



Longlands Primary School

Accessibility Plan

Last reviewed on: 16/09/2024

Next review due by: 16/09/2027

How accessible is the school environment?

- Fully wheelchair Accessible
- Longlands Primary School building has two levels; lifts are installed to make it easily accessible for disabled children and adults.
- There is a ramp situated outside the Early Years building
- There are double doors strategically placed around the building to allow wheel chair access
- As a school we are happy to discuss individual access requirements.

How are children identified as having Special Educational Needs?

At Longlands School children are identified as having SEN in a variety of ways e.g.

- Concerns raised by parents /carers
- Concerns raised by teachers
- Concerns raised by the child
- Changes in a child's behaviour or self-esteem and is having an impact on their progress
- A child finds learning difficult
- Child performing well below age related expectations
- Information received from outside agencies and pre- schools, e.g. speech and language therapist, Paediatricians, Educational Psychologists

How are parents and carers supported if they think that their child has SEN?

We have an open door policy. Parents have a good relationship with staff and they are always encouraged to speak to their child's class teacher if there are any concerns.

The Head teacher Mr Baines is often in the playground meeting and greeting parents before and after school and he will direct parents to the appropriate member of staff.

At Longlands we invite parents in to speak to the class teacher in the first instance and if there are further concerns parents and carers are referred to the SENCo, Mrs Francis.

The process...

- *Speak to class teacher*
- *Make an appointment to meet The SENCo to discuss your child's needs.*
- *The SENCo will work with your child and their class teacher to identify the area of need and set individual targets.*
- *Additional support will be given to your child if necessary. This may be additional support from the Class Teacher or the Teaching Assistant. They may work with other staff to support specific needs.*
- *Review of targets and progress that has been made towards targets.*
- *If targets are not met they will be broken down into smaller steps.*
- *SENco will make an appointment with parents to discuss the involvement of outside agencies if there are concerns about progress.*
- *Outside agency involvement-new targets set.*
- *If there are still concerns about progress a meeting will be set up to discuss an assessment for an Education Health Care Plan.*

How are parents/carers kept informed about the support the school have put in place?

Each child's education will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.

If a pupil has needs related to more specific areas of their education, such as reading, spelling, handwriting, numeracy & literacy skills etc. then the pupil will be placed in a small focus group. This will be run by the teacher or a teaching assistant. The length of time of the intervention will vary according to need but will generally be for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.

These interventions will be recorded on the provision map (this is a record of the interventions, timings, and impact of the intervention) Parents are notified about interventions by the class teacher or SENCo.

If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENCo.

Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be

planned which will be discussed and implemented by the SENCo.

Occasionally a child may need more expert support from an outside agency such as an Educational Psychologist or Speech and Language Therapist.

Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

The SENCo has meetings with Mr Morgan, the SEND governor, who monitors SEND provision and progress. This information is reported to the full governing body.

How is the curriculum differentiated and matched to a children's needs?

When a child has been identified with special educational needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.

Teaching Assistants may be allocated to work with the child in a 1-1 or small focus group to target more specific needs.

If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips easy to use scissors or coloured overlays for reading.

The class teacher works with all children in his/her class. The class teacher or the SENCo will plan the work of the Teaching Assistants. All support staff receive internal or external training for the areas of SEN support that they carry out.

How is progress measured?

We communicate regularly with parents. You are welcome at any time to make an appointment to meet with either the class teacher or SENCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.

If your child is on the SEN register they will have individual or group targets on a provision map. This is discussed at parent meetings and parents are given a copy of the provision map. The targets are set by the class teacher and the SENCo, and the SENCo is available at parent consultation evenings, should parents wish to meet with her separately.

The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.

If your child has complex SEND they may have a EHCP, which means that a formal meeting will take place with you and all agencies involved to discuss your child's progress and a report will be written.

How are parents/carers kept informed about their child's progress?

As a school we measure children's progress in learning against National expectations and age related expectations.

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Reception through to Year 6, using a variety of different methods including test and teacher assessment.

Children who are not making expected progress are picked up through Progress meetings with the class teacher and Senior Leadership Team.

In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression. If your child is discussed at one of these meetings and additional support is recommended you will be informed.

When a child's individual provision is reviewed comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

How are parents/carers helped to support their child's learning?

At Longlands school we like to maintain regular contact with parents about the things that happen in school we do this in a variety of ways including;

- School monthly Newsletter
- Reading Journals are sent home daily
- Home/School books for individual children
- Parent consultation meetings 2x per year to discuss issues and to contribute ideas and opinions
- School website
- Class representatives
- Regular use of Parentmail

How are wellbeing, personal and medical needs supported in school?

We offer a wide variety of pastoral support for children who are encountering emotional difficulties. We have a caring understanding team who look after our children and parents.

Your child's class teacher is the first person to contact with concerns about your child's overall wellbeing.

If further support is needed the class teacher will liaise with the SENCo who will give advice and support and put a plan of action into place. This may involve teaching assistants, therapeutic play, Intervention groups or regular check ins.

Children with medical needs

If a child has a medical need then a detailed Health Care Plan is compiled by the SENCo in consultation with parents/carers and the school nurse. This is discussed with all staff who are involved with the child.

We have fully trained first aiders in all Key Stages and staff members have a basic knowledge of first aid. First Aiders have also had EpiPen training.

If your child has a medical condition that requires medication, a meeting will be held with parents/carers, SENCo, designated staff members and first aider to explain our Health and Safety Policy and procedures. Parents and all staff members who agree to administer medicines will sign a medication agreement form to ensure the safety of both child and staff member.

Behaviour

At Longlands school we have a very positive approach to all types of behaviour with clear rewards and sanctions that is followed by all staff and pupils. This is consistent throughout the school, so each child knows the expectations of behaviour as they progress through the year groups.

This includes our 4 step behaviour policy, Whole school Behaviour policy, records kept on Pupil Asset and an achievement assembly each week.

If a child has continual challenges around behaviour a support plan is written alongside the child, teacher and parents to identify the specific issues and put relevant support in place and set targets.

After any behaviour incident we expect children to reflect on their behaviour with a member of the Senior Leadership Team and a restorative conversation is had. Incidents are recorded on Pupil Asset.

This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.

Attendance

Attendance of every child is monitored on a daily basis by the Admin Officer. Lateness and absence are recorded and reported to the Head teacher.

Good attendance is rewarded weekly in a celebration assembly and termly with a special cup, and is reported to parents via the newsletter.

Where families are struggling with attendance and punctuality we may refer parents to the Educational Welfare Officer who will offer advice and strategies to get their children into school on time.

How do children contribute to the everyday life of the school? How are their views gathered?

We encourage every child to contribute and to express their thoughts and ideas which we value, respect and celebrate. We do this in different ways throughout the school year:

- In class daily children are encouraged to contribute to lessons
- There is a School Council meeting every half term where issues or viewpoints are discussed.
- Circle Time is embedded in our whole school timetable
- Children who have EHC plans or other forms of review are given the opportunity to express their views.
- Children with social, emotional and behavioural needs have opportunities to talk on a 1:1 level, small group level or in class.
- Children can speak to our therapeutic play therapists if they have worries or concerns and there are also worry boxes.

What expertise and specialist services are available through the school?

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: -

- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- Inclusion Team
- EIT team
- Speech & Language Therapy
- School Nurse
- Occupational Therapy
- Paediatricians
- Learning Support Service
- Behaviour Support Service
- Play Therapy
- Autism Outreach Team

An Educational Psychologist is allocated to each school. He/she would normally only work directly with children whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them.

This involvement is discussed at Progress Meetings with the Senior Leadership Team and class teachers.

In order to help understand the pupil's educational needs better, the psychologist will generally meet with the parent and give feedback after the assessment has been completed.

He/she will offer advice to the school and parent/carers on how to best support the child to move their learning forward.

What training do staff receive?

All staff receive some training related to SEND

Our SENCO has been trained in a wide range of SEN including dyslexia, Autistic Spectrum Disorder, Attention Deficit Hyperactivity Disorder, (ADHD), Speech Language and Communication and Social and emotional Aspects of Learning. She is currently working towards gaining the NPQ SENCO qualification.

Our Teaching Assistants have had relevant training directly linked to the individual children who they are supporting.

How are school trips and activities outside the classroom organised? How does the school ensure that pupils with SEND are included?

Activities and school trips are a very important part of every child's learning experience at Longlands Primary.

Risk assessments are carried out and procedures are put in place to enable all children to participate.

If a child has a Teaching Assistant he/she will accompany them on the trip.

However, if there is no TA and it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.

How are children supported when changing schools or transferring to other education, employment or training?

A home visit is carried out for reception children and a visit to preschool settings where SEN has already been identified.

The SEN Co will attend a meeting with Early Years staff from our feeder settings in the summer term, to discuss the needs of any pupils with SEND due to begin in the reception class in September. Similarly, there is a handover meeting for Secondary transition with the Secondary School SEN Cos.

All new children visit the school prior to starting when they will meet the Head teacher or Deputy Head teacher to have a welcome meeting and be shown around the school.

For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings.

- We write social stories with children if transition is potentially going to be difficult.
- When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits.
- We run a secondary transition group in year 6, specifically tailored to aid transition for the more vulnerable pupils.
- We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

How are resources matched to a children's needs?

- We ensure that all children who have Special Educational needs are met to the best of the school's ability with the funds available.
- We have a team of TAs who are funded from the SEN budget and deliver programmes designed to meet groups of children's needs.
- The budget is allocated on a needs basis. The children who have the most complex needs are given the most support often involving a TA.

How do the school decide how much support is provided?

The class teacher alongside the SEN Co will discuss the child's needs and what support would be appropriate using Assess, Plan, Do, Review.

Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going discussions with parents.

IMPACT

- By reviewing children's targets on provision maps and ensuring they are being met.
- The child is making progress academically against national/age expected levels and the gap is narrowing - they are catching up to their peers or expected age levels.
- *Verbal feedback from the teacher, parent and pupil.*
- Children may move off of the SEN register when they have 'caught up' or made sufficient progress.

How are parents and carers involved in discussions and planning?

- *The SEND team value parental engagement and operate an 'open door' policy encouraging parents to be involved.*
- *Parents will be invited to parent conferencing meetings,*
- *For children with SEN, parents are encouraged to contribute to the evaluations of individual targets*
- *Where a child has a EHCP, regular meetings are held with parents and other professionals to discuss target needs and ways forward.*

How can parents and carers get involved in the school more generally?

We encourage parents to support their child with homework on a daily basis. When appropriate, parents are invited to accompany pupils on a class trip, in addition to:

- *We always encourage parents to attend special occasions such as concerts and Sports Day.*
- *The school office can provide dates of events*
- *The PTA encourage parents to participate in fundraising activities*
- *Parent representatives on the Governing Body.*

Who can parents/carers contact for further information?

- *First point of contact would be your child's class teacher to share your concern.*
- *You could arrange to meet Mrs Francis our SENCo.*
- *Call the School Office on 0208 300 2368 to make an appointment*

How are parents and carers supported to decide whether this is the right school for their child?

Please contact Mr Baines, Head teacher or Mrs Allen, Deputy Head teacher on 0208 300 2368

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please follow the school's Complaints policy. A copy is available on the school website.