

SEN Information Report

The intention of Trafford's local offer is to improve choice and transparency for families. All schools and academies in Trafford are expected to identify and support pupils with special educational needs to make the best possible progress. Schools are supported to be as inclusive as possible and wherever possible, the needs of pupils with a Special Educational Need are met in a mainstream setting, where families want this to happen. Trafford's Graduated Approach provides guidance on expectations of what should usually be available within school's resources.



Longford Park School

Believe • Belong • Become

1. What kinds of special educational needs does the school provide for?

Longford Park is a caring school where each child is valued as an individual and their achievements, big or small, are celebrated. All the staff work hard to provide the best for our children, their families and the community.

Longford Park Special School provides specialist support for pupils with complex social, emotional and mental health needs. Often pupils who attend Longford Park School also have speech, language and communication needs, sensory processing difficulties or diagnoses of autism and/or ADHD.

In addition to full-time provision for pupils with an education, health and care plan (EHCP), it also provides for pupils who are at risk of exclusion from their mainstream schools. These pupils remain on the role of their mainstream schools but are also registered to Longford Park School. In most instances this is a short-term arrangement before the child either returns to their mainstream school full-time or it is decided that their needs can be better met at Longford Park School.

The school also provides an outreach service whereby its staff work in primary schools across Trafford and Greater Manchester offering support for pupils displaying challenging behaviours.

2. How does the school know if children/ young people need extra help and what should I do if I think my child/young person may have special educational needs?

Pupil's primary needs are usually identified before entering Longford Park School through work with the previous mainstream school however sometimes once the pupil's social, emotional and mental health needs are met, other needs and difficulties become more apparent. All pupils on roll will either have an EHCP or be under assessment for an EHCP. Each EHCP is then reviewed annually through the annual review process, enabling any additional needs or difficulties to be discussed by all adults involved with the child. Parents are encouraged to raise any concerns they may have with the class teacher and/or SENCO.

3. How will both you and I know how my child/young person is doing?

Members of staff and parents work together closely to develop our school and ensure that the children are happy, healthy and achieving. Alongside annual reviews, class teachers use Class Dojo messaging for 2-way communication with parents or will make phone calls with any

messages which may be more sensitive. Pupils' academic progress is assessed termly and shared with parents during termly parents evenings.

4. How will the curriculum be matched to my child/young person's needs?

- Our curriculum is based on the Primary National Curriculum for England which has been adapted and enhanced to enable all pupils to access a broad and balanced curriculum.
- Children are assessed academically using LPS levels which are based upon a child's ability rather than their age. Lessons are differentiated to suit the individual's LPS level therefore meaning children are appropriately challenged and able to make progress.
- Skills and knowledge are taught through a variety of activities that are purposeful and enjoyable and ensure a breadth of topics is covered over the years.
- Pupils are encouraged and expected to be as independent as possible and carry out class responsibilities.
- Multi-cultural input is apparent and celebrated through R.E. Art, Music and technology.
- Out of school activities are planned on a regular basis to support and develop progress
- Provision for therapeutic interventions are available to children when required to help them reengage with the curriculum.

5. How will school staff support my child/young person?

- All classes have a high staff-pupil ratio to support the diverse needs of all individuals
- Qualified staff who are experienced in teaching children with SEND. Typically each class has approximately 10 pupils and a Teacher with one or two Teaching Assistants. Some classes may have an additional TA if there is a child in the class who requires significant 1:1 support throughout the school day. This has to be agreed by the local authority and is discussed during the annual review process if required.
- For specific difficulties, various interventions, usually focussing on social or emotional development, are planned and implemented in either 1:1 or small group situations.
- All staff continue with their professional development and are trained in appropriate and effective teaching strategies in line with professional standards. We ensure that all staff renew training in accordance with statutory guidance.
- Our multi agency support and practice (medical, social care, counsellor, speech therapist etc.) ensure all aspects of development have positive impact on future progress.
- EHCPs are reviewed annually to ensure appropriate and achievable outcomes are created with well-matched provision in order to meet the child's individual needs.
- The school follows a relational approach to behaviour management. Positive relationships with boundaries create a safe atmosphere within school enabling pupils to better engage with their learning.

6. How is the decision made about what type and how much support my child/young person will receive?

Provision at Longford Park School is tailored to the individual. The amount and type of support a child needs is decided through collaboration between parents, school and partner agencies. Provision is regularly reviewed to ensure it remains relevant and successful.

7. How will my child/young person be included in activities outside the classroom including physical activities and school trips?

- All pupils/students can access out-of-school activities as part of the curriculum
- The children visit many venues outside of school to enable learning in different environments and provide an opportunity for them to generalize their skills and knowledge in other settings and develop social skills: swimming in Key Stage 2 at Stretford Leisure

Centre, sporting events at local schools, local parks, shops, museums, places of worship and galleries.

- All out of school educational trips are covered by a written and agreed risk assessment and appropriately staffed to ensure safety.

8. What support will there be for my child/young person's overall wellbeing?

Pupil wellbeing is a priority at Longford Park School. Healthy lifestyles and mental health is encouraged throughout each day including:

- Daily routines & encouraging independence
- Breakfast offered to all pupils every day
- Staff trained in promoting positive mental health for children
- Multiple outdoor areas for learning and exploring in nature & the outdoors
- A range of sports activities
- After school clubs offered which relate to the interests of the child
- The use of music and individual music tuition
- Interventions such as mentoring, counselling & play therapy
- Close links with external services (eg. school nurse, social care, CAMHs) to enable multiagency approach
- Strategies used throughout each day to support pupils' understanding of their emotions and wellbeing (eg. emotion coaching, zones of regulation)
- The use of language which promotes a growth mindset

9. What specialist services and expertise are available at or accessed by the school?

All staff work as a united team and ensure the individual needs of all pupils/students are met including; behavioural, communication, health and social needs. Additional specific advice and support and guidance can be accessed from external link such as;

- Speech and language therapists
- Occupational therapist
- Sensory impairment team
- Community nursing services
- Pediatricians
- Educational psychologists
- Clinical psychologist
- Learning disability team
- CAMHS
- Counselling and play therapy

Transport is provided by Trafford Council and we have a good relationship with the Transport Department to ensure pupils are transported to and from school smoothly and safely.

10. What training have the staff supporting children/young people with SEND had?

All staff at Longford Park School continually access training and support relevant to the needs of all our children and young people. We have a rolling programme of training for all staff:

- Safeguarding
- Health and safety
- Team Teach & positive handling

Whole school training includes;

- Induction programme for all new staff plus mentoring period
- All staff access statutory Inset Days
- Specialist training in attachment styles and ASC.
- Curriculum development and implementation including assessment

- Specific training in-line with the School Improvement Plan
- Training is ongoing and regularly reviewed. Longford Park school also engages in relevant action research projects in order to keep up to date with developments in the field.

11. How accessible is the school environment?

- We are a two-storey school equipped with accessible lift and no separate steps between rooms or corridors. We are also equipped with a shower and an accessible toilet.
- Specific equipment and resources are accessed for individual pupils/students' needs as appropriate.
- Disabled parking is clearly identified.
- The school is secure in that there are coded doors and all visitors are signed in at the main reception.

12. How are parents and young people themselves involved in the school?

- It is very important to us at Longford Park School that parents and families feel confident in the school and that we can nurture good relationships ensuring we have as much information in order that we can offer the appropriate learning experiences for each individual to develop to their full potential
- At Longford Park School communication with parents and carers is extremely important to us. We offer an open door policy and encourage parents to contact us on an ongoing basis either by Class Dojo messaging, phone calls, email or through a face to face meeting. Members of staff from class are often available to talk before or after school with an appointment made for a mutually convenient time.
- The Annual Review reports are sent home prior to the meeting, at which parents and staff can discuss any changes which they feel need making to the child's Education, Health & Social Care Plan. Pupil views are also considered during the annual review process.
- The children's progress and achievements are celebrated at Parents Evenings in the autumn and spring terms, which is an opportunity to speak to the class teacher and look at their child's books.
- School has a useful website which provides access to a range of school information and appropriate external links. The headteacher also sends out a weekly newsletter via ClassDojo to all parents informing of any updates and celebrating achievements.
- Parents are invited to share in the special occasions of their children and young people, including the Christmas Concert, Leavers' Assembly, family activity afternoons and special events (eg world book day or Winter Wonderland festival).
- Calls, texts and emails are sent to parents as a reminder and another way of quickly sharing information.

13. Who can I contact for further information?

- Parents are welcome to contact school to speak to the class teacher, Headteacher (Sara Waite), Deputy head (Stephanie Meadows), Assistant head (Rachel Lamb) or school SENCO (Rebecca Ritchie) for specific guidance relating to their child.
- The school admin team (0161 532 3253) will be able to support with any general enquiries.
- To find out what is available for Trafford Council please visit the council website at www.trafforddirectory.co.uk/sendlocaloffer

14. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

- Transition to Longford Park school is planned on an individual basis in order to best suit the pupil's needs. This may include transition visits, time spent in our therapeutic suite or

additional tours of the school prior to starting.

- Transition to high school at the end of KS2 can seem daunting for both our pupils and their families. At Longford Park, we work closely with our link schools to share information and plan individualised transitions for our pupils. Parents' views play an important part of the transition process and by working together; we aim for the children to confidently and successfully move on with the next stage of their education.
- At times, it is agreed for a child to transition back into a mainstream primary. If suitable, this would be discussed during an annual review meeting with an individual plan agreed upon with the mainstream primary, LPS & parents/carers.

15. What other support is available?

- We liaise closely with our partners in Health and Children's services to deliver a team around the child approach. We work with a wide range of professionals including: speech and language therapists, occupational therapists, psychologists, social workers, nurses, paediatricians and parent partnership.
- The school works very closely with children's families and social care and adult services, to ensure that any additional support is accessed and; the close relationship between our school nurse and our families is vital in accessing the services of from multi-agency professionals, such as CAMHs.

Written: September 2025 by R Ritchie

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