

# Longmoor Primary School



## SEND School Information Report

Chair of Governors Signature: <i>Jane Wright</i>	Date: 10.11.25
Chair of Governors Signature: <i>Jane Wright</i>	Date: 13.11.24
Chair of Governors Signature: <i>Jane Wright</i>	Date: 22.11.23
Chair of Governors Signature: <i>Jane Wright</i>	Date: 16.11.22
Chair of Governors Signature: <i>Jane Wright</i>	Date: 17.11.21

## **Introduction**

Welcome to our SEND Information Report which is part of the Derbyshire Local Offer for learners with Special Educational Needs and Disabilities (SEND). Derbyshire County Council's full Local Offer can be found at:

[www.localoffer.derbyshire.gov.uk](http://www.localoffer.derbyshire.gov.uk)

We are an inclusive school here at Longmoor and we strive to support all children to enable them to reach their full potential. We place a high importance on providing 'Quality First Teaching' and believe this meets the learning needs of the vast majority of children. For some children, however, there are occasions when further additional support may be needed to help them overcome barriers to learning. This report provides information about the support Longmoor Primary School offers children with Special Educational Needs and Disability (SEND). Additional information regarding the schools' SEND policy, access plan and equality plan can be accessed at: [www.longmoorprimary.com](http://www.longmoorprimary.com)

This report is written for existing and prospective parents and we welcome any comments you have about the information included so please get in touch, the best people to contact are:

Headteacher – Mrs Sue Dainty

Special Educational Needs Coordinator (SENCO) – Mrs Nicola Howell

SEND Governor – Mrs Tracey Kendrick

## **What is the Local Authority Local Offer?**

As a result of the Children and Families Bill, Local Authorities and schools are required to publish and keep under review, information about services they expect to be available for the children and young people with SEND aged 0-25. This is the 'Local Offer' which is intended to improve choice and transparency for families and help families understand the range of services and provision in the local area. The Derbyshire County Council Local Offer can be accessed at: <https://www.localoffer.derbyshire.gov.uk>

## **What are special educational needs and/or disabilities (SEND)?**

The term "special educational needs" has a legal definition. Children with SEND have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need additional or different help from that given to other children of the same age. The law says that children do not have learning difficulties just because their first language is not English. However, some of these children may have learning difficulties as well. Children with SEND may need extra help because of a range of needs, such as in thinking, physical or sensory difficulties, emotional and social difficulties, or difficulties with speech and language or how they relate to and behave with other people. Many children will have SEND of some kind at some time during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. A few children will need extra help for some or all of their time in school. SEND could mean that a child has difficulties with:

- All of the work in school
- Reading, writing, number work or understanding information
- Expressing themselves or understanding what others are saying
- Making friends or relating to adults
- Organising themselves
- Some sensory or physical need which may affect them in school

## What kinds of SEND does Longmoor Primary School Support?

Longmoor Primary School has experience supporting children with a wide range of SEND including:

- Cognition and Learning Difficulties, including Moderate Learning Difficulties
- Physical difficulties and medical needs.
- Sensory Difficulties, including Visual Impairment and Hearing Impairment.
- Specific Learning Difficulties such as Dyslexia, Dyscalculia and Dyspraxia.
- Speech, Language and Communication Difficulties including Autism Spectrum Conditions.
- Social, Emotional and Mental Health Difficulties.

## Roles and Responsibilities

Mrs Nicola Howell is the SENCO for Longmoor Primary School. She is responsible for:

- Co-ordinating all the support for children with Special Educational Needs and / or Disabilities and developing the school's SEND policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Updating the school's SEND register and making sure there that there are records kept of your child's progress and needs.
- Providing professional guidance to colleagues with the aim of securing high quality teaching for children with SEND.
- Work closely with staff, parents and a range of outside agencies to ensure that children get the support needed in order for them to make good progress.
- Ensuring that parents / carers are involved in supporting their child's learning.
- Involved in reviewing how children are doing.

**Head Teacher:** Mrs Sue Dainty. She is responsible for:

- The day to day management of all aspects of the school, including support for children with SEND.
- Ensuring the governing body is kept up to date with any issues in school relating to SEND.

**SEN Governor:** Mrs Tracy Kendrick. She is responsible for:

- Making sure the necessary support is made for any child who attends the school, who has SEND.
- Ensuring the school meets all statutory requirements.

## Who are the best people to talk to in this school about my child's SEND?

If you have any concerns regarding your child's progress or wellbeing or are worried about SEND, please speak to your child's class teacher or the SENCO to discuss your concerns. The school SENCO, Mrs Nicola Howell has an 'open door' policy for parents, carers and school staff to contact her at any time with any concerns.

SENCO contact details: Tel: (0115) 9733368, email: [nhowell@longmoor.derbyshire.sch.uk](mailto:nhowell@longmoor.derbyshire.sch.uk)

## How are children with SEND identified and assessed?

At different times in their school life, your child may have a special educational need. We identify children as having SEND through a variety of ways including the following:

- Information and concerns raised by you as a parent.
- Tracking and monitoring of your child's progress over a period of time.
- Information from previous schools/ Early Years settings.
- Information from other services and external agencies.

- Health diagnosis.
- Teacher observation of behaviour / social interaction.
- Information and concerns raised by your child.

## How will the school let me know if they have concerns about my child's progress in school?

Progress is carefully tracked and monitored by your child's class teacher and by the school's Senior Leadership Team. Regular progress meetings take place with teachers to identify any children who may not be making expected progress from their starting point. If we have concerns about your child, the class teacher will set up a meeting to discuss this with you in more detail, listen to any concerns you may have and plan any additional support your child may need.

We recognise that all children progress at different levels and we treat all children as individuals. If we feel that your child has SEND then your child will be placed on the school's SEND register and they will be carefully monitored. Staff working with your child will ensure their needs are supported and they may write an Individual Learning Plan.

These plans and reviews are shared with parents three times a year. Parents can access this electronically by setting up an Edukey Provision Maps account however teaching staff will also share it as a hard copy for families who cannot access an electronic account.

## How will staff approach teaching my child with SEND?

First and foremost, the class teacher is responsible for teaching all children in a way which meets their needs. There is an expectation at Longmoor Primary School that 'Quality First Teaching' is the first response to meeting the needs of all children and that all children are entitled to a broad, balanced and adapted curriculum. Teachers will use the information and strategies provided to them by the SENCO to support the teaching of your child. If teachers are concerned about your child's progress, or how to meet the learning needs of your child, they will liaise with the SENCO for additional support and discuss their concerns with you during the review of your child.

## How will the curriculum be matched to my child's needs?

We are an inclusive school. We are taking part in the PINS project 2025-26 (Partnership for Inclusion and Neurodiversity in Schools). This project will support us to develop a neurodiverse affirming setting which embraces and supports neurodiversity. Our curriculum is designed to match your child's needs through individualised learning. Teachers will adapt the curriculum lessons according to the learning needs, abilities and learning styles of the children in their classes. Teachers may support learning by adapting language, offering a choice of tasks, grouping children, questioning and providing extra resources, such as word-banks and visual prompts. The classroom environment may also be adapted to meet individual needs. For example, a visual timetable or individual workstation might be provided. All children identified as requiring SEND support will have appropriate adaptations and reasonable adjustments made. For some pupils they will have an Individual Learning Plan clearly outlining their development targets as well as the different types of support and strategies provided to meet their needs.

## What are the different types of support available for children with SEND?

In addition to the support received in class, some children will be included in short and medium term interventions which could be in a small group setting or on a one to one basis.

These include:

- Reading/phonics interventions e.g., Sounds Write, Fresh Start.
- Physical coordination interventions e.g., physical literacy.
- Subject specific programs such as Mathletics, Accelerread, Accelerwrite.
- Positive play, Lego therapy, Nurture.
- Language Comprehension Support e.g., Language Link.
- Speech-Sound Support e.g., Speech Link.
- Fine Motor / Handwriting / Active Hands.

## How will I know how well my child is doing?

If your child has SEND, in addition to the parent-teacher consultations held twice a year, your child will have an Individual Learning Plan which will be reviewed termly. There is the opportunity for parents to meet with the SENCO during parent`s evenings, as well as throughout the year. This will be shared with you fully and you will be invited to contribute to the information included on the plan. If your child is involved with the SENCO and accesses specialist/ targeted support in school you may be invited to attend meetings with the SENCO, class teacher and support staff to discuss and identify the appropriate steps required towards achieving the best possible outcomes for your child.

## What is the expertise of staff to support my child with SEN?

Collectively, much experience has been accumulated by teaching and teaching assisting staff which serves to provide support for a range of SEND. The SENCO holds the National Award for SEN Coordination. The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues, such as Specific Learning Difficulties, Autism Spectrum Disorder (ASD) and speech and language difficulties.

Teaching Assistants receive a range of training as part of their ongoing CPD and to respond to the needs of the individual children they are working with. Several members of staff have basic training in Autistic Spectrum Disorder. Other training has included supporting reading skills, ADHD, emotional coaching, sensory processing, precision teach and social skills. Some staff members are trained specifically in de-escalation strategies and positive handling techniques.

## What specialist services can the school access to help my child?

We have access to a range of specialist services such as:

- Local SEND Officer
- Inclusion support Advisory Teacher from Inclusion support advisory service (ISAS)
  - Individualised learning programmes
  - Specialist training for staff
  - Strategic support and advice to SENCO and SLT
- Speech and Language Therapy
- CAMHS

- Social Care
- Family Support Worker
- School Nurse
- Health Visitor
- Occupational Therapy
- Physiotherapy
- Physical Impairment team
- Hearing Impairment team
- Vision Impairment team

Any involvement of outside agencies is made in consultation with you as a parent. We have a particular duty to ensure that Looked After Children (LAC) are given the appropriate support and care to help support their progress and engagement with the learning environment. A personal education plan (PEP) is produced termly to support the child's development.

### What support will there be for my child's wellbeing?

Longmoor Primary School places great importance on the emotional and physical wellbeing of its children. The school operates an open-door policy for parents, teachers and children to discuss any concerns they may have about children's wellbeing.

We offer a wide variety of pastoral support for children who are encountering emotional difficulties. We pride ourselves on having a caring and understanding staff, who are there to look after our children and parents. We fully recognise children may go through crisis in their lives for short periods of time or longer. We aim to utilise the support we have in school to support all children through these times, not just the ones identified as having SEND needs.

The class teacher is the first person to contact with concerns about your child's wellbeing. If further support is needed the class teacher will liaise with the SENCO who will give advice and support, ready to put a plan of action into place. We have an ELSA in school who attends termly network meetings. Teachers refer children to Mrs Sue Dainty, the head teacher, for nurture / ELSA and regular time is given to help support these children. Our SENCO, Mrs Nicola Howell has received training in Mental Health First Aid Training, and supporting parents with mental health needs.

If a child has a medical need then a detailed Health Care Plan is compiled by the health professional, in consultation with the parents / carers and the school where appropriate. This is discussed with all staff who are involved with the child. Almost all staff in school are first aid trained and our staff in early years hold the paediatric first aid qualification.

For some children, it may be appropriate for an Early Help Assessment (EHA) to be used to support the wellbeing of a child and their family. An EHA creates a plan for the child and family and is written by the 'Lead Professional' in consultation with other professionals working with the family.

### How will my child be included in activities outside the classroom?

In line with our commitment to our equality duty, Longmoor Primary School is a fully inclusive school and activities and trips are available to all children. For activities outside of school, risk assessments are carried out and procedures are put in place to enable children to participate.

## How accessible is the school environment?

Longmoor Primary School is fully compliant with Under the Equality Act 2010 and has an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The front entrances are wheel chair friendly and has a double door into the school building with access to toilet facilities. The main school building is built on one level with steps into the EYFS unit; lift access is available to this area and handrails are available for all internal and external steps.

We ensure where ever possible that equipment used is accessible to all children regardless of their needs. Quiet areas and calming zones are provided for children who need a space to support their emotional regulation. We do our best to meet individual needs and are always happy to discuss individual access requirements.

More detailed information about the school's accessibility plan can be found at: [www.longmoorprimary.com](http://www.longmoorprimary.com)

## How will the school support my child's key transitions?

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible. If your child is joining us from another school:

- The SENCO will visit pre-schools with the class teacher or Foundation Stage Leader when appropriate and attend annual reviews for pre-school children.
- If your child would be helped by a book/passport to support them in understand moving on, and then one will be made for them with information about their current placement and their new school.
- Your child will be able to visit our school.
- You will be invited to attend an information meeting.
- You may be given an opportunity for additional visits where appropriate to help to prepare your child for their move to the school.

### **If your child is moving to another school:**

- We will contact the school's SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCO from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a transition book/passport to support them in understanding moving on, then one will be made for them.

### **When moving classes in school:**

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. Individual Learning Plans will be written by the existing teacher and shared with the new teacher for the first half term..
- If your child would be helped by a book/passport to support them in understand moving on, and then one will be made for them.
- Your child may participate in a transition group or be able to visit the new class more frequently where appropriate, to prepare them for the move.

### **In Year 6:**

- The SENCO, SEN TA and class teacher will discuss the specific needs of your child with the SENCO of the secondary school. Where appropriate, a transition review meeting to which you will be invited will take place with the SENCO from the new school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.

- Where possible, your child will visit their new school on several occasions and staff from the new school will visit your child in this school.
- If your child would be helped by a book/passport to support them in understand moving on, and then one will be made for them.

## How will Longmoor Primary School allocate resources to support my child's needs?

The school budget, received from Derbyshire LA, includes money for supporting children with SEND. The Headteacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the SENCO and school governors on the basis of needs in the school. The school identifies the needs of SEND pupils on a provision map. This identifies all support allocated within school and is reviewed regularly to ensure that the needs of children are met and resources are deployed as effectively as possible. Some children will require an enhanced level of support which cannot be adequately provided from the school's delegated budget.

If this is the case, the SENCO will apply to the LA for additional funding e.g., Inclusion funding. For children with complex needs, the school, or you, can request that the Local Authority carry out an Education, Health and Care (EHC) assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child and will also outline how the support should be used, and what strategies must be put in place. It will also have long-term and short-term goals for your child. You can find more detail about EHC assessment on the Derbyshire County Councils website:

[www.derbyshire.gov.uk/education/schools/special-educational-needs/send/special-educational-needs-and-disabilities-service-send.aspx](http://www.derbyshire.gov.uk/education/schools/special-educational-needs/send/special-educational-needs-and-disabilities-service-send.aspx)

## How can I be involved in discussions about planning for my child?

All parents are encouraged to contribute to their child's education. Parents of children with EHC Plans and children on SEN Support will be invited to discuss provision and review their child's progress three times a year. This will happen at Parents' Evenings or at separate review meeting.

## How will my child be involved in planning support?

Your child is at the heart of decision making to ensure that high quality individual education provision is carefully planned. Children will be consulted for their views where appropriate we will discuss their needs with a range of school staff who know your child well. Children's self-evaluation is actively encouraged throughout the school and children are supported where necessary to think of areas for development such as their termly targets to support their development. Children create their own Pupil Passports annually and this helps to form learning plans.

## How will you evaluate the success of the support offered to my child?

In planning for the provision for your child our meetings will follow an Assess - Plan – Do - Review format. These will be recorded on an Individual Learning Plan. Relevant support will then be put in place. At our next meeting, we will review how successful the support has been in helping your child achieve the desired outcomes. We may use teacher assessment data to evaluate the success of support, such as progress towards end of year expectations/ progress towards key ages and stages in the Foundation Stage/ language comprehension test results. We may also use observations and assessments to look at progress with motivation, learning to learn skills or improved peer relationships.

Our approach to support at Longmoor Primary School is individualised and we are always delighted when support is effective in helping a child achieve set outcomes; in cases where support is not having the desired outcome, alternative or additional forms of support will be discussed and sought. The progress of children with an EHC Plan will also be formally reviewed at an Annual Review with all adults involved with the child's education.

## What support do we have for you as a parent of a child with SEND?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well, so that similar strategies can be used.

A home-school contact agreement using Class Dojo messaging may be used to support communication with you when this has been agreed to be useful for you and your child.

The SENCO has an 'open door' policy and families are offered a meeting in person, on TEAMS or a phone call with the SENCO as and when needed.

The Derbyshire Information, Advice and Support Service for SEND (DIASS) offer free, legally based impartial, confidential and accessible information, advice and support for children, young people and parents/carers. Their website address is: [www.derbyshireiass.co.uk](http://www.derbyshireiass.co.uk)

As we are embarking on the PINS Project, we now receive support and advice from the Derbyshire Parent Carer Voice. This is in the form of a parent / carer forum and regular coffee mornings are offered, as well as support, advice, training and offering parental wellbeing events.

## How will we support your child's emotional and social development?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiety and social withdrawal.

All classes follow a structured PSHE (Personal, Social, Health and Economic Education), RSE (Relationships and Sex Education) and SMSC (spiritual, moral social and cultural development), curriculums to support this development.

At Longmoor we follow the Jigsaw PSHE scheme of work. Jigsaw PSHE is a comprehensive and completely original Scheme of Work for the whole Primary School from Foundation Stages 1 and 2 through to Year 6. It brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. SMSC (Spiritual, Moral, Social and Cultural) development opportunities are mapped throughout. All of these pieces of learning are brought together to form a cohesive picture, helping children to know and value who they are and understand how they relate to other people in the world.

Jigsaw contributes, to the British Values agenda very significantly, both through the direct teaching of information and through the experiential learning children will enjoy. The 5 strands of the British Values agenda have been mapped across every puzzle and every piece (lesson).

Jigsaw assemblies begin each puzzle so the whole school follow the same theme. We are proud of the way we promote emotional well-being for all our pupils through our Jigsaw programme, which underpins the whole of our curriculum.

Puzzle 1 - Being Me In My World, Puzzle 2 - Celebrating Difference, Puzzle 3 - Dreams and Goals, Puzzle 4 - Healthy Me, Puzzle 5 – Relationships, Puzzle 6 - Changing Me.

However, for those children who find aspects of this difficult we offer:

- Nurture Therapy sessions.
- Positive play sessions.
- Lego Therapy Sessions.
- Social skills groups to develop emotional language and literacy, and the skills needed to initiate friendships and interact socially with their peers.
- A range of extra-curricular groups which all children are invited to join.
- Lunchtime Nurture support.
- If your child still needs extra support, with your permission the SENCO/ Designated safeguarding lead will access further support through the Early Help Assessment.

## Complaints Procedure

As much as we always try to please everyone, sometimes events happen in school which anger and upset parents and children. We will always try to reach a solution and outcome which is fair and inclusive following investigations and discussions. However, we know that this may not satisfy everyone, and school has a complaints procedure to follow should a parent feel it necessary.

If you want to complain about a school's SEND support, you should do it while your child is still registered at the school. This includes complaints that the school has not provided the support required by your child's Education, Health and Care plan (EHCP).

If you are dissatisfied with any aspect of our SEND provision you should first seek to discuss it with Mrs Howell (SENCO), if concerns remain then please contact the Headteacher, Mrs Dainty. A copy of the school's Complaints Procedure is available on the school website or you can request a copy from the school.

**Mrs Nicola Howell SENCO 10/11/25**