilities to support children and young people with SEND be secured? *(IRR)*

- At Longford, we have a range of resources to support children with SEND. We often tailor our resources to individual pupils needs, this is sometimes based on the recommendations of external agencies.
- We are increasing the number of iPads available to children and we are using these to enhance our children's curriculum.
- Our nurture provision provides a calm, safe space for children to access and along with many of our other sensory resources.

### How will you and I know how my child or young person is doing? *(IRR)*

- At Longford Primary Academy, class teachers continually monitor the children in their class to ensure they are making progress.
- Every term the children's progress is looked at and formally levelled, to assess the amount of progress they have made.
- For children on the Special Educational Needs register, this may be through the use of PIVATS or Cherry Garden or for children with more specific needs we may use the Autism Education Assessment Framework.
- You will have the opportunity to discuss your child's progress each term with your child's class teacher. In the summer term, you will receive a more in depth written report, detailing the progress that has been made throughout the year.
- If you would like to know or discuss any information about how your child is progressing, please make an appointment with your child's class teacher.

### How will you help me to support their learning? *(IRR)*

- We encourage our parents to support their child at home by reading with them as often as possible (ideally daily) and supporting your child to complete their homework. Please find a copy of our homework policy here : **Homework Policy**
- We are keen to help you support your child at home and offer workshops to support your child when we can. Details of these will be communicated on the newsletter and over Dojo.

### How do we consult with and involve children and young people with SEND in planning and reviewing their education? *(IRR)*

- When reviewing your child's support plan we will discuss their progress with them, where they are able to understand this. We feel it is important to understand how your child feels about their progress and that they are able to communicate their views and understand how to move forwards. During lessons at Longford, we continually ask children to use their metacognitive strategies to review their learning and plan what to do next. *(IRR)*

### How do you assess and evaluate the effectiveness of provision for children and young people with SEND? *(IRR)*

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### Teaching, Learning and Support

- During the review process of our support plans, we assess the children's progress and hold discussions with children, parents and staff to evaluate the support children have received.
- In school, teaching staff attend termly pupil progress meetings with the principal and other senior leaders to discuss the effectiveness of provision for all pupils including SEND pupils.
- As always, we are keen to work in partnership with our families and are always happy to discuss the provision for your child.

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### Keeping students safe and supporting their wellbeing

#### How do you ensure that my child or young person stays safe outside of the classroom?

- In Early Years children are welcomed into school each morning by a familiar member of staff, where parents can pass messages on to teachers as necessary. In KS1, children are welcomed into their classrooms by their teachers on their classroom doors. In KS2, if they are in an upstairs classroom, children are welcomed by a familiar member of staff, where parents can pass on messages to their teachers. If your child is in a downstairs classroom, they will be welcomed into class by their class teacher each morning.
- At the end of the day pupils are dismissed by their class teachers, enabling teachers to feedback to parents where necessary.
- Individual risk assessments are completed as needed.
- When completing trips and visits, staff carry out a thorough risk assessment, which is approved by the Educational Visits Coordinator to ensure pupils safety.

#### What pastoral support is available to support my child or young person's overall social and emotional development and well-being? (IRR)

- Here at Longford we value the whole child and we celebrate both academic and non-academic successes. We provide a number of interventions that aim to promote our Longford values and school rules, allowing children to participate fully and access the whole curriculum. Some of the interventions we offer include:
  - - Positive Play Program
  - - ELSA (Emotional Literacy Support Assistant) We currently have two trained ELSAs in school supported by The Educational Psychology Service
  - - Longford Lions Nurture group
  - - Emotion groups
  - - School Council
  - - Eco-Council
  - - Lunchtime play leaders
  - - Morning Nurture Club
  - - Forest School

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### **Keeping students safe and supporting their wellbeing**

Where we have concerns around a child's wellbeing, we can measure this on a Boxall profile and use this to decide how to best support your child. We also have an excellent Family Support Officer who can work with you and your child on wellbeing.

If we feel your child may need further support with their wellbeing we can draw on a variety of external services, including but not limited to, Family Action, Action for Children, Early Help and Children's & Adolescents Mental Health Services (CAMHS)

### **How will you manage my child or young person's medicine or personal care needs?**

Please find the details on managing a child or young person's medical or personal care needs here is our policy:

#### **Medical Needs Policy**

### **What support is there for behaviour, avoiding exclusions and increasing attendance?**

- Please find our behaviour policy here:
- **Behaviour Policy**
- Where necessary, we will seek further support from external services to support a child.

### **How do you support children who are looked after by the local authority and have SEND?**

The designated teacher and SENDCo works alongside Virtual Schools to support all our Looked After Children, including those with SEND.

## Working Together

### Who is involved in my child's education?

- Your child's class teacher and teaching assistant are responsible for ensuring the progress of your child. They are responsible for planning any interventions your child may need and to keep you informed of their progress. Your child's teacher is also responsible for reviewing support plans and first concerns grids with you, at least three times a year.

### How do you ensure that the SEND information about a child is shared and understood by teachers and all relevant staff?

- All staff working with a child have a responsibility to understand their needs.
- In our classrooms, each child with SEND has a one page profile that they helped to create. This explains their needs and how best to support them.
- The SENDCo shares relevant information, from external agencies, with class teachers to enable them to support your child using recommended advice.

### What expertise do you have in relation to SEND? *(IRR)*

- Staff at Longford have access to a range of training opportunities that may be relevant for them to undertake. We have a 'Continuing Professional Development' coordinator who looks at the needs of individual teachers and classes to ensure that all teachers have the correct training to ensure they do the best for each individual child.
- Recently, all teaching staff have undertaken 'Emotion Coaching' delivered by the Educational Psychology Service and 'Introduction to Autism' delivered by North Star Advisory Services.
- The Special Educational Needs coordinator has a 'Certificate of Special Educational Needs' ensuring they are fully trained to support the needs within school. The Acting SENDCo holds the 'National Award for Special Educational Needs Co-ordinators'

### Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? *(IRR)*

- There are many specialist services we can access through school. These include, but are not limited to:
- Behaviour Support
- Educational Psychologists
- Speech and Language Therapists
- School Nurse
- Occupational Therapy
- Children & Adolescent Mental Health Services
- MPFT Autism Spectrum Disorder Assessment Services
- Paediatrician
- Family Support Services
- Family Support Worker



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### Working Together

- Longford Lions Nurture Group
- Positive Play Program
- Forest Schools
- ELSA support
- Positive Parenting Programme

### Who would be my first point of contact if I want to discuss something?

- If you are concerned about your child, your first point of contact would be your child's class teacher. You can see your child's class teacher when they dismiss at the end of the day.
- In KS1 you will also see your child's class teacher at the beginning of each day.
- In Early Years & KS2 a member of staff will be on the door to welcome children into the building and messages can be passed on to your child's class teacher.
- If you need a more detailed conversation with your class teacher, you can make an appointment with them over Dojo or through the school office.

### Who is the SEN Coordinator and how can I contact them? *(IRR)*

Mrs Lucas is our school SENCO and can be contacted through the school office or her email is [longfordsenco@sbmat.org](mailto:longfordsenco@sbmat.org)

Currently Mrs Lucas is on leave and the Acting SENCO is Mrs Brooks who can be contacted through the school office or her email is [kbrooks@sbmat.org](mailto:kbrooks@sbmat.org)

School Office: 01543 227410

### What roles do your governors have? And what does the SEN governor do?

Our Local Governing Committee (LGC) are volunteers who help to **run** the school. They're involved in decisions about all aspects of managing the school – such as running buildings and budgets, supporting staff and setting standards of school discipline.

The LGC also help to make big decisions about the school's long-term goals. They support the principal, but also ask questions and make sure the principal is taking the school in the right direction.

The named SEN governor is Mr Ian Hunt.

### How will my child or young person be supported to have a voice in the setting, school or college? *(IRR)*

- At Longford Primary Academy, we value our children's thoughts and opinions. Each year children are asked to share their thoughts and views as part of their support plan. Children are also involved in creating their one-page profiles, which explains to others how to support them best.
- Within school, we have School Council and Eco-Council, where children meet regularly and feedback the views of their peers on important issues.

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## Working Together

### What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

- We encourage parental involvement in our school and have our Friends of Longford group that work together with school to create opportunities for our pupils and school. Find more information here: **Friends of Longford**
- We also have parent governors on our governing body. When a parent governor vacancy arises, this will be shared on our newsletter and Dojo. If you are interested in joining Friends of Longford or even volunteering some time to listen to children read please contact the school office.

### What help and support is available for my family through the setting? *(IRR)*

- If you require any support with completing forms or paperwork, please see the staff in the school office who will be happy to help you.

## Inclusion & Accessibility

### How will my child or young person be included in activities outside the classroom, including trips? *(IRR)*

- At Longford there are a variety of options to support children outside the classroom. There are a choice of activities after school that are available to all children at Longford. On school trips and visits, access arrangements are made when needed, e.g. additional adult support to attend trips, extra transitional visits for residential trips. If you feel there is a particular type of support your child will need for out of class activities, please speak to your child's class teacher or the Special Educational Needs Coordinator.
- We also have a before and after school club – The Den details of which can be found here: **The Den**

### How accessible is the setting's environment?

- In each classroom at Longford, we have a visual timetable to support children and we provide further individual visual prompts for children when needed.
- Please find details of our Accessibility Plan here: **Accessibilty Action Plan**
- We send lots of our communication with parents through Dojo – this can then be translated into another language where needed. We communicate to parents using a variety of formats including, Dojo, newsletters, text message and phone calls.

### Is the building wheelchair accessible?

Fully Accessible

Partially Accessible

Not Accessible

Details (if required)

Our key stage 2 building has an upstairs level meaning this building is not fully accessible. We consider the needs of each class when deciding which rooms classes will be based in each year.

### Inclusion & Accessibility

Are disabled changing facilities available? Yes   
No

Details (if required)

Are disabled toilet facilities available? Yes   
No

Details (if required)

Disabled toilet tis found in the Key stage 1 building

Do you have parking areas for pick-up and drop-offs? Yes   
No

Details (if required)

We have one disabled car parking bay for visitors they can be used to pick up and drop off as needed.

Do you have disabled parking spaces for students (post-16 settings)? Yes   
No

Details (if required)

NA

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## Joining and moving on

### Who should I contact about my child or young person joining your setting? *(IRR)*

- Details of our admissions can be found here: **Admissions**
- We welcome visits to our school. If you would like to arrange a visit, please contact the school office on 01543 227410.
- At Longford, the admission of children with disabilities is considered in the first instance in the same way as non-disabled children. Further considerations are made in the light of need and accessibility and the school would work with parents/carers and other agencies involved to ensure that appropriate provision could be provided. It is the school policy to accommodate children with disabilities should parents wish and individual needs are planned for to prevent any children with disabilities being treated less favourably than other children.

### How can parents arrange a visit to your setting, school or college? What is involved?

- We offer open days to our Early Years provision details of which are provided on our website and social media pages.
- If you would like to arrange a visit to our school, at any other time, please contact our school office who will be happy to arrange this for you.
- Telephone: 01543 227410 Email: longfordoffice@sbmat.org

### How will you prepare and support my child or young person to join your setting? How will you support them to move on to the next stage, or move on to adult life (as applicable for setting)? *(IRR)*

- At Longford, we aim to make starting school or transition between schools as easy as possible for both children and parents.
- If your child is joining us in Reception or Nursery, we offer transition sessions where your child can come and experience the classroom. The Early Years staff can also arrange home visits to get to know your child. When children are joining us from another Early Years setting, the Early Years lead and SENCo (where necessary) will arrange to speak with you and your child's previous setting and organise transition from one setting to another. At this point, if it is felt that your child may need extra transition sessions, this can be arranged. We can also take photos of the areas and staff they will be encountering. If you feel your child may need extra transition support, please speak to the Early Years staff or the SENCo.
- If your child is joining us mid-term they are encouraged to visit our school and join us on a trial visit to spend time with their new class and teacher.
- Each year as children move from one year group to the next, they will have a transition session with their new teacher. Staff also hold transition meetings each year so that all the relevant information is passed on to the child's next teacher.

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### Joining and moving on

- If your child is transferring to High School, they will have a transition day where they will be able to go and spend a day at their new school. When children leave our setting to attend High School, we liaise with the school they will be joining. There are also additional transition meetings to discuss the needs of our SEND pupils with their new settings. If needed, we can organise extra transition visits for our pupils to prepare them for this transition. On occasion, we involve specialist services, such as Autism Outreach, to assist in this transitional period.
- As a school, with all aspects of transition, we try to gain as much information as we can to ensure that transition is smooth to enable the child to settle in their new school. In order to do this we will gather or share as much information as possible from you and where applicable, other settings.

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### Additional Information

#### What other support services are there who might help me and my family? *(IRR)*

- If you require further information please contact the Special Educational Needs Coordinator.
- Alternatively you could use : **SENDIASS Staffordshire Family Partnership**

#### When was the above information updated, and when will it be reviewed?

- This report was updated February 2023 and will be updated in February 2024.

#### Where can I find Staffordshire's Local Offer? *(IRR)*

**Additional Information**

- Staffordshire's SEND Local Offer can be found at [www.staffordshireconnects.info](http://www.staffordshireconnects.info)

**What can I do if I am not happy with a decision or what is happening? (IRR)**

- If you would like to discuss anything about your child or you are concerned about anything regarding your child, your first point of contact is your child's class teacher. You can speak to the class teacher at the end of the day or make an appointment to speak to them at another time if preferred.
- If you would like to discuss anything regarding special educational needs, please make an appointment with the Special Educational Needs Coordinator. You can make an appointment via the school office or using the contact details in this report or on our website.
- Please find the schools complaint procedure here: **Complaints Procedure**

**Type of Setting** (tick all that apply)

- |   |  |                                      |   |                                  |
|---|--|--------------------------------------|---|----------------------------------|
| <input checked="" type="checkbox"/> Mainstream        | <input type="checkbox"/> Resourced Provision | <input type="checkbox"/> Special     |   |                                  |
| <input checked="" type="checkbox"/> Early Years       | <input checked="" type="checkbox"/> Primary  | <input type="checkbox"/> Secondary   | <input type="checkbox"/> Post 16                            | <input type="checkbox"/> Post 18 |
| <input type="checkbox"/> Maintained                   | <input checked="" type="checkbox"/> Academy  | <input type="checkbox"/> Free School | <input type="checkbox"/> Independent/Non/Maintained/Private |                                  |
| <input type="checkbox"/> Other (Please specify below) |  |                                      |   |                                  |

**DFE Number**

2189

**District**

- |   |                                    |   |  |
|---|------------------------------------|---|--|
| <input checked="" type="checkbox"/> Cannock | <input type="checkbox"/> Lichfield | <input type="checkbox"/> East Staffordshire | <input type="checkbox"/> Tamworth            |
| <input type="checkbox"/> Newcastle          | <input type="checkbox"/> Moorlands | <input type="checkbox"/> Stafford           | <input type="checkbox"/> South Staffordshire |

**Specific Age range**

3 - 11

**Number of places**

446

**Which types of special educational need do you cater for? (IRR)**

### Additional Information

- inclusive mainstream school                       special school

Offer specialisms in. Tick all those that apply.

- |   |   |
|---|---|
| <input type="checkbox"/> Resource for autism                              | <input type="checkbox"/> Resource for social, emotional and mental health                         |
| <input type="checkbox"/> Resource for cognition and learning difficulties | <input type="checkbox"/> Fully accessible environment – for pupils with physical or sensory needs |
| <input type="checkbox"/> Deaf friendly                                    | <input type="checkbox"/> Resource for moderate learning difficulty                                |
| <input type="checkbox"/> Resource for physical disability                 | <input type="checkbox"/> Resource for profound and multiple learning difficulty                   |
| <input type="checkbox"/> Resource for severe learning difficulty          | <input type="checkbox"/> Resource for speech, language and communication needs                    |
| <input checked="" type="checkbox"/> Visual impairment friendly            |   |

#### Other specialist support/equipment:

- Specialist technology

**Comment:**

- |  |   |
|--|---|
| <input type="checkbox"/> Rebound trampoline                    | <input type="checkbox"/> Hydrotherapy     |
| <input type="checkbox"/> Accessible swimming pool              | <input type="checkbox"/> Medical          |
| <input type="checkbox"/> Outreach and family support           | <input type="checkbox"/> Therapy services |
| <input checked="" type="checkbox"/> Bought in support services | <input type="checkbox"/> Hearing loop     |
| <input type="checkbox"/> Sensory room/garden                   |   |