

Longshaw Community Junior School SEN Information Report

1. What kinds of special educational needs do we make provision for in our school?

Longshaw is a large junior school offering primary education to pupils aged 7 - 11 years. We are committed to providing an inclusive education for all pupils and aim to provide a learning environment which is flexible enough to meet the needs of all members of our school community. In line with our admissions policy, pupils with either an Education, Health and Care Plan (EHCP) or a statement of special educational needs for whom our school is named in the plan/statement will be admitted first. See admissions policy for further details. All children with special educational needs (SEN) are supported alongside their peers and are treated no less favourably. They receive a broad and balanced curriculum delivered in a relevant, supported and differentiated style. Longshaw Junior School strives to be an inclusive school, developing a sense of community through an inclusive ethos, setting suitable learning challenges, responding to pupils' diverse learning needs and overcoming potential barriers to learning. Policies such as our equalities policy, admissions, accessibility, behaviour and anti-bullying policy can be seen for further information.

2. How does our school know if your child needs extra help?

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEN as:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.'

At Longshaw we have a variety of ways we can identify potential SEND traits or know when pupils need additional help, these include:-

- Concerns are raised by their class teacher, parent or the child
- Limited progress is being made (monitored by regular assessments and a rigorous tracking system - see assessment policy)
- There is a change in the pupils behaviour

Tests which may be administered to give us a fuller picture of any potential issues include the York Assessment of Reading Comprehension, Dyslexia Screening Test, cognitive testing, motor skills assessments and Speech and Language screening.

3. Who can you speak to at our school if you think your child may have special educational needs?

If you have concerns about your child, you can come and discuss them at any time. You do not need to wait for a parents evening but can make an appointment at any time of year. Your first contact should be your child's teacher, who probably knows them best. You can also speak to our special educational needs co-ordinator (SENCO) Mrs Clift, the pupil well-being coordinator Miss Ainsworth or the Head teacher Mr Berry. You can contact any of these people by calling the school office on 01254 296450.

4. How do we know what progress your child is making and how will we keep you informed?

Monitoring progress is an integral part of teaching and of leadership at Longshaw. We follow a system which includes regular assessment points in each year during which progress information is shared with pupils in 1:1 meetings with their teacher. This information is also shared with parents throughout the year. This data is monitored closely by staff, the senior leadership team and the governors. Class teachers and senior leaders discuss this data at termly pupil performance meetings. Parents' evenings are held twice during the year and there is also a parent information evening.

Any interventions are reviewed regularly to monitor their effectiveness. Some pupils may have additional targets that are discussed at termly meetings with the SENCO and class teacher. These are sent home to the parents and are shared with the child.

5. How will our school support your child and how will the teaching be adapted to meet their needs?

We are committed to giving your child every chance to achieve. We are an inclusive school providing opportunities through our curriculum which will inspire all pupils to flourish and reach their full potential. All our staff are trained to ensure that pupils undertake work that is suited to meet their needs. Staff adjust materials, resources and tasks in order to make it more accessible or

more challenging, so that each child is able to learn at their own pace and in a way best suited to them. A variety of learning styles and multi-sensory approaches are used in order to support pupils learning. All classes have extra adult support. These support assistants work with individuals or groups to reinforce learning to ensure understanding and engagement.

Your child may have an individual education plan or individual behaviour plan which will detail how the curriculum will be tailored, and the support, adaptations and aids that will be provided. We aim to take all reasonable action to ensure that your child can access all learning opportunities. For further details please see the SEN / Inclusion policy.

[6. How are decisions made about the type and how much support my child will receive?](#)

Each child is treated as an individual case, their needs vary and so does the support that they require. This support can range from the use of adapted resources in the classroom, short term intervention support, involvement of other professionals or additional adult support.

The support in place is regularly reviewed to assess its impact.

The school budget includes money which is designated to support pupils with additional needs. How this is allocated is planned by the head teacher and SENCO in consultation with class teachers. This is planned on a provision map and is regularly reviewed for effectiveness. Support will change depending on the progress being made and the need of each pupil.

Sometimes outside agencies and other professionals may be involved in providing support or advising on what support to give.

When a pupil's needs involve outside agencies, parents will also be invited to meetings about their child and involved in decision making so that we are all helping the child in the same way.

If, through discussion with yourself, the SENCO and other staff in school, it is agreed that the school cannot meet your child's needs through existing resources, an application may be made for an Education, Health and Care Plan. More details on this process can be found on the local offer website, see link towards the end of this document.

[7. How will our school help you to support your child's learning?](#)

We actively encourage you as a parent to be involved with your child's learning. Prior to the start of each year we hold a meet the teacher evening which gives details of the topics to be covered and provides information on how best to

support your child's learning. An overview and more detailed half termly curriculum maps for each year group are available on the school website. Homework tasks are often designed to be done with an adult and therefore provide opportunities for you to support their learning. All pupils are expected to read regularly at home and this offers another chance for you to support their developing skills.

If it is felt that your child has additional needs, the plan for supporting that will be shared with parents and often contains suggestions for how you can help at home. If outside agencies have been involved and suggestions have been provided by them these will be shared for you to also use at home.

Staff are happy to meet with parents wanting additional advice.

8. What specialist services and expertise are available or accessible through our school?

We work closely with and have access to the following agencies to support your child's needs:-

- Advisory teachers within the SEND support service
- Educational psychology team
- Therapy services including speech and language, occupational therapy
- SEND team
- School speech therapist - Beki Lavelle
- Well-being support including play therapist and ELSA
- Children's Social Care
- Paediatricians
- Child and Adolescent mental Health ELCAS, MHST
- SENDIASS, formerly parent partnership.

See the local offer page for further details of some of these organisations / services.

9. How are the staff in school supported to work with children with special educational needs and what training do they have?

We have an extensive programme of training and development available in our school for both teaching and support staff. Staff in school have received training covering a range of SEND issues in order to equip them to deal with the range of learners within their classrooms.

All staff are trained in safeguarding procedures and this is revisited regularly. Staff have received training on a variety of literacy and numeracy interventions as well as techniques to assist pupils with dyslexic tendencies. Training on

behaviour support has been delivered, all staff are trained in de-escalation methods. Selected staff have completed training relating to more specific learning needs, SEMH, speech and language, motor skills and autism. We also have a therapeutic play worker and a speech therapist linked to our school who can provide support, advice and training to staff.

Most staff are trained in first aid and in the use of Epi-pens.

We review and develop our training in light of the needs of the pupils in our school.

10. How will our school ensure that your child is included in activities outside the classroom, including physical activities and school trips?

School trips and activities are organised to support and extend the learning of all children in school. All educational visits are available to all pupils. If your child has additional needs a risk assessment will be carried out with you and procedures put in place to ensure that your child can participate.

For pupils who require additional support during breaks / lunchtimes this is available. We also run a range of lunchtime and after school clubs as well as a breakfast club before school. For more details of clubs see the school website. Swimming sessions and PE sessions are inclusive and support will be allocated to those pupils who require it in order to access these sessions fully.

11. How will our school support your child's overall well-being?

The well-being of your child is extremely important to us. Through our open door policy we take a pro-active approach and encourage you to share any concerns or issues that your child is facing so we can provide a happy, safe environment.

All of our staff are trained to identify and assess the early stages of anxiety, emotional distress and behavioural problems. Staff have positive relationships with the pupils and closely monitor for any changes in their mood or behaviour. We recognise the importance of knowing each individual and supporting their needs and understanding their circumstances.

We have a very effective well-being team. We have a well-being co-ordinator who oversees this team and staff who provide family liaison and support. This team also includes specially trained members of staff, a well-being mentor, an emotional literacy support assistant (ELSA) and a therapeutic play worker, who work with individuals or small groups of pupils addressing issues that may impact on their well-being.

We have links to services that can offer more specialised support such as Women's Aid, ELCAS, Barnados, Family support, School nurse, paediatrician, young carers and Homestart.

For pupils with medical needs a care plan will be prepared in consultation with you and the appropriate medical practitioners. We have trained first aiders in school. Medical policies are available for further details.

[12. How accessible is our school both indoors and outdoors for pupils with special educational needs?](#)

Our school has a disabled access toilet and a wet room with changing facilities and hoist. We have a dedicated disabled parking bay. Whilst we do our best to accommodate pupils with limited mobility, our school is on a number of different levels. The main entrance, school hall, a meeting room and toilet facilities are on one level, however there are steps down to the rest of the school and more steps to reach different year groups within school. We have been assessed by the local authority and it was decided that it was not cost effective to provide us with ramps or lifts to make the building more accessible as there are other schools in the locality which are fully accessible. For further details see the accessibility policy.

[13. How will our school prepare and support your child when joining and when transferring to a new school?](#)

For pupils joining us from Longshaw Community Infant School we have a robust timetable of visits and activities aimed to prepare the children for the move to the Juniors. The children will be visited by their new teachers and they will also spend time in their new school. There are opportunities for the parents to meet the Junior staff too.

Transition books are created for pupils needing help in getting to know our school. We run a transition group for a small number of year 2 pupils identified as needing extra support with the move to key stage 2.

In year 6, pupils moving onto high school are supported by visits to their new school and a programme of lessons, sometimes delivered by staff from the high school. These sessions are designed to prepare them for the move to a high school. We hold transition meetings with all schools that our pupils are going to in year 6. We take part in the SEND Transition event in summer term which is a relatively new opportunity to share information about pupils joining different high schools.

14. Who can you contact for further information?

If you have concerns relating to the school provision, please speak to the Head Teacher (Mr Berry), deputy head (Mrs Taylor) or SENCO (Mrs Clift).

The formal complaints procedure is available on our website.

Our governing body has a designated SEN Governor, Paul Hawthornthwaite, who is responsible for reviewing practice and supporting the SENCO.

Blackburn with Darwen's local offer sets out a range of support and services available to you and your child. This can be accessed at

<https://www.blackburn.gov.uk/children-families-and-young-people/special-educational-needs-and-disabilities-send-local-offer>

Included within the local offer site is SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service) who can provide information, advice and support to families of children with SEND.

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