



# Longspee Academy (Specialist Provision)

## Special Educational Needs and Disabilities (SEND)

### Information Report for Parents and Carers

#### Inclusion/ SEND Contact details:

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

You can access Poole's Local Offer at

[www.poolefamilyinformationdirectory.com/kb5/poole/fis/localoffer.page](http://www.poolefamilyinformationdirectory.com/kb5/poole/fis/localoffer.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 SEMH plan (see example on next page). This details their triggers and strategies staff use to support the pupils. This is part of the Access—>Plan—>Do—>Review process that is completed through the annual review process.
- '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 and 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 Masters Club lessons (additional to maths and literacy lessons) which develop key skills to support pupils develop their literacy and mathematics knowledge and understanding. 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, sensory or movement needs and other key non-academic areas that need specific targeting to better support pupils e.g. E-Safety.

## Pupil A SEMH Support Plan

Date:

**TRIGGERS:** SENSORY - NOISY, SEEKING FEEDBACK BY BANGING THINGS, TOUCHING/SQUEEZING OTHERS, UNABLE TO KEEP STILL, NOT GETTING HIS OWN WAY, UNABLE TO COMMUNICATE FRUSTRATION

	<b>GREEN</b> HAPPY EXCITED CALM	<b>AMBER</b> FRUSTRATED 'HYPER' DISTRACTED	<b>RED</b> ANGRY CROSS REALLY FRUSTRATED	<b>RECOVERY</b> CONFUSED WORRIED UPSET
<b>How I feel</b>	RELAXED TALKING TO PEOPLE TALKING TO FRIENDS TAKING PART IN LESSONS MAKING JOKES	CAN'T CONCENTRATE/STAY STILL SMILING/LAUGHING THROWING THINGS UNKIND WORDS APPEARS TO NOT HEAR INSTRUCTIONS/SAYS NO	HIT STAFF OR PUPILS SCRATCHING SHOUTING/SWEARING TIPPING TABLES LAUGHING	QUIET VOICE SEEKING HUGS SEEKS PRAISE
<b>What people may see</b>				
<b>What can help me</b>	I REALLY LIKE LEGO, STAR WARS, DINOSAURS  AN ADULT PROMPTING ME TO STAY ON TASK  AN ADULT MAKING THINGS EXCITING OR FUNNY... WHO CAN PUT THE TOYS AWAY FIRST  ACCESS A QUIETER SPACE IF NEEDED  HAVE HELP TO BREAK TASKS DOWN  SOMETHING TO FIDDLE & WOBBLE CUSHION WHEN I HAVE TO SIT FOR A PERIOD OF TIME  HAVE A SENSORY BREAK- RUN AROUND& THEN SLOW DOWN BEFORE RETURNING TO CLASS	STAFF WILL GIVE ME A VERBAL WARNING BUT ASKING ME TO STOP AND THINK  REDIRECT ME TO WHAT THEY WOULD LIKE ME TO DO  SUGGEST A WALK OR THE DEN I WILL  BE ABLE TO LEAVE THE CLASSROOM TO HAVE 5 MINUTES BREAK IF NEEDED  TEACHER EXPLAINING SOMETHING IN MORE DETAIL IF I DON'T UNDERSTAND.  STAFF TO REDIRECT ME TO ANOTHER ACTIVITY STAFF WILL REDUCE VERBAL COMMUNICATION WITH ME.  USE THE SENSORY/FIDDLE TOYS	REMOVE TO SAFE, QUIET SPACE  I MIGHT USE THE SENSORY/FIDDLE IN A SAFE SPACE (USUALLY THE DEN)  STAFF TO OBSERVE FROM DISTANCE TO ENSURE I AM KEEPING MYSELF SAFE.  DISTRACT BY TALKING ABOUT THINGS I LIKE.	FAMILIAR ADULT TALK THROUGH WHAT HAPPENED USING VISUALS TO TALK ABOUT EMOTIONS FELT ONCE I AM READY TO TALK.  COMIC STRIP CONVERSATIONS.  TALK WITH ADULT ABOUT CONSEQUENCE AND AID LEARNING BY IDENTIFYING POSITIVES AND ALTERNATIVES IF NEEDED.  ONCE READY, RETURN TO NORMAL ROUTINE IN CLASSROOM OR A QUIET SPACE 1:1 (AS IDENTIFIED BY TEACHER OR SLT)
<p><b>PREVENT</b> (all staff must adopt the Prevent Duty safeguarding pupils using the internet);</p> <p><b>RISK FACTOR:</b> 1 2 3 4 5 6 (1 – 2 low, 3 – 4, medium and 5 – 6 high) <b>RISK:</b> Pupil A enjoys playing online games</p> <p><b>WHAT CAN HELP ME:</b> INTERNET SAFETY LESSONS, INTERNET SAFETY INFORMATION SHARED WITH CARER</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  
Home/school agreement  
School newsletters  
Website  
Termly 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**

Liz Mackenzie is our dedicated Family Support Worker who works closely with our children, parents and carers, monitors attendance, meets with parents/carers/ children and visits families at their home.

Both Liz and Emily 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).