Our School Offer

Early Help for Children and Families at Longney CE Primary Academy

Providing early help to our children and families at Longney CE Primary Academy means we are more effective in promoting support as soon as we can. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to teenage years.

At Longney CE Primary Academy many staff are involved in providing offers of Early Help to our pupils.
Ms Howard – Head teacher – Designated Safeguarding Lead
Mrs Price – SEND coordinator and Deputy Designate Safeguarding Lead
Mrs Sanders and Mrs Tranter – Nuture Group Leaders
Mrs Hughes – School Counsellor

Staff meet to discuss issues such as:

how the child presents	behaviour	attitudes to learning
friendships	family issues	additional needs
any support they receive	general progress	other agencies involved

This allows us to identify any children and families that would benefit from early help, it allows us to help them access to services in the school and beyond the school. From these meetings we form our schools' vulnerable list.

At school all stall have completed Safeguarding training.
PREVENT TRAINING – Radicalisation
The head teacher has received PREVENT training (October 2015) and is training her team on how it identify the early stages of radicalisation and what to do. We follow the mantra;
NOTICE
CHECK
SHARE

All staff and governors are currently completing the Channel online training, certificates are filed in the Safeguarding folder in the head teacher's office.

Child Sexual Exploitation
All staff at Longney CE Primary Academy have been trained (July 2017) to identify early cases of child sexual exploitation. At school we use the CSE Screening tool if we have concerns.

Female Genital Mutilation
All staff received training on FGM (July 2017). Teachers know how to identify if a child may be at risk. There are aware of the countries and places within this country where children may be taken to

for this to happen. They know the signs to look for and most importantly how to refer, following the schools safeguarding procedures.

At Longney CE Primary Academy we meet the needs of our children through a variety of ways: Pupil Voice – our children are actively encouraged to speak about any concerns they have to a member of staff or to our school counsellor. In lessons children are taught to speak openly about their emotions through SEAL and the Pink Curriculum. Our Children know our staff take all their concerns very seriously.

- At the start of the year each child completes a pupil information sheet (profile sheets), these can be used to identify and issues very early.
- Pupil voice is monitored every term.
- The GHLL online survey is completed by year 4 and 6 pupils and the results are analysed.
- Children's questionnaires ascertain if they feel happy and safe at school – children who comment negatively on this have 1:1 briefings.
- Children complete E-Safety questionnaires, these identify any issues. Parents are informed and training is offered.
- Parents are offered E-safety training either at school or as part of our cluster.
- We hold regular assemblies on E-Safety, stranger danger, water safety etc.
- Nurture Group is an excellent vehicle for discussing emotion and wellbeing, pupil voice is most prevalent here.
- We work with the NSPCC to provide pupils with the information on how to keep themselves safe.
- When we conduct pupil voice for any subject or learning walk we always ask children: Are you happy? Do you feel safe?
- The School Council have a strong voice, they have regular meetings, lead assemblies and meet with the Head Teacher.

ATTENDANCE

Our school has high expectations of Attendance. Attendance below 90% is addressed by meeting with the parents to look at reasons behind this.

The school keeps case studies of attendance. We have studies of positive improvements and also of cases where there has been a struggle to improve attendance, from which we have learnt a great deal.

The school operates a first day response system.

SAFEGUARDING

- All teachers and staff know precisely how to identify and report concerns.
- Staff record their concerns about any safeguarding issues on school proformas and these are handed in to the head teacher.
- Child protection files are kept by the head teacher, they build up a chronology.
- The school follow's missing from education guidance.
- All new staff complete safeguarding inductions.
- The head teacher has signed up for GSCB alerts

We have evidence of annual recording that staff have read:

- Keeping children safe in education – section 1
- Safer working practice

- SEND Policy
- AUP
- Completed Channel training for PREVENT
- Completion of disqualification by association

Behaviour at Longney CE Primary Academy

Our Behaviour Policy is built around our Living Values. Our Values of Respect, Courage, Honesty, Forgiveness, Friendship, Perseverance, Service, Joy, Trust, Thankfulness, Justice, Compassion, Love, Hope and Generosity.

Children know how to identify what is bullying and what being unkind is. We have anti-bullying week and use our Values to underpin respect. We work with the NSPCC to help children understand further the consequences of bullying and to let them know how they can find help through projects such as Child Line if the need arises

How we support our pupils and families

School counsellor– 1:1 work with children, whole families, with parents and is highly effective in signposting parents to receive the correct help.

SENDCO – Mrs Price- works with children and families with additional needs and can signpost parents to many different agencies including for example, speech and language therapists, Educational Psychologists, health workers and occupational health services.

Designated Safeguarding Lead – Ms Howard and Keith Rog (Safeguarding Governor) ensure rigorous and robust systems in place within the school to ensure the safety of all of our children. We always act in the interest of the child.

We also liaise with other agencies and people within the local community:
Gloucestershire Early Help Hub: www.gloucestershire.gov.uk/extra/Early-Help-Hubs
Community Social worker
Local Community Police Officer
Mental Health – Healthy Living and Learning: GHLL and Kick Off Stroud
Family Information Service www.gloucestershire.gov.uk/fis
Families First
Gloucestershire Parent Partnership Service: www.glospps.org.uk

Meeting the Needs of Pupils with Special Educational Needs and Disabilities (SEND)

Longney CE Primary Academy is an inclusive school and may offer the following range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and emotional health problems or sensory or physical needs.

The range of support deployed will be tailored to individual need following thorough assessment by internal and/or external agencies and according to resourcing/funding available to the school. It is designed to promote pupils working towards becoming independent and resilient.

Information and Guidance

Who should I contact to discuss the concerns or needs of my child?

If you have concerns about your child you should speak to your child's class teacher first. They are responsible for:

• adapting and refining the curriculum to respond to strengths and needs of all pupils;

• monitoring the progress of your child and identifying, planning and delivering additional in class support;
• contributing to Pupil Profiles to prioritise and focus on the next steps required for your child to improve learning;
• applying the school's Inclusion Policy.

If you have further concerns about your child you may be directed to our SENDCo, Mrs Price, who is responsible for:
• co-ordinating provision for children with additional needs;
• developing, implementing and monitoring the school's Inclusion and SEND Policy.

Ensuring that parents are:
• involved in supporting their child's learning and access;
• kept informed about the range and level of support offered to their child;
• included in reviewing how their child is doing;
• consulted about planning successful movement (transition) to a new class or school;
• liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties;
• providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.

Ms Howard , head teacher, who is responsible for:
• the day-to-day management of all aspects of the school, including the provision made for pupils with additional needs.
Mr Keith Rog, SEND Governor, who is responsible for:
• supporting the school in evaluating and developing quality and impact of provision for pupils with additional needs across the school.

Assessment, Planning and Review
How can I find out about how well my child is doing?
Ongoing monitoring by the class teacher identifies pupils who are not making progress or who have behaviour needs which are affecting their ability to engage in learning activities. After discussions with key staff and parents, additional strategies may be put into place to enhanced resources, targeted small group or individual support to help overcome any difficulties. The views of the pupil about their support will be given consideration at this stage.
This additional support may be documented in a Provision Map, in a Pupil Profile, a Pupil Support Plan or a Behaviour Support Plan.
In consultation with the SENDCo and parents, short term targets are agreed which prioritise key areas of learning or behaviour to address, and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed take into account each pupil's strengths as well as their difficulties.
In some cases teaching assistant support may be allocated. This support is deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning to support transition to adulthood.
Regular meetings are held to discuss progress. Some reviews may be more formal where parents, relevant external agencies and, when appropriate, pupils are invited and their contribution valued. The impact of support offered is considered along with the progress towards targets set. Support

arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded.
If your child is continuing to have significant difficulties, further external expertise may be requested. Further details about this process will be explained in the LA's Local Offer:
http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/localoffer

Tests and Examinations: Access Arrangements
For some pupils, additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or the use of a scribe or word processor. The head teacher or SENDCo will inform you about eligibility and applications for these arrangements. Only tests and assessors authorised by the school or local authority can be accepted for access arrangements for public examinations.

Curriculum and Teaching Methods (including groupings and interventions)
How will teaching be adapted to meet the needs of my child?
We plan, deliver and monitor 'Quality First' teaching. Teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupil's needs. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning. Grouping arrangements are organised flexibly with opportunities for both ability and mixed settings to maximise learning opportunities for all. This will also include extension activities for the more able children.
Additional adults are used flexibly to help groups and individual pupils with a long term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support. Some interventions may change as needs are identified. Best practice indicates that teaching assistants should be used to facilitate and support the pupil towards a model of independent learning and should never be used as simply the child's 'extra helper'. As a school we operate according to best practice allocation of teaching assistants in the classroom. We are fully conversant with the findings of the Deployment and Impact of Support Staff (DISS) project and subsequent work by Peter Blatchford et al. Effective support and provision for a child with special educational needs may take the form of, for example, pre prepared differentiated resources, visual prompts to support a child through a task independently, direct support from the class teacher or teaching assistant on a one-to-one basis, or the provision of guidance necessary for a pair or small group of children to collaborate on a task. We constantly make reference to our aim to support children to become independent learners.

Intervention
Where pupils are meeting National Curriculum expectations and making good progress, they are likely to receive support via Quality First teaching and in-class differentiation. Priority will be given to those pupils who are not on track in terms of National Curriculum attainment or who are not making satisfactory progress.
Priority for specialist dyslexia input will be given to those pupils with the lowest standard scores in spelling, processing and working memory tests. With these pupils It is highly likely that those with scores in the average range (SS 85) and above will receive support via Quality First teaching and in-class differentiation.

Access to learning and the curriculum

Access to learning support staff:
- In all year groups
- Regular small group intervention programmes
- Learning support groups
- Intensive programmes for key literacy and numeracy skills
- Appropriate training for staff to meet children's needs.

Strategies to support speech and language:
- Advice from Speech and Language Therapist disseminated to and followed by teaching staff
- Support staff to attend Speech and Language appointments when possible
- Specific differentiation or modification of resources.

Strategies to support and develop literacy, including reading:
- Guided reading programmes in class
- Regular teaching of phonics in class
- Phonic catch-up programmes
- Small group intervention programmes
- Access to a specialist dyslexia teacher offering advice to both staff and parents
- Parent readers

Strategies to support and develop numeracy:
- Small group intervention programmes
- Use of ICT programmes in class to reinforce strategies
- Additional Maths teaching in selected years to facilitate provision of additional small Maths group with focus on multisensory/kinaesthetic approach

Provision to support access to the curriculum:
- Close monitoring through assessment to identify need
- Differentiated curriculum
- Intervention groups where applicable
- A range of resources which meet the needs of all learners
- Social skills groups
- Liaison with parents

Strategies and support to develop independent learning:
- Mentoring by support or teaching staff
- Homework club
- Differentiated activities
- Extension activities for literacy, numeracy and science
- Visual timetables for individual and class

Pastoral Support

Strategies to support the development of pupils' social skills and enhance self-esteem:
- Small group programmes including social skills group and social skills through art
- Lunchtime clubs
- Mentoring

• Regular celebration of success opportunities
• Talking and Drawing Therapy
• Play therapy

Strategies used to reduce anxiety and promote emotional wellbeing (including communication with parents):
• Transition support events including a tailored programme of induction days and events
• Social skills groups
• Photo stories, especially for transition
• Social stories
• Regular contact and liaison with parents via class assemblies, drop in evenings,
, parents' evenings, structured conversations and transition meetings
• Friends of Longney School (FOLS).

Strategies used to support behaviour:
• School sanctions and reward system as set out in the school's Behaviour Policy
• Pastoral support plans
• Home to School books
• Talking and Drawing Therapy
• Play therapy

Support at unstructured times of the day:
• Lunchtime clubs
• Zoned playground areas to provide staff-led organised games, staff-led social skills group and Lego/games club
• Peer mediators
• Trained staff supervising during breaks and lunchtimes

Planning, assessment, evaluation and next steps:
• Termly reviews with parents
• Pupil progress reviews termly
• Pupil Profiles for pupils who have specific targets from other agencies
• Differentiated lessons and homework, staff plan in year groups
• Provision mapping

Accessibility
Access to strategies to support occupational and physiotherapy needs:
• Advice from professionals disseminated and followed
• Use of recommended equipment
• Exam arrangements e.g. modified print, extra time
• Motor skills group(Fizzy) 3 x 30 min per week, led by trained TA and incorporating all OT and Physio programmes

Access to modified equipment and ICT and digital technology:
• Specialist equipment as required on an individual basis
• Software to support learning
• Laptop and tablets as appropriate to age and need

Partnerships with External Agencies

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

- Educational Psychology (Paul Greenhouse);
- Speech and Language Therapist.

Access to Medical Interventions:

- Use of individualised care plans;
- First aiders;
- Referrals to paediatrician;
- Referrals to CAMHS;
- Access to whole staff training where necessary via school nurse.

Communication with Professionals and Parents:

- Regular meetings as required;
- Appointments available with head teacher or SENDCo
- Referrals to outside agencies as necessary parents are informed at all times
- Referrals to Speech and Language Service for specific individual needs
- Sensory support, Educational Psychologist, school nurse, all attend school at regular intervals to see specific pupils
- Voluntary agencies

Agency Inclusion Support Service:

- Educational Psychology
- Social Communication Team
- Speech and Language Therapy
- School Nurse
- Occupational / Physiotherapy
- Paediatric Services
- CAMHS (Child and Adolescent Mental Health Service)

Transition

How will the school help my child move to a new class or to a different school?

We seek to support successful transition by:

When moving to another school, we will contact the School SENDCo and share information about special arrangements and support that has been made to help your child achieve their learning goals. We will agree with you and your child the most important information to be shared. We will ensure that all records are passed on as soon as possible.

When moving classes in school, an information sharing meeting will take place with the new teacher. Opportunities to visit the new class and social stories about change may be used.

Year 6-7 transition

Provision of learning mentor to work with pupils on transition. Facilitation of additional transition visits. Follow-up visits to secondary school in October of Year 7 for pupils with EHSP. In some cases additional multi-agency meetings may be arranged to create a more detailed 'transition' plan which may include extra visits to the new school.

Staffing Expertise: How skilled are staff in meeting the needs of my child?
An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEN, for example training in dyslexic-friendly classrooms, Autistic Spectrum disorders.
The school also seeks advice and guidance from local advisers to evaluate and develop provision for pupils who have the most complex needs. We have staff in school with specialised expertise and qualifications, including play therapy, talking and drawing therapy.

Who do I talk to if I am unhappy with my child's support or progress?
- Class teacher
- Inclusion Manager – ring office to make an appointment or email admin@longney.gloucs.sch.uk
- Head Teacher

Further information about support and services for pupils and their families can be found in:
- The Local Authority Local Offer http://localoffer.gloucestershire.gov.uk/
- Gloucestershire Parent Partnership Service http://www.glospps.org.uk
- The DfE Code of Practice

At Longney CE Primary Academy early assessments help identify the specific needs of our children and families, so that they can be assigned to the correct interventions for their educational, social and emotional needs.
We believe that quality first teaching is far more powerful than children being removed from class for different interventions, although in some cases they do play apart in targeting specific needs.

Examples of Interventions

Intervention: Fizzy
Gross Motor Control Activities in a group twice weekly. Movement ABC
Intervention: SALT - supporting across the curriculum
Directed by Speech Therapist
Intervention: OT - supporting across the curriculum
Directed by Occupational Therapy.