Long Whatton C of E Primary

Information Report



'Live, Learn, Grow and be Thankful''

Local Offer

Date of policy: September 2026

Date adopted by Governors:

Date of review: September 2027

Long Whatton CE Primary School

'Learning and Growing together'

Long Whatton C E Primary School: Local offer

SENCO Jodie Bradshaw

The kinds of special educational needs for which provision is made at Long Whatton CE Primary School in line with regulation 3 of the Special Educational Needs and Disability (Information) Regulations (2014)

Long Whatton CE Primary School prides itself on offering a supportive and caring environment which caters for children with various special educational needs. The School strives to be a fully inclusive school, fostering a sense of community and belonging through:

1. Personalised learning
2. A broad, balanced and creative curriculum for all pupils
3. Early identification of barriers to learning
4. High expectations of all pupils

The Government defines a child as having a special need if they have a learning difficulty or disability which calls for special educational provision to be made or has a significant greater difficulty in learning than the majority of others the same age.

We provide SEN support for students with significant needs in the following areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and / or Physical

The four significant areas can be classified into core, additional and high needs. Some children require minimal interventions and support whilst others need additional support to raise their learning. The school will also provide provision for children on an Education Health and Care Plan (EHCP) which require high needs.

We are using our IMF to further develop and embed strategies and approaches to develop inclusive mainstream provision in line with the 7 principles of inclusion.

Information about the school's policies for the identification and assessment of pupils with special educational needs:

We identify pupils with special educational needs through teacher's observations and assessments, previous school information. Staff fill out an initial concerns form to refer a child to the SENCo.

Evidence would come from:

1. Assessments
2. Parental/carers interviews
3. Medical notes
4. Reports from other agencies
5. Individual pupil tracking

Teachers who have concerns about a pupil will alert the SENCO and parents/carers will be involved in assessment and decision making. Parents/carers are regularly updated on their child's progress and new targets set. Parents are given any support they need in this process.

Long Whatton CE Primary School's policies for making provision for pupils with special educational needs whether or not pupils have Education Health Care Plans (ECH):

The provision for pupils with special educational needs is evaluated and monitored in the following way:

1. Regular assessments
2. Data analysis to monitor pupils not making expected progress and act on it.
3. Updating of the provision map to make sure pupils are receiving the correct support
4. Include views of parents/carers

b. Our arrangements for assessing and reviewing the progress of pupils with special educational needs:

1. Effective systems are in place to track and review individual pupil progress and to target intervention.
2. The effectiveness of intervention programmes is evaluated and reviewed on a regular basis, and Staff meeting time is spent on reviewing attainment and progress for all children in the school.

c. Our approach to teaching pupils with special educational needs:

A wide range of multi- sensory teaching styles are used so all children progress in lessons through first quality teaching, or in small group sessions. Staff have a good knowledge of pupils' learning needs and will scaffold and adapt tasks accordingly. Resources are used appropriately and reviewed regarding their effectiveness.

d. How the school adapts the curriculum and learning environment for pupils with special educational needs:

The following are used:

1. Resources recommended by specialists or outside agencies
2. Adult time for extra support
3. Visual timetables, and Makaton signs and symbols are used when appropriate
4. Scaffolding
5. Pre and post teaching
6. Adaptive teaching strategies and differentiation where appropriate are used to meet the range of needs in the classroom

e. How the school provides additional support for learning that is available to pupils with special educational needs:

1. Personalised curriculums are devised using the small steps approach working in small groups.
2. Children work in small groups or on a one to one basis with the TA.
3. Additional adults are deployed to support the needs of the pupils in class or through interventions where necessary
4. Learning targets/next steps are shared with parents so that children can practice and refine skills at home. Some children are supported with Homework tasks built around weaker areas.

f. Activities available for pupils with special educational needs in addition to those available in accordance with the curriculum:

1. The school runs clubs within the school day. This includes an after-school run by the school staff.
2. There are a wide variety of clubs that offer *sporting*, *physical and creative* and *thinking challenges*.
3. Residential visits, and day visits are used to support specific groups of children, and the school offers this to partner schools to bring children together with similar needs.

g. Support that is available for improving the emotional and social development of pupils with special educational needs:

1. We provide Social Communication groups led by a trained ELSA and Forest school activities.
2. We ensure there is good behaviour management which allows staff to recognise when pupils might be encountering difficulties.
3. Each classroom has a space to retreat to or the pupil may spend some time away from the classroom to gather their thoughts.

4. Children are assessed frequently. A combination of summative and formative assessment allows us to identify and implement the need for support quickly.

Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured:

1. Staff have attended training on Dyslexia and Trauma and Attachement and Making sense of Autism.
2. The school SENCO attends partnership meetings and draws on the experiences of others within the cluster group where necessary.
3. Other outside agencies are involved when required. This may include Educational Psychologist, Speech and Language, CAMS, Behaviour and Attendance, Autism Outreach, and GPs as appropriate.

Information about how equipment and facilities to support children and young people with special educational needs will be secured (See Accessibility Plan 2024):

The following facilities are available at this school:

1. Provision for special diets
2. A wide range of outdoor areas for lessons to take place outside
3. Wheelchair access
4. There is a disabled toilet and showering area
5. Disabled parking bay

The arrangements for consulting young people with special educational needs about, and involving them in, their education:

1. Pupils are invited with their parents to contribute towards Support Plan / EHC meetings if appropriate for their age.
2. Pupils are responsible for producing a one page profile for all staff to view that specifies the strategies that support their needs at school.
3. We have a house point and credit reward system that motivates the children and the children are encouraged to evaluate their own work.

Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents and carers of pupils with special educational needs concerning the provision made at the setting:

1. Our school has an "Open door" policy and parents /carers are able to talk to staff in the morning and at the end of the school day.
2. All staff, including the Headteacher are regularly available in the morning and after school for parents.
3. Governors become involved if complaints are made (see Complaints policy).

The contact details of support services for the parents and carers of pupils with special educational needs, including those for arrangements made in accordance with clause 32:

1. As a school we encourage and engage parents/carers in their child's learning by holding information evenings and meeting with parents regularly.
2. We support parents/carers in liaising with any outside agencies that become involved with their child.

The school's arrangements for supporting pupils with special educational needs in transferring to a new education phase:

1. Meetings are held regularly to discuss pupils with special educational needs as they move through EYFS to year 6 at our school.
2. Where necessary, photographs of the new class and staff are taken to help children with the transition.
3. Once children in year 6 have secured a place at a secondary school children with special educational needs are supported throughout the transition process during PSHE lessons and additional ELSA sessions if needed.
4. The SENCOs from both schools meet to pass information on.
5. In most cases Year 6 children have 2 days of induction at their allocated secondary school and any children who need extra time at their new school are able to go for further visits, accompanied by a member of staff from Long Whatton.

Should you have any worries about any area of Special Needs and your child at starting school, please contact the SENDCO who will be more than willing to arrange a meeting to discuss any areas not covered.