

Our Values

Each child is viewed holistically and places a strong emphasis on personalised learning.

Pupils know their rights, are adaptable, self-reliant resourceful and tolerant of change. They can contribute to the wider community.

Longwill has a strong commitment to realising and celebrating the potential of Deaf bilingual and BI-Cultural learners.

Our Aims

Longwill strives to facilitate good communication for all.

Develop potential

Value each other

Independent thinking

Develop potential

Celebrate learners

Our Vision

Inspiring Life-Long Learners



Our SEND Information Report

This is the SEND provision for pupils at Longwill School for Deaf Children.

Section 1

What kinds of Special Educational needs does Longwill School make provision for?

Longwill School is a community maintained primary special school. We offer families who has a child from two and a half to 11 years old with a severe to profound diagnosis of Deafness, a safe and happy environment in which to learn. Pupils are in a rich linguistic and cultural sign bilingual environment. We immerse Deaf pupils in an environment rich in high quality BSL, spoken and written English to support their language and communication skills. Some pupils may have additional needs over and above their deafness.

Section 2

How would Longwill identify and assess my child's Special Educational Needs?

Every pupil has a Statement of Special Educational Need or an Education, Health and Care Plan. These are reviewed annually. In addition, children's progress is closely monitored and recorded. Alternatively, some pupils may arrive on an assessment place to determine their educational need.

Longwill works closely with other professionals who can provide specialist support and advice e.g. Speech and Language Therapists, Educational Psychologists, Occupational Therapists, Behaviour Support Specialists and others.



Section 3a)



How does the school evaluate the effectiveness of provision for pupils with Special Educational Needs?

We have a robust system of reviewing our provision each term drawing on evidence of pupil need, progress and abilities. The support we provide can be **additional to** or **different from** the differentiated approaches and learning arrangements normally provided as part of our high quality, individualised and personalised teaching. This supports pupils to overcome barriers to their learning. Support is delivered in a four-stage process.

Assess: This involves considering information from all parties; pupil, parents, teachers and assessments.

Plan: This stage identifies the barriers for learning, intended outcomes and what will be done to overcome them. This will be discussed at the annual review.

Do: Support is provided- this can be in many forms e.g. 1:1 support, booster classes, involvement of other agencies.

Review:-We measure the impact of the support provided and consider whether changes to that support need to be made.

This includes looking at:

1. Teacher's assessment and pupil experience.
2. Information on pupil progress, attainment, and behaviour.
3. Individual pupil development in comparison to their peers.
4. The views and experience of parents.
5. The child's own views.
6. Advice from external support services

Governors are involved in this process. The SENDCo link governor receives regular reports from the SENDCo.

We use Pupil Premium funding to reduce any additional barriers to learning and 'narrow the gap',

b) How do I know how well my child is doing at school?

Pupils' attainment is assessed within 4 weeks of entry to our school and their progress is monitored and assessed termly.

We meet with parents each term to talk about your child's targets and progress. Annual Reviews take place so that we can discuss expectations and outcomes with you as parents.

An end of year report discussing your child's progress is shared with parents.

We communicate with you regularly through the home school books and by texts/telephone or email. Parents receive termly **What's On** or **What's Happened** newsletters to explain the teaching and learning that has taken place that term. This is also available on our school website. Half-termly curriculum targets are sent home by the class teacher for you to discuss with your child.

c) How will the staff support my child? How will the curriculum be matched to my child's needs?

Your child will be taught by a Teacher of the Deaf, skilled in the use of BSL. She/he may be taught 1:1, in small groups or whole class depending upon activity or need.

Both short and medium term planning is differentiated to meet your child's needs.

Each class is supported by at least 1 teaching assistant and staff often benefit from support and advice of other specialist professionals e.g. behaviour specialist support or autism specialist support team etc.

d) How do you adapt the curriculum?



The English curriculum is modified to take account of our pupils profound Deafness. The curriculum is delivered through a sign-bilingual approach. The curriculum is delivered through both British Sign Language and English.

In the Early Years Foundation Stage staff report on the Prime Areas of learning, so children have targets for communication, physical development and personal, social and emotional development.

Our aim is to provide a rich curriculum that is broad, balanced, and relevant and supports our young Deaf children to become independent members of society and our community.

e) How is the decision made about the level of support my child receives? Initially, your child will have their needs identified through their statement or Education Health and Care (EHC) plans. We review this and using our expertise and experience, will identify when additional support may be needed. We have a Special Educational Needs & Disability Coordinator who can be contacted via the

school office on 0121 475 3923 or via email on enquiry@longwill.bham.sch.uk.

f) How will my child be included in activities outside the school curriculum including trips?

Deaf culture is widely celebrated and all pupils receive:

1:1 BSL sessions and weekly Deaf Studies sessions delivered by one of our Deaf colleagues.

At Longwill we believe that educational trips and visits are essential for Deaf pupils to make links and connect their learning. Every child has the opportunity to access trips, including our Y6 adventure residential that normally takes place early in September to promote healthy relationships and positive self-esteem. Activities are differentiated to meet the needs of all pupils.

Our aim is to ensure that all children are safe and that no-one is excluded from activities at Longwill School.

g) What support is there for my child's overall well-being?



We have a robust safeguarding policy and protocols in place. Pupils' health and well-being is paramount. Personal Care is conducted discreetly and with dignity and encourages independence whenever possible.

We work closely with medical practitioners if there are any medical issues and will discuss special Health Care Plans with you. We work closely with the school nurse, physiotherapists, Deaf CAMHS team and other external agencies.

Within school we have assistant learning mentors who support pupils with emotional literacy and behavioural needs.

Your child will receive a rich, broad and balanced curriculum including; learning how to ride a bike, a 3 day residential for our Year 6 pupils, sporting activities with other SEND and mainstream schools. All pupils in Key Stage 1 and 2 have weekly swimming lessons and are aware of how to be safe in water. (This has been suspended due to Covid-19)

At lunch-times all pupils can get involved in a wide-range of extra-curricular activities including gardening club, multi-sport skills, golf, maths club, STEAM club, Lego club, or be part of our ECO warriors and other activities.

Sections 4 & 5

Who is responsible for SEND at Longwill?

What training is provided for staff supporting children and young people with SEND?



The SENDCo for our school is **Mrs Alison Jackson**. She can be contacted via the school office on **0121 475 3923**

Our staff are qualified in the use of BSL and have regular specialist professional development. This includes regular updates and briefings on areas of need e.g. diabetes, Autism and audiology training and Team Teach to name a few.




Throughout the year staff receive regular support and training from the school nurse team on a range of medical issues.



Computing programmes are purchased to support Deaf pupils as visual learners and to ensure that pupils engage in online learning in a safe environment.

Staff receive regular online safety training to keep children safe. Longwill School is an accredited 360safe school. We promote the rights of young people and we are a Rights Respecting School. We hold the GOLD award.

Section 6

Our school is fully accessible for pupils, parents and staff. We have ramps at the front and exterior of the building to make it accessible to all. We have disabled toilet areas. We have an indoor lift. We have safe changing facilities

<p>How accessible is Longwill School?</p>	<p>for children who require adult support for toileting.</p>
<p><u>Sections 7 & 8</u></p> <p>How are Parents involved in the school?</p>  <p>How can you get involved and who should you contact?</p> 	<p>We encourage all potential parents of pupils to visit our school. Pupils new to school receive a visit from their class teacher and home liaison worker where possible.</p> <p>In the first term of each year we invite parents into school to discuss the targets and aspirations for your child. We arrange an Annual Review meeting to discuss your child's Education and Health Care Plan.</p> <p>We also arrange medical clinics at school for you to see the school doctor and/or dentist.</p> <p>Throughout the year parent Sign Language classes every Wednesday to support the language and communication between parent and child. These classes are free to parents.</p> <p>We hold Christmas and end of year shows, as well as, hosting parent workshops and other events to which you are warmly invited. For further information our website http://longwill.bham.sch.uk/ is regularly updated with upcoming events or alternatively, contact our school office 0121 475 3923. The Headteacher is Alison Carter. We also write to you in the home – school book, ring/text and/or email you and we hope you will also keep in touch with us in a similar way. We value parental views about your child's learning journey.</p> <p>The children play a strategic part in making changes around school and are involved in the running of the school through the school council. As they mature, pupils are encouraged to be involved in setting and discussing their own targets.</p> <p>Parents/carers are notified if we have any concerns about your child and we are always willing to listen to any issues raised by you as parents. The school blog and website is regularly updated and parents receive texts to remind them of upcoming events. Interpreters are provided for parents for whom English is not their first language. We welcome parents into school to support pupils reading.</p>
<p><u>Section 9</u></p> <p>What do I do if I have a concern about the school provision?</p> 	<p>In the first instance we encourage you to contact your child's class teacher.</p> <p>If you still have concerns then please contact the Headteacher, Mrs Alison Carter.</p> <p>In the unlikely event that your concern is not resolved then please contact our Chair of Governors, Mrs Briony Brookman</p> <p>Ultimately, if the situation still cannot be resolved parents have access to their Local Authority representative.</p> <p>Where possible, pupils attend their annual reviews and share their views.</p> <p>We have a School Council, which meets regularly to discuss school matters and to help make some decisions about school improvement. The School Council members are voted for by their class peers. There is a bi-annual questionnaire that finds out pupil's views about school and how safe they feel at school. Longwill School is a GOLD</p>

<p>How are pupils with SEND involved in their own education?</p>	<p>Aware, Rights Respecting School.</p>
<p><u>Sections 10 & 11</u></p> <p>What specialist services and expertise are available at or accessed by the school?</p> 	<p>We work closely with a number of agencies to support your child's needs.</p> <p>Cochlear Implant team (CI), Audiologists and Hearing Impairment specialists. Physiotherapists, Occupational and Speech and Language Therapists.</p> <p>We are supported by other specialist services including Visual Impairment and the Educational Psychology services, Deaf CAMHS (Child and Adolescent Mental Health Services), as well as our Behaviour and Autism Outreach Support.</p> <p>Parents are invited to attend weekly British Sign Language classes to support their child's communication and language skills.</p> <p>SENDIASS, formally Parent Partnership, supports parents, offers advice and can help to organise school visits, they can be contacted on 0121 303 5004. SENAR are the department within the Local Authority who manage the assessment process, they can be contacted on (Tel 0121 303 1888 or. SENAR@birmingham.gov.uk.).</p> <p>If parents require further support or advice then we can suggest other agencies, such as Autism West Midlands or Children's Information and Advice Service.</p>
<p><u>Section 12</u></p> <p>How do you prepare my child for transition?</p> 	<p>We will support your child's smooth transition to school. We think it is important for both parents and pupils to come and have a look around our school.</p> <p>Where possible, the class teacher will carry out a home visit to support and get to know the family.</p> <p>A "Changing Teacher Form" is issued by the SENDCO at the end of the academic year for each child. Teachers complete these forms and then send them to the new class teacher. The form explains your child's current need and provision (e.g. a child wears glasses, or has weekly physiotherapy).</p> <p>When the time comes for your child to move on, we will liaise with the receiving school ensuring that they understand the pupils' need and have a smooth transition process. We will enhance this with social stories and extra visits if your child feels quite anxious.</p>
<p><u>Section 13</u></p> <p>When can I get further information about services for my child?</p>	<p>The information in this report is Longwill's local information report. It forms a part of Birmingham's local offer which can be accessed at: https://www.birmingham.gov.uk/localoffer</p> <p>If you have a concern or query, or you are just not sure who the best person to talk to is, then please call or email the Parent Link Service and a Parent Link Officer will assist you:</p> <p>Parent Link Service Tel: 0121 303 8461 Email: Parentlinkservice@birmingham.gov.uk PO Box 16289, Birmingham, B2 2XN</p> <p>This service is available from 9am – 5pm Monday – Friday</p>

Longwill Definition Support page

1.	SEND	Special Educational Needs and Disabilities
2.	BSL	British Sign Language
3.	EHCP	Education, Health and Care Plan
4.	SLT	Speech and Language Therapists
5.	Deaf CAMHS	Deaf Child and Adults Mental Health Services
6.	CI	Cochlear Implant
7.	HI	Hearing Impaired
8.	SENCo	Special Educational Needs Coordinator

Other Professional Agencies

1.	Audiologist Team
2.	Speech and Language Therapists
3.	Cochlear Implant Team
4.	Deaf CAMHS
5.	School Nurse
6.	Physiotherapists
7.	Occupational health therapists
8.	Autism Team
9.	Educational Psychologist
10.	Play therapists
11.	Behaviour Support Specialists
12.	Special Educational Needs and Disabilities Information Advice and Support Service