



ANNUAL SEND REPORT 2022/23

Introduction

Longsight Community Primary currently has 209 pupils on roll which comprises of a Reception Class and Years 1-6. We are a Gold UNICEF Rights Respecting School and prioritise ensuring all children have their academic and wellbeing goals met, through high quality teaching and additional support when needed. We strive to ensure that all pupils are included in all aspects of learning and school life. We acknowledge that some children may require additional support to achieve this. This may be for a set period of time to meet their needs; some children may require support for a longer period to be included fully in classroom learning and school events. We aim for all of our support to be centered around the child and their family, ensuring it is personalised and well prepared, rather than reactive.

Additional provision may be made in school for children with a range of needs, including:

- Cognition and Learning – e.g., Moderate learning difficulties
- Specific learning difficulties – e.g., dyslexia (SPLD), dyspraxia
- Sensory, Medical and Physical – e.g., visual impairments, hearing impairment, sensory processing difficulties
- Communication and Interaction – e.g., autistic spectrum condition (autism), speech and language difficulties, developmental language delays (DLD)
- Social, Emotional and Mental Health – e.g., attention deficit hyperactivity disorder (ADHD), attachment difficulties, mental health difficulties

We ensure that we are meeting the needs of all pupils and adhering to statute laws, regulations and guidance. These include;

- The children and Families act (2014)
- The Special educational needs and disability regulations (2014)
- The special education needs (personal budgets) regulations (2014)
- The special educational needs and disability (first-tier tribunal recommendations power) regulations (2017)
- SEN and disability code of practice (2014)
- Equality act (2010)
- Education act (2011)

Our School

At present there are 209 children on role and seven classes. There are presently 29 children on our SEND register, which is 13.8% of the school roll, this is slightly below the national average of 15.2% (Office for national statistics, 2021). 89.6% of these children are at the support level of 'SEN Support' and 10.3% have an Education, Health and Care Plan (EHCP).

SEND by class and support level

Number of pupils	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
SEN Support	4	1	0	4	3	6	8
With an EHCP	1	0	0	0	1	0	1

SEND by area of primary need

Communication and interaction	Cognition and learning	Social emotional and health	Sensory/physical difficulties
15	6	1	4

Our building is fully accessible for all and we are able to quickly make adaptations to provision for further needs such as closed loop systems. We ensure there are no physical barriers on a regularly basis and currently have;

- two disabled toilets
- a lift
- level floors and doorways
- wide doorways
- medical room with shower

Identifying need

We have high aspirations and ambitions for all our children and check progress regularly to ensure that all children meet their potential. We have a wide range of identification methods that are used throughout the academic year. We use a range of assessment methods to monitor academic progress throughout the year. We constantly monitor every child's wellbeing through the use of Leuven's scale assessments and plan support from these assessments. There are many ways that a child may be identified as having additional or Special Educational Needs, we broadly use these methods to initiate further exploration: -

- Liaison with previous Nursery or previous school
- Concerns raised by the Parent/Carer
- Concerns raised by the teacher
- Discussion with Senior Leadership Team at Pupil Progress meetings
- Discussion with SENDCo
- Liaison with external agencies
- Health diagnosis through the Paediatrician
- Diagnosis through a CAMHS assessment
- Assessment by a specialist teacher

We pride ourselves on building positive relationships with parents and families with open lines of communication. Parents can discuss any concerns with their child's

teacher or SENDCo (Ms Vickers) These can be arranged at the school office or directly with the teacher via Class Dojo.

When a concern is raised the SENDCo works with the class teacher to complete an asses, plan, do, review (ADPR) cycle. The assessments vary depending on the child and the need but may include;

- Observation by the SENDCo
- Assessment tailored to area of concern (neurodiversity profiler, SLCN First response pack, Autism progression framework, Dyslexia screener)
- Observation/assessment by a specialist (Speech and Language therapist, Educational psychologist)
- Gather of child and parent views

Multi-agency interventions/support

We work with a wide range of outside agencies to help identify and meet the needs of children and families. Many of the agencies also provide training to help develop our staff expertise. This training is regularly provided to all staff and additional support is programmed for specific staff in relation to the children in their class. A yearly audit helps identify the training needs of staff. The agencies we work with are wide ranging and help use to meet all children's needs, the agencies we have engaged with over the last year are;

- Educational Psychologist
- Early Help Targeted Support
- Speech and Language therapist – school commissioned
- Speech and language therapist- NHS Local Care/Social Communication Pathway
- Lancastrian specialist support for Hearing Impaired Pupils
- Manchester healthy schools
- Manchester school nurse service
- Grange school outreach service
- RHOSEY Early Intervention and Outreach Team
- Bridgelea school outreach services
- CAMHs services
- The Manchester hospitals sensory team

Planning to meet needs

Our SENDCo oversees all support and progress of any child requiring additional support across the school and works closely with the class teacher. The class teacher will work with each child with SEND in their class to ensure that progress is made in every area. Each pupil's educational program will be planned by the class teacher and discussed with the SENDCo and/or other agencies involved with the child. It will be differentiated accordingly to cater for the pupil's individual needs, following the three-wave model. The strategies used in each wave of support are outlined in our whole school provision map, which is used to identify support for individual children and ensure we are prepared to meet a wide range of needs.

Wave 1 – Quality First Teaching

We aim to ensure all children can access learning within the classroom. We have high expectations of all staff to support all children in the most appropriate way. Teaching

inputs use a wide range of Kagan structures to engage and support children. Teachers include visuals on all presentations to help children access the lesson. All tasks are differentiated and children self-select the task they will complete. Work is marked during the lesson to ensure instant feedback and identify those who need support. We encourage all children to participate in all activities and work hard to identify any adaptations that need to be made.

Wave 2 and 3 interventions

Wave 2 and 3 interventions take place for targeted pupils. Interventions include additional Language and Communication support and additional phonics and writing sessions. Support for emotional and social development takes place through our family support worker or a member of staff who knows the child well. Some children are targeted for Wave 2 interventions by the class teacher during our weekly Junior Jam sessions. We aim for interventions to incur minimal time out of class and to be consistently delivered by staff. An IEP provision map is written for all children whose needs are not met through quality first teaching. This outlines their strengths and needs and provides guidance for strategies and interventions that are used to support learning for that child. These are reviewed with parents and the child at parent meetings and during SEND review meetings.

When planning all support, we ensure the child is at the center or to process by asking for their input, this is done through the creation of one-page profiles at the start of the school year and individual meetings in each APDR cycle. We have developed the use of visuals to support children with a range of barriers to communicating their thoughts, feelings and ideas.

Wellbeing

We are a caring and inclusive school, we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being and learning. We support and develop children's emotional well-being through a focus on their social and emotional aspects of learning (SEAL) this is an embedded part of our school ethos. All children learn about the Zones of Regulation, developing their emotional vocabulary and understanding of their own feelings and the feelings of others and their behaviour for learning. The well-being of all children is measured and tracked by staff each term, using the Leuven Scale. Some children benefit from access to weekly social skills and resiliency groups.

We offer Breakfast Club and a wide-range of after school clubs are on offer. We place a great emphasis on relaxing children and promoting their engagement with learning through regular meditation practice and developing a Growth Mind-set. We regularly ask for pupil voice to allow the children to express what they want and need from their school. Our school council regularly gains feedback from each class on specific issues and discusses how improvements can be made. We take the Y6 class on a residential trip to give them experience of learning outdoors and to develop their relationships with their peers and to push themselves out of their comfort zones.

The school takes safeguarding including anti-bullying very seriously, throughout the school year, with a special focus during anti-bullying week and an ongoing focus on e-safety and preparing and safeguarding children for their inclusion digital world. The class teacher has overall responsibility for pastoral, medical and social care for every

child in their class, therefore this is the parent's first point of contact. If further support is required the class teacher liaises with the SENDCo or the Family Support Worker for further advice and support.

Medical needs

If a child has a medical need, then a detailed care plan is compiled with support from the medical professional involved and in consultation with the parent. These are discussed with all staff involved with the pupil. Where necessary and in agreement with parents/carers, medicines are administered in school where a signed medicine consent form is in place to ensure the safety of both the child and staff member. Staff will be trained appropriately to care for specific medical needs from the health care professional involved or school nurse. All staff will be made aware of procedures to be followed in the event of an emergency.

Communication

The class teacher meets with parents at least on a termly basis (this could be part of a parents evening) to discuss their child's progress and needs and the support in place. For further information the SENDCo is available to discuss support in more detail. Early Help meetings will be offered to families who may benefit from additional support. Children with an Education and Health Care Plan (EHCP) will be invited to an annual review of the child's EHCP, to ensure the child's needs continue to be met and to share school and home experiences and views. We use phone calls or messages via Class Dojo to ensure we have regular contact with all parents, ensuring this is a balanced reflection of their child's time in school and not only negative communication.

We are always welcoming of feedback about our provision and hope to have discussions to find solutions. We have a clear complaints procedure in place, as outlined in our comments and complaints policy. If we cannot reach a resolution within school we recommend parents/carers contact the local authority, through the local offer which is linked below.

Moving between phases of education

We encourage all new children to visit the school prior to starting when they will meet the Head teacher and class teacher. Reception children will have the opportunity to meet the Reception teaching team prior to starting in September through home visits. We stagger the start of reception using small groups so children can spend time with the staff and some peers in the new environment before building up to a full class for a whole day. We prioritise staff building relationships with children in this time to help them feel secure and settled.

When Year 6 children are preparing to leave us for secondary school, the class team, SENDCo, Senior Leadership Team and Family Support Worker will liaise with secondary schools and families to provide the appropriate amount of transition support. We will arrange additional visits for children who may need additional support. We liaise closely with staff when receiving and transferring children to different school ensuring all relevant paperwork is passed on and all needs are discussed and

understood. During the summer term, time is given for teaching staff to meet with staff from the next year group in order to share information and strategies.

When a child with SEN joins our school from another school the SENDCo will liaise with their previous school to ensure a smooth transition. When a child with SEN transfers to another primary school the SENDCo will liaise with the new school to ensure continuity of provision.

Staffing

At Longsight Community Primary we believe staff our one of greatest assets and resources. We ensure that all staff we employ share our ethos and vision for education, as well as meeting legal requirements to work with children. We ensure staff have regular training on essential areas such as safeguarding. We also ensure that staff receive regular training on meeting a wide range of needs and best practice. This is delivered through formal training by our SENDCo or external specialists and coaching of staff throughout the year. We monitor this CPD through record keeping, staff appraisal cycles and feedback from learning walks/observations.

Contact details

SENCO- Ms Vickers senco@longsightcp.com

Headteacher- Mrs Ahmed info@longsightcp.com

Further support

For information about SEND services from Manchester (local offer):

<https://hsm.manchester.gov.uk/kb5/manchester/directory/localoffer.page?localofferchannel=0>

Family Service Directory:

<http://manchester.fsd.org.uk/kb5/manchester/fsd/category.page?newcategory=3>

Contact a Family (North West) <http://www.cafamily.org.uk/advice-and-support/inyourarea/offices/northwest/?s=&t=rq&r=1278> 0808 808 3555 (Free Help line)

Information, Support and Advice service Manchester (ISAM)

<https://www.iasmanchester.org/>