



Nurturing Curious Minds

Longworth Undenominational Primary School

SEN Information Report

2025 - 2026

Updated October 2025

These pages set out information about our provision for children and young people with special educational needs (SEND). They are updated annually.

About Our School

Longworth Primary School is a mainstream school. We believe that each pupil has individual and unique needs. We recognise that some pupils require more support than others. If these pupils are to reach their full potential, we must recognise this and plan accordingly. We acknowledge that a proportion of pupils will have special educational needs at some time in their school careers. Many of these pupils will require help throughout their time in school, whilst others may need a little extra support for a short period to overcome more temporary needs. Longworth School aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum.

We aim:

- to enable every pupil to experience success
- to promote individual confidence and a positive attitude
- to ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and scaffolded, and that demonstrates coherence and progression in learning
- to give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- to identify, assess, record, and regularly review pupils' progress and needs
- to involve parents/carers in planning and supporting at all stages of their pupil's development
- to work collaboratively with parents, other professionals and support services.

- to ensure that the responsibility held by all staff and the governor responsible for SEN is implemented and maintained to meet needs appropriately and inclusively.

Longworth School provides for children and young people with a wide range of special educational needs including those with:

Communication and interaction needs;

this includes children who have speech language and communication difficulties including autistic spectrum conditions.

Cognition and Learning needs;

this includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia.

Social, Emotional and Mental Health needs;

this includes behaviour reflecting underlying mental health difficulties (e.g. anxiety, depression), attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), attachment disorder.

Sensory and/or Physical needs;

this includes children who have visual or hearing needs, or a physical disability that affects their learning

We are a mainstream school with 83 pupils on roll from Reception to Year 6 with 19 pupils who are identified as having Special Educational Needs (SEN). This represents 22.89% of the school. We currently have 2 pupils with an Education, Health and Care Plan (EHCP) in place.

Our SEN policy and Equality Policy and Plan can be found on Longworth School's website

The Oxfordshire County Council Local Offer for Children with SEN and disabilities can be found at:

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer>

How do we identify and give extra help to children and young people with SEN?

The school uses Oxfordshire County Council's document "Ordinarily available toolkit" (<https://www.oxfordshire.gov.uk/sites/default/files/file/special-educational-needs/SENDOrdinarilyAvailableToolkit.pdf>) and the "Oxfordshire County Council SEND Indicators Tool" as well as the "SEND Code of Practice: 0 – 25 years" (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>)

These documents set out:

- How we identify if a child or young person has a special educational need.
- How we assess children and plan for their special educational needs, and how we adapt our teaching.
- Ways in which we can adapt our school environment to meet each child's needs
- How we review progress and agree outcomes and involve parents/carers and pupils in this.

Additional support may be provided after discussions with key staff, parents/carers, pupil and where relevant, external agencies.

- The school will seek external support/advice for children continuing to experience significant difficulty – this may involve an application for an Education Health and Care Plan assessment (EHCP).
- School staff may informally discuss progress with parents/carers as needed.
- Governors are provided with attainment and progress information. They act as 'critical friends' and challenge staff to use their best endeavours to raise standards further.

How do we work with parents and children/young people?

We will always contact parents if we have a concern that a child or young person may have a special educational need. We aim to ensure the involvement of parents and carers from an early stage and liaise closely so that they are aware of the strategies that are being used and are involved as partners in the process.

Parents are notified if the school decides to make SEN provision for their child by placing them on the SEN register.

We work closely with children with SEN and their parents to agree outcomes and how we will all work towards these. These are recorded on a pupil profile and reviewed regularly. We do this at least three times a year, through an initial meeting in September and then the two parents evenings held in the Autumn and Spring terms. Pupils are involved as far as practicable in discussions about their targets and provision.

In addition to this, children with EHC Plans have an annual review, where progress is discussed and targets set. Written reports are provided and sent out in advance. Children are invited to contribute to this review.

An annual report to parents/carers is written by the class teacher which details the achievements, strengths and areas of development in the different curriculum areas.

Adapting the Curriculum

Longworth School strives to be an inclusive school, engendering a sense of community and belonging through its:

- inclusive ethos;
- broad and balanced curriculum for all pupils;
- systems for early identification of barriers to learning and participation;
- high expectations and suitable targets for all children.

Pupils are grouped in classes according to age. As there is a wide range of ability in each class, all staff provide a curriculum with appropriate challenge and scaffolding suitable for all the pupils, to ensure access at all levels.

Any pupils with particular needs are included as fully as possible into the normal classroom environment and, where appropriate, the curriculum is adjusted. Sometimes it may be appropriate to withdraw a pupil sensitively, to work individually with a TA or the SENCo in order to acquire, reinforce or extend skills more effectively. For some pupils, withdrawal sessions may be used to improve motor skills or application or to give support in a particular area e.g. spelling. Withdrawal programmes are normally time-limited and criteria for inclusion in such programmes are clearly specified.

Provision for pupils with SEND is intended to enable them to make the greatest possible progress in the context of the National Curriculum and in their personal development.

We offer a broad and balanced curriculum for all children and young people including those with SEND. The National Curriculum is an entitlement for all children.

- Class teachers are responsible for the learning of all children in their class and they ensure all children receive Quality First Teaching.
- Teachers are skilled at adapting the curriculum to take account of individual pupil needs, giving appropriate challenge and scaffolding as necessary.
- Teachers are able to take into account different learning styles and use them to ensure they meet the needs of all the children in their class.
- First hand experiences through visits are explored when topics are planned.
- Grouping arrangements are organised carefully to maximise learning opportunities for all.
- Additional adults may be used to support groups but independence is encouraged and skills to increase independence are taught.
- Children may be identified as benefitting from intervention programmes. Progress within these programmes is carefully monitored.
- A range of intervention programmes in the areas of literacy, numeracy, social, emotional, and motor skills are available to support individuals and groups. The use of intervention programmes complements the Quality First Teaching that all children receive.
- We use intervention programmes including Project X, Toe by Toe, Looking & Thinking, Reading & Thinking to support the development of language and literacy skills, as appropriate.
- We use intervention programmes such as Plus One, Power of Two and Number Stacks to support the development of mathematical skills, as appropriate.
- Specific programmes of work from Speech and Language Therapists are used to support pupils with specific or more complex needs.
- ICT is used to support and enhance the curriculum for all pupils including those with SEN. Children are taught to use Assistive Technology, where appropriate, to help them become more independent with their learning. iPad and laptops are used to support writing and recording
- Advice from educational agencies such as OXSIT Inclusion Consultants (who offer support to primary, secondary and special schools across Oxfordshire), Speech, Language and Communication Service and health agencies such as

Speech and Language Therapy, Occupational Therapy and CAMHS may be sought.

Access to Learning and the Curriculum

Children are involved in their own learning. They receive feedback on progress through discussion with their teachers and diagnostic marking. Self-evaluation is also encouraged.

Daily phonics lesson, using 'Floppy's Phonics,' happen across Early Years Foundation Stage and Key Stage 1. This may continue into Key Stage 2, if appropriate for learners

Challenge and scaffolding is planned for in lessons to meet the needs of all learners.

Working Walls and Learning Journeys offer support in all classes.

ICT is used to support learning, including computer programmes such Spelling Tutor and teaching children to use assistive technology to help them increase their independence.

Some classes/identified pupils may be allocated support staff and have access to guided group work.

Classes have a visual timetable on display which details the daily planned activities. Some pupils have their own visual timetable.

The school's physical environment is accessible to all learners, including those with disabilities.

Reasonable adjustments are made to help pupils to learn. For example, some pupils may use special equipment such as pencils grips; wobble cushions, bouncy bands on chairs and sloped writing desks.

Children may be identified as benefitting from social skills groups.

Tests and Assessments: Access arrangements

Class teachers will inform parents/carers whether their child qualifies for additional support or time to access tests.

Year 6 pupils may be assessed to determine whether individuals may qualify for additional time.

Some pupils access statutory tests in a smaller environment and support for reading tests or writing for pupils may be requested, as appropriate and to comply with test guidelines.

The school adheres to current access arrangements for statutory tests.

What expertise can we offer?

Claire Cotton is the SENCo at Longworth School. As SENCo she holds a teaching qualification. Claire holds the National Award for Special Educational Needs Coordination. She is also one of the school's Designated Safeguarding Leads. Claire has completed Restorative Approaches Practitioner Training, Team Teach training, training on PACE techniques and CEOP Ambassador training. She is currently working towards an MA in Education (SEND)

All staff have Generalist Safeguarding Training. Most members of staff have received training on PACE techniques.

All Staff have received training on teaching phonics through the Floppy's Phonics scheme.

We have two Teaching Assistants who are trained to provide the Project X code reading intervention.

We have an ELSA who can provide sessions to support children with their emotional literacy. We also have a TA who has been trained by the Educational Psychology Team to lead a Nurture Group.

Teaching assistants are trained to support the particular needs of the children they work with.

The majority of staff have received training on Autism supported by the Autism Education Trust.

Longworth School has access to a range of specialist support services including:
SENSS, who support children with communication and language, sensory needs and physical needs (including Autism Advisory teacher)
Child and Adolescent Mental Health Services (CAMHS)
Speech, Language Service
Educational Psychologist
OXSiT Inclusion Consultants
SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service)
Occupational Therapy Service
Physical Disability Service
School Nurse
Voluntary Services
Children's social care

These support services are consulted following discussions with the Headteacher or SENCo, and with the full agreement of parents/carers. For assessment and advice from most of these services a request form must be completed initially, following which

additional information may be required e.g. the service's own checklist, and information about strategies already in use.

How do we know if SEN provision is effective?

The progress of all children/young people is tracked throughout the school. Data is analysed termly for all pupils including SEN and interventions put in place as needed.

In addition, for children/young people with SEN, we regularly review progress towards agreed outcomes assessing whether the support that's been in place has made a difference and what we need to do next. Pupil Profiles are used for every pupil on the SEN register to record pupil and parent voice and outcomes. Pupil Profiles are discussed and reviewed with SEN pupils and their parents three times per academic year to review progress and provision. Parents/carers are kept informed by class teachers and are encouraged to be involved in the support of their child whenever possible.

How are children with SEN helped to access activities outside of the classroom?

All children and young people are included in activities and trips following risk assessments where needed and in accordance with duties under the Equalities Act 2010.

We communicate with parents and young people when planning trips so that everyone is clear about what will happen. Evenings where parents can learn more about trips and residential visits are held, as well as communication via letters and Longworth's Parentmail email system.

There is information about activities and events for disabled children and those with SEN in Oxfordshire in the Family Information Directory:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fisd/disabilities.page>

Oxfordshire's accessibility strategy can be read at:

<https://www.oxfordshire.gov.uk/sites/default/files/file/special-educational-needs/schoolsaccessibilitystrategy.pdf>

Accessibility to Premises and Facilities

All teachers and teaching assistants have the necessary training to teach and support pupils with a variety of disabilities. Lessons provide opportunities for all pupils to achieve. All pupils are encouraged to take part in all lessons including music, drama and physical activities.

Pupils who use wheelchairs can move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs. Disabled

toilet facilities have adequate room to accommodate a hoist and changing bed if needed. Disabled parking is available in the school's front car park.

Furniture and equipment are selected, adjusted and located appropriately to meet the needs of disabled pupils.

School visits are made accessible to all pupils irrespective of attainment or impairment. Risk Assessments are undertaken appropriately taking into account the needs of pupils with disabilities.

Joining the school and moving on

Longworth School strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with SEN, in accordance with the LA Admissions Policy. According to the Education Act 1996, (Section 316), the school will admit a child with an Education, Health and Care Plan subject to the wishes of their parent unless this is incompatible with the efficient education of other children and there are no reasonable steps that can be taken to prevent the incompatibility.

Starting in Foundation Stage

We encourage all new children to visit the school before starting. For children/young people with SEN we may contact or visit their pre-school or nursery setting to gain a better understanding of their needs. Foundation Stage staff speak with every pupil's pre-school setting before the pupil starts school in September. Individual meetings and/or phone calls where pupil and parents are able to meet their FS teacher are arranged in June/July prior to starting school.

All pupils are offered the opportunity to visit the Foundation Stage at least once before starting school. Some pupils with SEN may require additional visits. Additional liaison with pre-school keyworkers may be sought by FS staff including them in any additional visits to Longworth School.

For pre-school pupils where an Education, Health and Care plan is already in place the SENCo will endeavour to attend Annual Reviews and professionals meeting in preparation for the pupil starting school.

In Year transition

Teachers liaise closely when pupils transfer to another class within the school. A hand over meeting will take place between the present and new teacher.

Meetings are arranged wherever possible between the staff involved in monitoring the pupil's progress.

Transition visits- "Move up Day" are planned in the second half of the summer term. Identified SEND pupils may have additional visits to the new class.

Transition Booklets are completed for some SEN pupils who may need additional support or time to prepare for a change of year group. Transition booklets prepare SEN pupils for the next stage of their school life and are shared with parents and professionals involved. The transition process starts in the summer term.

Moving to secondary school

For SEN pupils in Year 6 the SENCo or Year 6 teacher discusses with colleagues from the appropriate secondary schools to discuss provision, strategies and additional and different needs and to handover relevant documentation. Pupils with SEN are given additional visits, if required, so that they will become more confident in the new situation.

Representatives from local secondary schools are available for consultation before the time for transfer. Key secondary school staff visit Longworth to speak to Year 6 pupils transferring to their school.

Procedures including Early Help Assessments (EHA) and Team Around The Family (TAF) are in place to ensure smooth transitions.

Longworth expects our Year 6 pupils to be independent learners and prepares them for secondary school as much as possible.

Who to contact

If a parent/carer is concerned about SEN provision for their child, initial contact should be made with the class teacher. A meeting will be arranged, which may include the Headteacher and/or SENCO, to discuss the concern. Parents/carers can request an appointment with the Headteacher directly. SENDIASS (01865 810516) is available to support parents in meetings concerning their child's progress and welfare.

In the event of a formal complaint concerning SEN provision, parents/carers are advised to contact the Headteacher. Parents may also contact the Board of Governors

If you'd like to know more about opportunities for children and young people with SEN and their families, support groups or information about SEN these are listed in the Family Information Directory:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire's Local Offer contains lots of information for parents. Click here to see it: <https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer>

Related policies are available on Longworth School's website

- SEN policy
- Behaviour policy
- Anti-bullying policy
- Equality Policy and Plan

Claire Cotton – September 2025