



The Rule of Law

- Pupils are taught the importance of laws and rules applicable to class, school and the wider community.
- Pupils are taught the value and reasons behind rules and laws; that they are there to govern and protect and that there are consequences when ignored or broken.
- Teaching is reinforced by the school motto, 5Rs and the School Behaviour thermometer.
- We use visits from partner agencies such as police to support and reinforce learning.
 - We ensure that expectations are reinforced regularly and we praise positive choices.

Outcome: Pupils display excellent behaviour and demonstrate fairness in sport.

Individual Liberty

- Pupils are actively encouraged to make choices in a safe and supportive environment.
- Pupils make informed choices regarding their education and behaviour
- They are given the freedom to make choices and become critical thinkers
- Pupils identify the benefits in evaluating, reflecting and collecting valid and reliable evidence on which to base choices
- PSHCE/e-Safety lessons equip pupils with the skills to make safe choices and empower them to know their rights

Outcome: Pupils display responsibility and independence

Tolerance of those of Different Faiths and Beliefs

- Longfield Primary is an extremely diverse school
- We actively promote diversity through our celebrations of different faiths and cultures
- Religious Education and PSHE lessons reinforce messages of tolerance and respect for others
- Members of different faiths and religions are encouraged to share their knowledge
- Pupils visit places of worship that are important to different faiths
- We promote messages of equality

Outcome: pupils display tolerance, knowledge and understanding of different faiths, races and cultures

Mutual Respect

- Pupils are taught core values such as 'Show respect' and 'Working together to achieve'
- They demonstrate responsibility for self and others
- Our school reward system is centred on our four school houses: Livingstone, Jubilee, St. George and Sunflower
- Rewards are given for positive attitudes and behaviours: courtesy slips, house points and good walking tokens
- High levels of mutual respect are developed through relationships between staff and pupils

Outcome: Pupils display mature learning behaviour and excellent relationships with peers and adults

Date Written: May 2019

Review Date: May 2021

Date Ratified:

Signature: _____ (Chair of LPS Governing Body)

LONGFIELD PRIMARY SCHOOL

**Special Educational Needs and Disability (SEND)
Offer (May 2019 – May 2021)**

**All Harrow schools will have a similar approach to meeting
the needs of pupils with
Special Educational Needs and/or Disabilities
to ensure that they make
the best possible progress in school.**

More information can be found at:
<http://www.harrow.gov.uk/localoffer/>

All Schools must:

- **Identify children with SEND and ensure provision is made in accordance with the SEND and Disability Codes of Practice**
- **Appoint a SEND Coordinator (SENDCo)**
- **Invest in whole school and targeted training for staff.**
- **Ensure inclusive teaching and support practice is embedded throughout the school and that all teachers understand that they are 'Teachers of SEND'**
- **Provide information on school arrangements for SEND to parents and governors**
- **Consider pre-emptive (appropriate in advance) arrangements for pupils present and future with a disability**
- **Publish on a school website the school SEND policy and a description of the arrangements and specialist provisions made for children with SEND- including the accessibility plan.**

Our commitment and aspirations

Longfield Primary is a fully inclusive school who ensures that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs). This document is intended to give you information regarding the ways in which we ensure we support all of our pupils including those with SEN and disabilities, in order that they can reach their full potential. It may not list every skill, resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual children.

Children are identified as having SEN when their progress has slowed or stopped and the interventions and resources put in place do not enable improvement, because of the nature of their additional needs. Once this occurs, we have specific needs based plans and pupil profiles which help support their development and accelerate progress.

We aim to ensure that children with SEN at Longfield Primary make good progress and achieve in line with other schools nationally. We ensure effective communication with parents and carers, in order to work collaboratively and secure the best possible outcomes for all our children. Children's views are also critical in ensuring the right provision to meet children's needs. We work hard to ensure that reasonable adjustments are made to overcome barriers to learning. We have good relationships with outside agencies who assess children and advise parents and schools.

Other useful documents such as our SEND policy and Equality policy which includes the Disability Accessibility Plan are available on the school website. If you would like further information about what we offer here at Longfield Primary, then please do not hesitate to contact us directly.

Who are the best people at school to talk to about my child's SEND?

Class teacher - responsible for planning the curriculum, differentiation of work to suit pupil's needs and assessing your child's progress

Year Group Leader - responsible for overview of the year group

Inclusion Leader, the Special Educational Needs Coordinator (SENDCo) - responsible for co-ordinating all the support and intervention of SEND pupils in the school, keeping parents informed, holding the SEND reviews and liaising with all agencies involved in your child and all the arrangements for children with SEND. The Inclusion Leader has to report to the Governing Body on all aspects of SEND in the school.

Head Teacher/Deputy Head Teacher - responsible for the day to day aspects of the school.

SEND Governor - responsible for making sure the necessary support is made for every child with SEND, who attends the school.

Other professionals and external agencies who may be involved with your child

Leadership of SEND Provision

Our SENDCo/Inclusion Leader is Emma Watkinson, who holds the title Deputy Head Inclusion and holds the National Award for Special Educational Needs Coordination qualification. Her role is to co-ordinate support and interventions across the school, and from outside agencies. The SENDCo will ensure that provision is made in accordance with the SEND and Disability Code of Practice.

The Code sets out the following expectations:

- High quality teaching, differentiated for individual pupils should be available to the whole class.
- Class teachers being responsible for planning the curriculum and assessing your child's progress, even if they have additional needs.
- High quality teaching, which includes effective assessment and target setting, will identify pupils making less than expected progress.
- Where progress continues to be less than expected the class or subject teacher, working with SENDCo, will assess whether the child has SEND
- Where a Special Educational Need or Disability is established, the school, in partnership with parents/carers and pupil, will work through a four step graduated response: **assess, plan, do, review**, which is cyclical – annual reviews leading to revisions in plans and interventions.
- Where a pupil with SEND is reaching a point of transition (from primary to secondary school, or secondary to Further Education) the school will work with the parents and pupil to ensure a smooth and successful transition.
- Where there is sufficient evidence that a pupil's needs are still not being met through the graduated response and school's own resources (including funding), a decision may be reached to request a Local Authority assessment for an Education and Health Care Plan (EHCP).
- EHC plans are integrated support plans for children and young people with Special Educational Needs and Disability (SEND), from 0 – 25. An EHCP will specify and coordinate additional funding and provision. The plan is focused on achieving outcomes and helping children make a positive transition to adulthood, including paid employment and independent living
- The school will annually monitor and evaluate the effectiveness of its provision for pupils with SEND.

How will I know how well my child is doing at school?

In our school we have:

- An open door policy - parents welcome to make an appointment at any time
- Partnership between parents and teachers - we will communicate regularly and in a variety of ways
- Home school link book to ensure that comments can be responded to
- Termly meetings with class teacher in the form of parent meetings
- Personal Learning Plan setting outcomes for your child and strategies for achieving these, reviewed annually
- If your child has an EHC plan or statement there will be formal annual meetings where progress is reported on, and a report written and available.
- National Curriculum standards of achievement reported termly

What are the different types of support that may be available for children at this school?

Area of needs	Whole school ethos and practice (All pupils)	Possible focussed support for some children's additional needs (Some pupils)	Possible support and intervention for SEND who may or may not have an EHCP (SEND pupils)
Social emotional, and mental health needs	<ul style="list-style-type: none"> ● Consistent application of the school's behaviour policy ● A positive supportive and nurturing environment ● Circle time/Personal, Social, Health Education (PSHE) curriculum ● Zones of regulation 	<ul style="list-style-type: none"> ● Identification and assessment in school ● Additional advice and support from outside agencies ● Adaptations to the curriculum to secure engagement ● Support to build relationships and engage ● Trained Learning Mentors to overcome barriers to emotions or social inclusion ● Trained therapist for 1:1 counselling ● School nurse ● Referral to Early Intervention Team ● Trained staff for Mental Health First Aid ● Personal Learning Plan ● Individual Risk Assessment 	<ul style="list-style-type: none"> ● Interventions are implemented, reviewed and revised ● Work with parents to refer to Child and Adult Mental Health Services (CAMHS) ● Targeted intervention to promote social skills and emotional resilience ● Adaptations to physical environment eg time out ● Monitoring and support in unstructured time eg breaks/ lunch ● Personal Learning Plan ● Individual Risk Assessment ● Educational Psychology assessment/support
Speech, language, communication and interaction	<ul style="list-style-type: none"> ● Training for staff to meet the diversity of communication and language skills ● Strong emphasis on speaking and listening as well as phonics teaching ● Communication friendly learning environment 	<ul style="list-style-type: none"> ● Elklan trained learning support via our inclusion team ● Small group phonic support ● Personalised support within the class ● Language monitoring systems upon entry to school and follow up provision ● Race 2 English for pupils with English as an Additional Language 	<ul style="list-style-type: none"> ● Access to small teaching and learning groups ● Additional in class Teaching Assistant (TA) support ● Alternative communication systems such as visual aids or signing ● Access to personal IT/ adapted IT equipment ● Speech & Language Therapy planned and delivered by a qualified therapist or therapy assistant ● Talkabout program

Area of needs	Whole school ethos and practice (All pupils)	Possible focussed support for some children's additional needs (Some pupils)	Possible support and intervention for SEND who may or may not have an EHCP (SEND pupils)
Autistic spectrum	<ul style="list-style-type: none"> ● Structured day ● Positive behaviour management ● Management strategies. ● Learning style understood. ● Differentiation within lessons ● Zones of regulation 	<ul style="list-style-type: none"> ● Curriculum modified to take account of learning styles ● Individual coaching and support from the class teacher and our Inclusion Team ● Use of appropriate resources e.g. visual timetables, social stories, work stations. ● My book of feelings ● Incredible 3/5 point scale 	<ul style="list-style-type: none"> ● Additional in class TA support ● Advice and support via Autism outreach team ● Small group targeted intervention for turn-taking and Talkabout program. ● IT used to reduce barriers ● Alternative communication systems - Makaton. Picture Exchange Communication System ● Specific adaptive equipment such as own learning space, noise reducing earphones, calming tools, etc ● Educational Psychology assessment/support
Cognitive and Learning/Moderate Learning Difficulties	<ul style="list-style-type: none"> ● Differentiation of the curriculum and teaching ● Teaching resources are accessible and appropriate ● Multi sensory approach to learning ● Interactive environment 	<ul style="list-style-type: none"> ● Curriculum is adapted to meet the needs of pupils ● Targeted intervention programmes ● Specific goals- short steps ● Differentiated resources are provided as appropriate ● Learning support via in school inclusion ● 1:1 reading alongside intervention programmes ● Access to personal IT/adapted IT equipment alternative methods of recording 	<ul style="list-style-type: none"> ● Access to small teaching and learning groups ● Additional in class TA support ● Additional specialist teaching support tailored to the specific needs of the child ● Educational Psychology assessment / support ● Access to personal IT/ adapted IT equipment ● Access to specific school programs such as Dyscalculia Toolkit, Dynamo Maths, Dancing Bears, Toe-by-toe, Word Wasp, Power of 1 and 2, etc

Area of needs	Whole school ethos and practice (All pupils)	Possible focussed support for some children's additional needs (Some pupils)	Possible support and intervention for SEND who may or may not have an EHCP (SEND pupils)
Sensory, motor and physical needs (e.g. hearing, visual impairment, multi-sensory, physical and medical needs)	<ul style="list-style-type: none"> ● Provision of specialised equipment. ● Curriculum is adapted ● Seating position within class prioritised. ● Medical needs catered for by welfare 	<ul style="list-style-type: none"> ● Modified learning environment. ● Learning support via our Inclusion team. ● Occupational Therapy and Physiotherapy from experienced TAs & inclusion team working from Therapy plans ● Mobility and care plan management ● Liaison with a range of medical professionals as needed assistance via School Nursing Team ● Medical needs plan ● Referrals to Harrow Children's Sensory Team 	<ul style="list-style-type: none"> ● Referrals to Harrow Children's Sensory Team ● Individual protocols and plans for children with significant physical and or medical needs. ● Additional modifications to the school environment ● Additional resources to reduce individual barriers to learning ● Occupational Therapy and Physiotherapy from qualified therapists and therapy assistants ● Access to external advice and assessment. ● Advice and outreach from Children's Sensory Team ● Care Teaching Assistant to oversee the more complex medical needs of a child ● Educational Psychology assessment/support

What happens if my child with SEN makes very little progress at school?

- Parents are encouraged to make an appointment with the class teacher if they have concerns about attainment, achievement, progress or happiness in school.
- Where a child with SEND continues to make little progress despite the support provided by the school's SEND provisions including external support and advice, and there is evidence that the child has severe and complex needs that cannot be met within the resources ordinarily available to school, we will ask the Local Authority to undertake a statutory assessment of the child's SEND either as set out in the SEND Code of Practice or through a request for an Education Health and Care Plan.
- Governor Involvement: All schools have a designated SEND Governor responsible for making sure the necessary support is available for every child who attends the school.

If you need to complain

Parents have the following rights of redress, should the school, Governors or Local Authority (LA) fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- The school or LA complaints procedure
- An appeal to The SEN and Disability Tribunal (LA decision)
- A claim against the responsible body (Chair of Governors or LA) for disability
- To the SEN and Disability Tribunal for discrimination
- A complaint to the LA Ombudsman (Schools and LAs)