



Longcause
Community Special School

Our SEN information report was developed in consultation with staff, Governors and parents/carers in July 2014 and is reviewed by
Governors on an annual basis. Reviewed January 2023

**Should you want to know what our current parents feel about Longcause School please follow the link to Parent View on the
Ofsted Web site: <https://parentview.ofsted.gov.uk/parent-view-results>**

To view the LA Special Education Needs & Disability Local Officer please view this link:
<https://www.plymouthonlinedirectory.com/plymouthlocaloffer>

	Whole school universal approach to all our young people	Targeted support for individuals or small groups according to need	Specialist individual support according to need
Support	<ul style="list-style-type: none"> • Autism friendly school • Smaller class groups of 1 teacher to 6-13 pupils on average • High level in class support • Support provided to meet personal and social needs • Multi agency support • Weekly team meeting to review pupil progress, share information etc and on going training to ensure up to date skills of staff • Weekly whole school meetings to share information, staff training including training for external professional such as OT, speech and language. • Programmes and guidance provided by speech and language therapists, Occupational therapist and physiotherapist and delivered by teaching assistant and teachers integrated within the class timetable to support and facilitate access to the curriculum as required • Family team to support pupils and families. • Positive relationships team-working with staff and pupils to address needs. 	<ul style="list-style-type: none"> • Enhanced staff support during lessons and class activities • Increased levels of multiagency support • Support/guidance from Educational Psychologists (as required) • Support/advice from internal positive relationships lead and leadership team. • Support and advice from headteacher- lead in Autism. • Programmes and group sessions occasionally led but always monitored by speech and language therapists, occupational therapist and physiotherapist as required • Small group interventions such as "Talkabout" social learning. 	<ul style="list-style-type: none"> • 1:1 support across the day • Rotation of class staff across the day • Regular multi-agency support and meetings • Support from Educational Psychologists. • Additional advice from medical services. • Specific Health and therapy programmes delivered directly by either Speech and Language Therapists, Occupational Therapists or music therapists, Theraplay, mental health support, psychoeducational support counselling positive behaviour programmes, intervention programmes with family and child and integrated approach into the classroom. • Positive relationships team supporting staff and guiding practice for individual pupils. • Family meetings led by family team with child's family.

	Whole school universal approach to all our young people	Targeted support for individuals or small groups according to need	Specialist individual support according to need
Learning/ curriculum	<ul style="list-style-type: none"> • Personal development plans linked to EHCP outcomes-reviewed at least termly • Short term targets in all subjects and curriculum pathways to meet individuals needs for each pupil for every lesson • Detailed termly planning for all subjects with subject specific curriculum for every pupil • Meetings with families to discuss progress • Annual review/EHCP, Annual report • On-going contact with families through seesaw, emails home school books and telephone calls. • On-going assessment of pupil progress and attainment • Analysis of data for whole school and individual pupils • Pupil progress meetings termly with teacher and leadership team. • Family team • Generic risk assessment's • Curriculum documents to meet the needs of all learners • Schedules and individual work systems for pupils, differentiated to their learning needs • Use of PECS • Use of Makaton, symbols etc • Social communication and talkabout, life skills curriculum • Focus on positive behaviour management for all pupils and use of PACE approach as a whole school ethos. 	<ul style="list-style-type: none"> • Positive risk behaviour plans – reviewed termly with support from positive relationships team. • On-going monitoring, recording and analysis of behaviour • Intrinsic motivators and PACE approach to encourage pupils in their successes and achievements • Meetings with families, regarding specific issues • Additional information shared on pupils at whole school meetings • Detailed and individual social stories for range of activities and lessons • Additional schedules for problem areas/ activities • Travel training • Interventions from our intervention provision 	<ul style="list-style-type: none"> • On-going review of personal development plans • Weekly assessment of challenging behaviour, pupil concerns with regards to progress and behaviour and behaviour data and resulting adjustments made • Regular contact with families • Support from external professionals where appropriate • Multi agency meetings to review areas of difficulty and levels of support • Risk assessments relating to specific activities • Different timetable and activities • Individualised learning programmes • Structured environment with regular built in times for physical exercise alongside positive choices. • Sensory integration assessment and sensory diet-supported advice from external OT • Specialist areas with trained staff to support sensory needs and develop individual choice making skills • "Engagement" curriculum for our most complex learners.

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Teaching	<ul style="list-style-type: none"> • 1:1 teaching at times on a regular basis. Lower school follow a TEACCH structure including 1:1 learning in each session • 1:2 teaching on a daily basis • Small group teaching for all lessons • Groups changed to reflect pupils' learning needs for each lesson • Structured environment within each class • Consistent routines and systems across the whole school • Social learning curriculum • Social learning activities- to structure breaks and lunchtimes. • Communication support such as Makaton and Proloquo2go 	<ul style="list-style-type: none"> • 1:1 teaching for all new learning/ generalisation of skills • A range of teaching strategies to support behaviour. • Additional visual clues and guidance • 1:1 support provided to meet personal and social needs • Support systems in place to develop intrinsic motivators and celebrate/ encourage the "journey" rather than praise the outcome 	<ul style="list-style-type: none"> • Pupil taught on individual basis 1:1 attention for all of the day, Occasional 2:1 for specific needs, with individually designed curriculum • Teaching at times can be in alternative spaces • TEACCH approach for individuals where appropriate- usually all of the lower school. • Reduced time with class peers • Reduced access to facilities at shared times i.e playtimes. Access times given for exclusive access with adult support. • Priority access to identified resources such as sensory areas etc. • Trained staff to work with attachment trauma and pupils with complex needs • Specialist staff with expertise in Autism- able to offer advisory support to staff and families. • Positive relationships team to monitor and support outcomes of pupil progress meetings.

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Environmental and physical resources	<ul style="list-style-type: none"> • Well lit and well-resourced environment • Some purpose built learning spaces for 1:1 and small group work. • Visually clear classrooms • Access to specialist areas such as soft play, multi-sensory room, early years indoor and outdoor play areas. • Stimulating external play areas for all ages. • Play and sport facilities for all ages including, sports hall, bike track and large number of trampoline beds. • Catering room • Access to a wide range of additional therapies- music therapy, theraplay, sensory therapy, donkey therapy etc • Lunchtime activities Physical lunch for all pupils in phase 3 and 4, ICT, lego, film club, art club, dance studio, football. - Adjusted temporarily due to Covid- 19 restrictions. 	<ul style="list-style-type: none"> • Emotional literacy support- internal and external- trained team members. • Dedicated resources matched to pupils' behavioural, social and learning needs with individual motivators and rewards • Links with other schools to enable access to mainstream environment and lessons. 	<ul style="list-style-type: none"> • Designated teaching areas for identified pupils, as required • Dedicated resources matched to pupils behavioural, social and learning needs with individual motivators and rewards • Specialist Oasis area-complex needs rooms-providing ICT, sensory room, TEACCH learning environment. • Dedicated communication aids – Proloquo2go • Makaton approach • Engagement curriculum/ approach • Individual work spaces and small rooms when available.

	Whole school universal approach to all our young people	Targeted support for individuals or small groups according to need	Specialist individual support according to need
Emotional	<ul style="list-style-type: none"> • Positive learning environments with excellent staff role models. • Focus on developing confidence and self-esteem. • RSE is a core curriculum subject. • Well embedded learning for life curriculum (LLFL)- extensive social communication programme, life skills and personal education programme. • Focus on teaching what to do in a bullying attempt. • Full time lead of welfare available for counselling pupils, running EHAT's, attending appointments to CAMHS etc. with families. • Full time family support advisor supporting families. • Family team to support families in a wide range of support, from specific pupil advise to activities, housing, health etc. • Assistant heads for positive relationships • Interventions to support • Therapeutic approach • PACE approach • Non sanction/ clear boundaries approach based on building relationships that develop trust and safety. 	<ul style="list-style-type: none"> • Additional time allocated to support emotional development and understanding • Focus on developing shared attention skills • Focus on developing interest in learning through activities based around skills and interests. • Counselling-with school staff and external trained counsellor. • Personalised learning spaces • Key teams work around a child • Social groups- girls group, social skills, Talkabout 	<ul style="list-style-type: none"> • Emotional development and wellbeing is main focus • Increased joint working between parants/ carers, school and multi agencies. • Playworx, mental health support, psycho-educational support, counselling positive behaviour programmes, intervention programmes with family and child and integrated approach into classroom. • Support'Ed • Family project

How will the curriculum be matched to my child's needs?

3 Curriculum Pathways

1) Explorers (Primary & Secondary)

For those children who needs specialist support for their communication. These pupils are not yet able to access the National Curriculum due to their complex communication needs. Communication underpins all of the competencies and our main aim for pupils on this pathway is to develop their functional communication skills and engagement. Pupils on this pathway require a high level of support and are very often 1:1.

2) Adventurers (Primary & Secondary)

For those pupils who are able to access elements of the National curriculum. Communication underpins all of our core competencies and on this pathway our aim is to develop their social communication alongside academic accreditations as appropriate. Pupils on this pathway will be able to access learning with shared support.

3) Pioneers (Secondary)

Personalised pathway towards accreditation and independent personal development. These pupils can access learning more independently following KS1-3 curriculum.

How does Longcause know if children need extra help and what should I do if I think my child may have special educational needs?

The Children and Young People's Service Matching Panel and the Head Teacher place children at Longcause following agreement. All children have an Education, Health and Care Plan, which describe their individual areas of special needs and inform his/her individual education plan, unless they are on an assessment placement. If a pupil is on an assessment placement the school, along with other professionals and parents will decide the level of need the child has and if an Education, Health and Care Plan is appropriate and if placement at Longcause is suitable.

A formal review is held once a year to discuss your child's progress, their current areas of special needs and to agree at least three targets. Any additional needs are discussed as part of the review and if appropriate, alternative or additional sources from within school are agreed.

As all classes have high staffing ratios each teacher is able to quickly identify any requirements for additional support on an ongoing basis throughout the year and will discuss these with senior managers and parents. The class teacher is the first point of contact for parents who think their child has developed additional needs and so may require alternative support

How will Longcause staff support my child?

High levels of staffing. With specialist knowledge and understanding of Autism and communication and interaction needs. The class teacher plans for all the children in his/her class and is responsible for the overall assessment of their progress. Children are taught as a whole class, in small groups and/or 1:1 by both the class teacher and the teaching assistants.

We believe it is important for children to develop relationships with a number of adults and so we do not allocate specific assistants to work with identified children. All children work with every adult in their class team. Children with attachment disorders/trauma often need key adults and key teams- we address these needs differently than for those without attachment.

We provide transition information with photos for new and existing pupils and do a stepped transition programme at the end of each year to prepare new and existing pupils for September changes.

The School Governors are ultimately responsible for the progress and attainment of all the children although they delegate this responsibility to the Head Teacher. They receive collated and anonymised data about the progress of groups of children and hold the Head to account for how good this is, in comparison to nationally similar groups of children. The Governors are regularly in the school and monitoring.

How will I know how my child is doing and how will you help me to support my child's learning?

Assessments of your child's progress are made on a daily, weekly and half termly basis so the teacher always knows what each child in their class has achieved and what needs to be further developed. Once a term, each class teacher meets with the leadership team to discuss the children's progress. Teachers in turn meet with you to discuss your child's progress as part of a bi-annual pupil progress meeting and coffee mornings. Progress meetings and coffee mornings also give you a chance to see your child's work.

Personal Development plans are written for pupils three times a year to support with impacting on the 'whole pupil'. These are written in conjunction with families and class staff to ensure the most meaningful outcomes for our pupils.

Families are required to attend an Annual Review of Education, Health and Care Plan (EHCP), after which a written report is sent to attendees. Copies of each child's individualised targets are sent home once every term. These break down the targets which were agreed at the previous Annual Review/ EHC meetings.

In addition to parent meetings, EHC meetings and informal meetings, we send out termly reports to update families on pupil progress and achievement. Families will also receive a full end of year report along with regular phone calls, emails, communication via Seesaw and home school diaries which inform you of successes as they happen.

What training have the staff had or are having?

All staff, both teachers and support staff receive comprehensive and ongoing training in meeting the needs of children with complex learning difficulties, in addition to ongoing safeguarding training. A detailed induction programme is given to all new staff. Staff have specific Autism training and some specialise in TEACCH, PECS, Social Stories, PACE, Attachment Trauma, Playworx, rebound therapy, musical play, Talkabout. The Headteacher has a MED in Autism and leads the development of staff understanding of Autism.

Most staff complete a MAPA course, and we have an onsite MAPA trainer. Many staff also receive basic first aid training and individual medical training such as epilepsy awareness. All staff receive fire safety and annual safeguarding training. The five annual training days are used to further extend staff knowledge and expertise and to work collectively on areas of whole school improvement. Some staff also receive mini bus training. Furthermore, many staff are trained in Makaton and this is used throughout the school by all staff.

The school benefits from having it's own trainers in positive behaviour/ MAPA.

<p>What specialist services and expertise are available at or accessed by Longcause?</p>	<p>Senior leaders, teachers and support staff are highly skilled and experienced in meeting the individual learning, behavioural and social needs of children with complex learning difficulties.</p> <p>Staff highly experienced in working with children with Autism. Some staff have a degree in Autism. The Headteacher has a MED in Autism.</p> <p>The school accesses a range of specialist services including Educational psychology, CAMHS, social care, Support'Ed and health services. We have a School doctor that visits the site and who liaises with Children's consultant and specialist nurses, Orthoptist and the dentist visit annually. The Psychology Service also provide on-going advice and support. We also provide a school counsellor.</p> <p>Visiting therapists include Speech and Language therapists, and Occupational therapist. A member of the VI service visits regularly to teach children with VI how to access their surroundings.</p>
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<p>How accessible is the school environment?</p>	<p>Longcause is a fully accessible building. The building is light and has specialist rooms including, soft play, sensory areas, a school beach, food tech room and sensory room which are accessible to all. The colour scheme has been chosen to support children with autism.</p>
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<p>How will Longcause prepare and support my child to join the school and then transfer to a new school or adult services?</p>	<p>Once a place at Longcause has been confirmed, parents/carers will be invited to meet the class teacher and information gathered about your child to try and provide the school with as clear picture as possible of your child's needs.</p> <p>A home visit from the Family Team will prepare you and your child. Following this visit your child will be invited to spend some time within a class at Longcause although depending on the point of entry and your child's needs, this will vary. The number of times your child will visit varies but generally we have found a shorter transition to be most successful.</p> <p>All children are given transition information before they join Longcause, and at the end of each academic year, also when they move onto a new school or further education provider. This provides pictures and details about their new class/school and staff to be read prior to admission or changing class. We have found this to be very successful in familiarising a child with their new environment and reducing any anxiety about the new school/class.</p> <p>As part of their transition from Year 9 (approximately 14 years of age) children receive a Person Centred Transition Annual Review, which concentrates on learning and holistic outcomes as well as focusing upon transition planning. The aim for the school is that</p>
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<p>How are Longcause's resources allocated and matched to children's special educational needs?</p>	<p>Children receive support matched to their own level of need.</p> <p>This will vary across each day and throughout their time in our school, as the level of support is directly related to their needs and circumstances.</p>
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How is the decision made about what type and how much support my child will receive?

On a daily basis, the class teacher determines the level of support for individual children from within the class team.

When children whose SEN circumstances, Health requirements, behaviour tracking or complex learning needs indicate that additional support may be required, discussions are held between the class teacher and senior leaders to determine what this might be. Typically, this support continues to be provided from within the class team, but may be targeted at specific times, i.e. break times, *within social learning* etc.

As well as additional adult support, pupils may also receive a range of interventions, based on their individual needs, from class staff or specially trained staff members across the school. These interventions are then reviewed regularly to ensure that they continue to meet the needs of the child.

If the evidence suggests that even higher levels of support may be beneficial and senior leaders agree this, the resource is provided from within the school initially. Due to the high levels of staffing in each class this is not required very often and only in very extreme situations would additional support be requested from the Local Authority.

Families are generally aware of the need for additional support and a joint programme of intervention is planned. Due to the cost, clear measures of success are highlighted so it is possible to identify if the intervention has been successful and if it needs to continue. If so, the support is reviewed on an ongoing basis.

What support will there be for my child's overall wellbeing?

Your child's wellbeing and emotional health is an important aspect of life at school. A happy child is a child ready to learn and make academic progress. Class teachers plan for the development of your child using knowledge gained from yourself, other professionals and observations to promote their confidence and self-esteem. Staffing levels in each class enable the class teacher to provide additional support when required to promote the emotional wellbeing of your child.

Individual support plans and expectations in school use your child's skills and interests, such as Thomas the Tank Engine, Moshi Monsters and Disney Characters, to engage pupils. This increases the chance of your child enjoying school and wanting to fully engage in positive learning experiences. When a child's behaviour becomes challenging, teachers are supported by the Senior Leadership Team and the positive relationship team to Support to understand the function of behaviour and agree with you as to the best way to manage the behaviour in a positive and proactive way.

When necessary we hold joint professional meetings with families to have a solution focused approach to needs.

Will my child study for qualifications whilst at Longcause School?

We feel that it is an important part of your child's education to receive recognition for their efforts, both academically and within other areas, such as life skills or self-help skills. Throughout their time at Longcause school recognition for your child is provided through a weekly Pupil of the Week assembly and also through being awarded House Points for their House teams.

All children in KS4 are additionally given the opportunity to study for qualifications according to their ability. We use a range of exam boards to support us in being able to deliver accreditations that are meaningful and relevant to our pupils. These include Eduqas, AQA, BTEC, ASDAN. Their provision for this is started in KS3 for those on the Pioneer pathway, as we prepare them for KS4.

Dependent upon ability your child may study Entry Level Certificates in Functional Skills in English, Maths and ICT. These are certificates particularly suited to those students who are working below the level required for a GCSE grade 1. Pupils working beyond this level will progress onto Level 1 and 2 within Functional Skills. In addition to this, pupils will complete BTEC accreditation in Science, Physical Development and Home Cooking as well as ASDAN accreditation in Personal and Social Development and Duke of Edinburgh Awards at a level appropriate to them.

How will my child be included in activities outside the classroom including school trips?

All children are given the opportunity to participate in whole school, curriculum and off site activities. The extent to which your child participates and the level of support required is part of a teacher's risk assessment and may vary over time and for differing activities, however we differentiate all activities to enable all children to participate.

Parents are requested to give generic permission for their child to participate in activities in support of curricular objectives, i.e. a visit to the local shops, swimming pool, etc. All visits are risk assessed prior to access. Further permission will be sought from yourself for visits that last for a whole day or more, or are further afield, such as the Ten Tors Jubilee Challenge.

We offer residential experiences for students within KS2-4.

We run lunchtime social learning opportunities for all pupils to ensure the most unstructured parts of the day have some structure and to enable pupils to develop skills of collaboration and friendship - something that the vast majority of our pupils need support in developing. We find that these activities run very successfully and that historic issues of problems and breaks and lunchtimes no longer exist. We have high levels of adult staffing running activities at these time and do not employ meal time assistants. Instead we use our teaching and support staff to run these sessions- enabling better understanding of our pupils and avoiding typical issues with unknown/ non specialist adults overseeing.

We run after school clubs available for all pupils to access on 2 days a week. The clubs are a variety of sporting and non sporting opportunities- run by our specialist staff and also accessing professional coaches from the community to work alongside our staff team.

<p>Who can I contact for further information?</p>	<p>The first point of contact for anything relating to your child's education is the class teacher. We encourage parents/carers not to wait for the next formal opportunity to meet but to contact us on an ongoing basis. Staff can be available to talk outside of teaching hours or an appointment can be made for a mutually convenient time. Please either telephone or write, or message on Class DOJO if you wish to meet or speak with the class teacher.</p> <p>For matters not directly relating to your child's progress parents/carers are invited to contact our family support worker. She is available 4 days a week to provide targeted support to parents/carers on a range of issues such as parental/carer's support, transport, transition, attendance etc. Or you can contact one of the School Leadership Team.</p> <p>Considering a Special School for your child can be a very daunting time and we have parents/carers who are happy to talk with prospective parents/carers to share their experience and answer questions about Longcause from their perspective.</p> <p>Support can be provided as required or requested to help parents and carers access the information.</p>
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<p>What should you do if you feel that the SEN information report is not being delivered or is not meeting your child's needs?</p>	<p>Parents/carers who believe their child's needs are not being met within school are asked to meet with the Head Teacher to talk through their concerns. Where appropriate an early Annual Review can be arranged, with representation from the SEND team to formally review your child's progress, current special needs and provision.</p>
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