

# Longdean School – School Offer (School Information Report)

## 1. How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

Longdean School aims to be inclusive and to meet the varying needs of students across a broad range of ability and needs. In the majority of cases additional needs are met through in class differentiation and occasionally through short term intervention. However a small number of students will need support in addition to that provided for the majority of students and these students will be placed on the SEN register in order that their additional learning needs can be met and their progress monitored. This latter group includes students with an Education, Health and Care Plan plus those on SEN support. Longdean School has special resourced provision for students with Speech, Language and Communication Needs.

We use a range of information to identify students who need support in addition to that provided for the majority of students. Firstly we use information provided by the student's previous school. We also carry out baseline testing when a student joins the school. We test reading at the start of Key Stages 4 and 5 to ensure that Access Arrangements are in place for students who need them. If students have a formal diagnosis of a difficulty such as dyslexia, ADHD or ASD we place them on the SEN register only if their difficulty has a significant impact on learning that requires additional support to be put in place. We monitor progress regularly and will place students on the register or remove them from it should their learning needs change.

At Longdean we see each student as a unique individual. We take decisions on a case by case basis and have a holistic view of identification and meeting of need.

If you think your child may have special educational needs you should contact the Director of Inclusion.

## 2. How will school staff support my child?

In addition to the offer made to all students we have a range of interventions to meet the varied needs of our students. These are:

- Lexia
- Small group intervention for literacy
- Small group intervention for numeracy
- Small group intervention for social and communication skills
- In class support from a Teaching Assistant
- Pastoral Support Plans
- Common Assessment Frameworks

### **3. How will I know how my child is doing?**

All parents receive three reports each school year. You will have the opportunity to meet your child's Form Tutor at Academic Mentoring and Subject Staff at Parents' Evenings. In addition if your child is on the Special Educational Needs Register you will be invited to meet with a member of the Inclusion team.

### **4. How will the learning and development provision be matched to my child's needs?**

Staff from the Inclusion Department work closely and collaboratively with subject teachers to ensure that the curriculum is suitably adapted to facilitate good progress against previously set targets. Information is provided to subject teachers to inform them of your child's learning needs and how these might be met.

### **5. What support will there be for my child's overall wellbeing?**

Your child will meet his/her form tutor at the start of each day. Pastoral Support Managers are available at throughout the day to discuss any concerns that your child may have. Pastoral support is also provided by The Director of Transition, Directors of House and members of the Inclusion team.

Often students will use the break and lunchtime recreational facilities of the Teaching Learning Centre and this provides a natural opportunity to follow up any concerns.

### **6. What specialist services and expertise are available at or accessed by the school?**

In addition to the interventions put in place by the school we work with outside specialists such as Speech and Language Therapists, Educational Psychologist, DESC and Advisory Teachers in order to put appropriate support in place.

### **7. What training have the staff, supporting children and young people with SEND, had or are having?**

The Inclusion Department delivers training to all staff on different areas of special educational needs. Staff in the school have particular expertise in meeting the needs of students with Speech, Language and Communication Needs.

The Speech and Language Base regularly delivers whole school training on SLCN. It also tailors CPD programmes for specific curriculum areas. Teaching staff in English, Maths, Science and Design and Technology have completed a portfolio assessed NVQ Level 3 in Supporting Speech and Language in the Classroom.

All Teaching Assistants working with students with SLCN have, or are currently undertaking, an NVQ Level 3 in Supporting Speech and Language in the Classroom and a number of SEN Teaching Assistants have also received this training.

## **8. How will you help me to support my child's learning?**

We encourage close Home-School liaison and use the student's Learning Journal as an initial way of continuing to communicate frequently. We will set tasks for home study (such as reading or language practice tasks) and there is a separate record log for this. The Base Teachers will call at least once a Half Term to discuss progress and Teaching Assistants working closely with your child may also call you. We are available at all school Parents' Evenings and follow up all concerns about a student's progress in the curriculum.

If you feel that your child's needs are not being met you should contact the Director of Inclusion in the first instance. If we are unable to resolve the issue then you may, if you wish, follow the school's complaints procedure.

## **9. How will I be involved in discussions about and planning for my child's education?**

Meetings with the Inclusion Department provide opportunities to raise concerns and to discuss plans for the future. However, parents are welcome at any time to make an appointment to discuss their child's education.

## **10. How will my child be included in activities outside the classroom including school trips?**

Longdean School is committed to the inclusion of all children. For school trips, students may be accompanied by a Teaching Assistant if this is necessary to enable them to participate. Sometimes we use one of the withdrawal sessions to discuss, in a visually supported way, what will happen on a school trip.

## **11. How accessible is the school environment?**

The school has made reasonable adjustments to accommodate students with physical impairments. The majority of the site is accessible to wheelchair users and lessons are timetabled in downstairs classrooms if necessary.

## **12. Who can I contact for further information?**

Miss S Long, Director of Inclusion

**13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?**

**Transition to Longdean** – The school has a very caring approach to Transition. For students with SEND the school organises two additional days in June when a small group (up to 20 children) attend Longdean for learning and transition activities with a significant element of fun. A member of staff will visit your child’s Primary School and if necessary your child will be offered additional opportunities to visit Longdean. If your child has a Statement or Education and Health Care Plan a member of staff will attend the Year 6 Annual Review.

**Transfer to a new school** – The school ensures that all relevant information, and accompanying paperwork, concerning your child is readily available to ensure a smooth transition.

**Preparing for education, post-16-** The school, collaborating with Connexions colleagues, offers support to facilitate appropriate post-16 placement. We liaise with receiving institutions to ensure that relevant information is available.

**14. How are the school’s resources allocated and matched to children’s special educational needs?**

The school uses some of its SEND resources to keep teaching groups for these students smaller. This means that the staff –student ratio, including a Teaching Assistant, is usually 1:10.

The Inclusion Department is allocated a healthy resource budget to ensure that all equipment and assessment materials are regularly updated.

**15. How is the decision made about how much support my child will receive?**

The school uses data gathered from assessments in order to determine the level of support that your child will receive. We monitor the progress of all students on a regular basis. We collect and review progress data each half term. We supplement this as necessary by additional assessments.

**16. How can I find information about the local authority’s Local Offer of services and provision for children and young people with special educational needs and disability?**

The following link <http://www.hertsdirect.org/services/healthsoc/childfam/specialneeds/> will provide the information you need.