



LONGSPEE



AMBITIONS
Academies Trust

Longspee Primary Academy (Specialist Provision)

Special Educational Needs and Disabilities (SEND)

Inclusion/ SEND Contact details:

Name of Inclusion Lead: Emily Ryder

Email: emily.ryder@Longspee-academy.co.uk

Telephone: 01202 380266

Longspee Primary Academy is a specialist Academy for 5 to 11 year old students covering Key Stage 1, Key Stage 2 and Year 7 pupils. All pupils that attend Longspee Academy have special educational needs.

The Longspee Primary Academy SEND Information report for parents and carers lets you understand how we support all young people with Special Educational Needs and Disabilities and ensure that they have the chance to reach their full potential, to be included fully within all aspects of the Academy community and to make successful key transitions from Year 7 and through all key stages.

The SEND Information report for parents and carers is written in line with the Children's and Families Bill September 2014 and the SEND Code of Practice 2015. The needs of students will be addressed irrespective of ability, physical fitness, social class or psychological condition. Longspee Academy will not label students nor use any organisational strategy which would disadvantage any particular group of students.

Longspee Primary is committed to working with Academy staff, students, parents, carers and appropriate external agencies in the assessment and review of students. An Inclusion register of all students is maintained and reviewed regularly by the Inclusion Lead.

Longspee Primary SEND information report (Local Offer) identifies provision the Academy offers for our students and accessibility for disabled students.

You can access BCP's Local Offer at

<https://bcpfamilyinformationdirectory.com/kb5/poole/fis/home.page>



Identifying and Supporting Students with their additional needs

Inclusion Register

All students within the Academy are on our Inclusion Register which is regularly updated and accessed by all staff within the Academy. The Inclusion Register identifies the students additional needs, this includes; students with learning difficulties (e.g. Dyslexia, Dyscalculia), Looked After Children (LAC), English as Additional Language (EAL) and Pupil Premium.

100% of pupils that attend Longspee Academy have SEND.

The 4 Areas of Need

Longspee is a specialist Academy for pupils with Social, Emotional and Mental Health Needs (SEMH) identified as their primary need. Pupils may have additional needs in one or more of the following categories:

- communication and interaction
- cognition (thinking) and learning
- physical and sensory

Ways to identify difficulties

- Consultation with staff, parents, carers and students
- Baselines assessments, Cognitive Abilities Tests (CATs), Reading and Spelling assessments (Liaison with Parents/Carers)
- Teacher assessments
- Teacher referrals for additional assessments following concerns
- Early Help Assessment

Supporting pupils with SEMH needs

- All pupils have an individual Impact Profile (see example on next page). This includes an individual risk assessment which details their triggers and strategies staff use to support the pupils. This document also includes information of pupil's progress towards their EHCP outcomes.
- 'Good choices' displayed around the school with symbols to remind the children of our expectations.
- Use of visual cues (signs and symbols) including a class visual timetable, individual timetables, 'now and next' boards, checklists and task planners as required.
- Three playtimes to support social skills development
- Regular movement breaks.
- Teachers and teaching assistants support pupils in developing their social skills during playtimes and lessons
- A variety of spaces around the school to support pupils with their learning, sensory and emotional regulation e.g. a sensory room which can be dark and has soft cushions and a bright movement room full of resources.
- Credits, points and individualized motivators and rewards.
- Daily Reading lessons (additional literacy lessons) which develop key skills to support pupils develop their phonics, comprehension and speaking and listening skills. Allowing teachers to further target any specific needs or gaps pupils may have.
- Daily Personal Development lessons focused on key skills for life including PHSE, social skills, Zones of Regulation, E-Safety and other key areas that need specific targeting to

PUPIL IMPACT PROFILE

Date of birth: 01/01/2222	Plan start date: Summer 2 2019	Class: Aroom	Year group: 3	Current school term: Spring 1
<p>Summary of needs: ASD, developmental co-ordination difficulties, sensory sensitivities and hypermobile joints, Tourette's Syndrome, ADHD, PPG</p>				
<p>Skills, talents and achievements: PUPIL now attends school full time. He is very funny and is very creative. PUPIL is becoming more confident in maths. He attends judo club outside of school</p>				
<p>Triggers: Noisy areas, repetitive noises, touching others, lack of understanding</p>				
Stage	GREEN – Ready to learn	AMBER – off task/low level disruption	RED - crisis	RECOVERY – after incident evaluation/reflection
How I may feel when at stage	Happy, Calm, Good, Focused, Friendly, Engaged	Frustrated, Annoyed, Distracted, Confused, Silly	Angry, Scared, Really frustrated, Really emotional	Calm, Quiet, Sad
What people may see including early warning signs	<p>Laughing</p> <p>Completing work set</p> <p>Drawing</p> <p>Talking to friends</p> <p>Smiling</p> <p>Proactively starting conversations with others</p> <p>My body is relaxed</p> <p>Asking others whether they need help as I like helping when I'm feeling calm</p>	<p>Staring at one spot (person or object)</p> <p>No answering questions</p> <p>Fists clenched</p> <p>Constant laughing</p> <p>Day dreaming</p> <p>Arms flapping</p> <p>Using inappropriate language</p> <p>Fidgety</p> <p>Moving in an inappropriate way</p> <p>Making loud noises</p>	<p>Not answering adults</p> <p>Swearing</p>	<p>Finishing work</p> <p>Drawing</p> <p>I'm finding it difficult to forgive people who gave me consequences so I will ignore them</p>
What may help me	<p>Talking about drawings or Roblox</p> <p>Having a staff member to help me with my work</p> <p>Having a visual timetable to help me know what is happening next</p> <p>Visuals to help me with my work</p> <p>Visuals to explain any changes</p> <p>Calm quiet voice</p> <p>Clearly structured day</p> <p>Verbal and non-verbal praise</p>	<p>Reminder of choices</p> <p>Refocussing on task given</p> <p>Distraction through use of humour</p> <p>Movement break</p> <p>Sensory/fiddle toy</p> <p>Time in the green room</p> <p>Option to privately talk to key adults</p> <p>Write down all the unkind words I have in my head on a post-it note to empty my head of inappropriate words</p>	<p>Discussion around drawings</p> <p>Time out</p> <p>Slow, calm voice</p> <p>Access to gym ball in the reflection room</p>	<p>Calm voice</p> <p>Quiet environment</p> <p>Option to take a walk or movement break to process my emotions</p> <p>Doodle pad</p> <p>Comic strip conversation or drawing of what happened</p> <p>Sensory/fiddle toys</p> <p>Discussion around what happened</p> <p>Having a hug</p>
Please include: • Phrases to use • Rewards • Motivators • Calming techniques • How best to respond to behaviour				

Safeguarding Risk Factors			
Prevent risk: Early led and misuse of internet	Child Sexual Exploitation risk: Limited understanding of social cues or use of appropriate skills	E Safety risk: Unsupervised use of social media	Other potential risks: Unsupervised in the community-self-harm-mental health
RISK FACTOR (1 = LOW – 6 = HIGH) 1 2 3 4 5 6	RISK FACTOR (1 = LOW – 6 = HIGH) 1 2 3 4 5 6	RISK FACTOR (1 = LOW – 6 = HIGH) 1 2 3 4 5 6	RISK FACTOR (1 = LOW – 6 = HIGH) 1 2 3 4 5 6
Curricula support to reduce risk: E Safety sessions and Digital Citizenship week, monitored use of computers, comic strip conversations	Curricula support to reduce risk: PSHE lessons on friendships, stranger danger, social skills	Curricula support to reduce risk: Social story for acceptable use, Close monitoring by staff, E safety lessons	Curricula support to reduce risk: Trip to Safewise, Sessions focused on recognising own safety, Social stories and comic strips, Stranger danger
Targets and Provision taken from (highlight applicable): EHCP Boxall Profile Motional Outside agency report: What is happening to support pupil to achieve target/Provision			
Target (small step) Outcome 1: PUPIL will have access to a learning environment that enables him to establish cognitive and emotionally meaningful exchanges each day.			
Autumn Term I can recount the main parts of what I have just read. Spring Term I can complete a task by myself (using task planner) Summer Term I can answer questions about what I have just read.	Core class based provision: <ul style="list-style-type: none"> PUPIL's learning programme provides him with repeated practices of key skills each day. PUPIL has access to daily learning conversations to practice key learning skills, including using keywords, recalling details, recounting events in sequences, responding to questions and answers. PUPIL's reading skills are supported within a daily reading partnership in which his reading understanding is reinforced through question and answer, discussion, recall and explanation of processes. PUPIL is supported in topic tasks with pre-teach sessions and visual prompts to focus him on the required skill practices. PUPIL's participation is supported through steps to task completion sheets, offering tick boxes as steps are completed, e.g. started the task, first word written, first three words completed, first sentence etc. 		
<p>Progress:</p> <p>Date: 20.1.2222</p> <p>Progress towards targets:</p> <p>- Achieved on 12 or more occasions (recorded on Target Tracker see Assessment file and Reading Record).</p> <p>-By PUPIL focusing on his reading and discussing skills in one-to-one, small groups and a whole class discussions, PUPIL was able to recall the main points of the story with and without prompting. However, PUPIL still needs support to recall the main emotional beats of a story rather than the simple plot.</p> <p>Progress towards outcome:</p> <p>-PUPIL is still working significantly below a pupil of his age. PUPIL's discussion skills still need to be practiced and he needs a significant amount of prompting from adults.</p> <p>Evaluation against expected progress</p> <p>Below (B)</p> <p>Working towards (WT)</p> <p>Met (M)</p> <p>Exceeded (E)</p> <p>Outcome achieved?: Y/N</p>	<p>Date: 20.04.2222</p> <p>Progress towards targets:</p> <p>Progress towards outcome:</p> <p>Evaluation against expected progress</p> <p>Below (B)</p> <p>Working towards (WT)</p> <p>Met (M)</p> <p>Exceeded (E)</p> <p>Outcome achieved?: Y/N</p>	<p>Date: 20.06.2222</p> <p>Progress towards targets:</p> <p>Progress towards outcome:</p> <p>Evaluation against expected progress</p> <p>Below (B)</p> <p>Working towards (WT)</p> <p>Met (M)</p> <p>Exceeded (E)</p> <p>Outcome achieved?: Y/N</p>	



Quality First Teaching — In Class Support

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of students. The quality of teaching for students and the progress made by students, is a core part of the Academy's teaching and learning standards. The small class sizes and high adult to pupil ratio allow teachers to target the pupils specific individual needs throughout the curriculum.

This is **high quality teaching** – differentiating for individual students is the first step in responding to our pupils SEND needs. Teachers are responsible and accountable for the progress and development of the students in their class, including the support given by teaching assistants or during additional interventions.

When planning, teachers will set high expectations and provide opportunities for all students to achieve.

Teachers will take account of student additional requirements and make provision, where necessary, to support individuals.

The teacher will direct and plan support given by the class teaching assistants.

Teachers will use strategies identified in their EHCPs to help with differentiation and teaching.

Training:

All teachers in the school are highly trained teachers (or in the process of obtaining QTS) who have access to a range of support and training opportunities across the year. The school has a training plan for all staff to improve the teaching and learning of children.

This includes whole school training on SEND issues such as, SEMH, Attachment, Team Teach, Literacy difficulties and Speech and Language difficulties.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. Autism and Attachment, etc.

Emily Ryder, our Inclusion Lead, is a qualified SENCO after completing the mandatory training course for all SENCOs which is a Masters level training programme.



Additional Support and Interventions

Some students may require additional support depending on their needs.

Interventions may include:

- Reading intervention
- Dedicated 1 to 1 Support
- Speech and Language Support
- EAL support
- School Nurse
- Screening for Dyslexia
- OT programme
- Physiotherapy

Specific interventions for students with social and emotional developmental needs:

- ELSA (Emotional Literacy Support Assistant)
- Pastoral support
- Social skills intervention e.g. Lego Therapy

Teaching Assistants

The Academies Teaching Assistants support students with all their SEND needs. The TAs work collaboratively with teachers to support students on an individual, group or whole class basis.

Allocation of TA's in class is based on student need and entitlement. All classes currently have two teaching assistants.

Each TA works under the direction of a teacher, the teacher has ultimate responsibility for the student's learning.

During assessment of a student we may talk to you about support your child may benefit from an outside agency. With your permission a referral may be made to an external agency requesting additional and / or further assessment. Referrals can be made to:

- Educational Psychology Service
- Specialist Speech and Language Therapy
- Community Pediatrician
- SENISS (SEN Inclusion Support Service)
- Children and Young People Social Care (CYPSC)
- Child and Adolescent Mental Health (CAMHS)
- Safer Schools Community Team
- Youth Support Worker (Targeted Services Team)

Other Services we work in collaboration with :

- Hearing and Visual Impairment Service
- Physiotherapy and Occupational Therapy

Transition

Transition – both into school and from Longspee to other schools – is an exciting time for families, but can raise some concerns too. To help children feel welcome:

- Members of the Senior Leadership Team arrange tours of the school for prospective new children and their families
- They also meet with the child and parent/carer; and ensure all important information is shared with the new class team.
- The school are able to provide transition books and a staggered start where such an approach would be beneficial in helping the settling in period.

Transitions between classes are also carefully planned and supported ensuring the pupil's individual needs are met.



Support for Students and Parents/ Carers

Longspee Academy works in partnership with students and their parents / carers to help and support their learning both in and out of the Academy.

Involving parents/carers in the life of the school is very important to us and we encourage an active partnership through an ongoing dialogue. We make use of a variety of strategies to do this:

- Daily home/school reports—via Class Dojo
- Home/school agreement
- School newsletters
- Website
- Weekly celebrations of the pupil's achievements
- Workshops and parent groups
- Christmas Fair
- Sports Day
- TAF meetings as required
- End of Year Report
- EHCP Annual Review

EHCP Annual Review

All of the pupil's Education, Health and Care Plans are reviewed annually. The paperwork is sent to the parents/carers prior to the meeting to ensure everyone is prepared when the Annual Review Meeting takes place. The meeting is another opportunity for parents/carers and when appropriate the child him or herself to come together to discuss and agree what's worked, what we need to focus on and what we are going to do next.

Family Support

Dylan Garden is our dedicated Pastoral Support Worker and Michelle Barter Pastoral Support Assistant both work closely with our children, parents and carers, monitor attendance, meets with parents/carers/children and visits families at their home.

Both Dylan and Michelle support parents by sign posting them to services / organisations which may offer support / advice and where appropriate to the Local Offer.

The Academy is fully accessible to all individuals:

- One storey school
- Disabled entrance ramp
- Accessible toilet for use by pupils, staff and visitors.

What happens if I am worried or have concerns about my child's provision?

Talking through your concerns with the Inclusion Lead (Emily Ryder) will help identify what the outstanding concerns or worries are and how we can best help. If you still require further support, you are encouraged to speak to the Academy Principal (Mr O'Connell) or Vice Principal (Mr Burt).