



SEND Information Report
Longspee Academy Primary

Version	V0.01
Approval Date	November 2025
Approved	Principal
Lead Reviewer	Director of School Improvement
Review Date	November 2026

Introduction

If you would like this report as an audio recording you can download a reader for free at <http://www.naturalreaders.com/> or simply open the link and click + documents then drag the file into the box. A glossary of terms and SEND acronyms is also included at the end of this report.

For a link to the local authorities' local offer, please click this link:

<https://www.fid.bcpCouncil.gov.uk/send-local-offer>

SENDIASS provides free, impartial, and confidential information, advice and support for children and young people (up to the age of 25) with special educational needs and disabilities (SEND), and their parents/carers.

help@sendiass4bcp.org

information@hampshiresendiass.co.uk

dorset.sendiass@family-action.org.uk

You can find the most up to date SEND Code of Practice via:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Our SEND policy can be found on the academy website: [Longspee Primary - Document Zone](#)

Longspee Academy is a specialist primary school for students with an Autism diagnosis who may also present with other complex needs such as Social, Emotional and Mental Health (SEMH). All our students have an Education, Health and Care Plan (EHCP) and their EHCP outcomes are central to planning our provision. Our cohort capacity is 70 students, and we offer opportunities for all-round educational, personal, and social growth for everyone. We have an inclusive ethos underpinned by our trust values of 'Happy, Safe, Progress'. We offer a broad and balanced academic curriculum. Teaching is adapted to incorporate individual needs and we have in place systems to enable the early identification of barriers to learning and participation. We work hard to ensure equal opportunities for all.

Special educational provision is provision that is 'additional to and different from' that is made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within a setting or require involvement of specialist staff or support services. All teachers are teachers of learners with SEND and as such provide quality first teaching which takes account of the individual needs of learners with SEND in their class.

The four main areas of SEND

The Special Educational Needs and Disability code of practice: 0 to 25 years states that there are four main areas included in Special Educational Needs and Disability.

Communication
and interaction

Cognition and
learning

Social, mental &
emotional Health

Sensory and / or
physical

The boxes beneath highlight some potential areas of challenge and or difficulty. It is worth remembering that these can also be strengths and should be encouraged wherever possible.

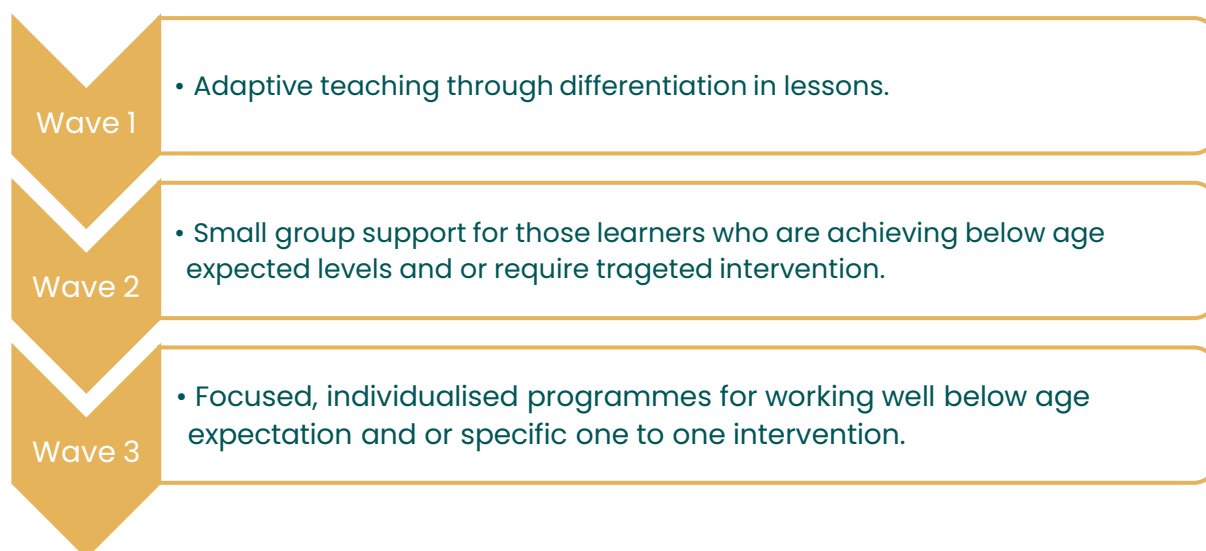
Area of Special Educational Need	Relating to difficulties with:
Communication & interaction	Children and young people with speech, language and communication needs (SLCN), other needs such as social, emotional mental health (SEMH), autism spectrum disorder (ASD) may have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or understanding use of social rules of communication. Learners may have: Attention/interaction skills: • May have difficulties ignoring distractions. • Need reminders to keep attention. • May need regular prompts to stay on task. • May need individualised motivation to complete tasks. • Difficulty attending the whole class. • Interaction will not always be appropriate. • May have peer relationship difficulties. • May not be able to initiate or maintain a conversation. Understanding/receptive language: • May need visual support to understand or process spoken language. • May need augmented communication systems • May have frequent misunderstandings. • Repetition of language and some basic language needs to be used to aid their understanding. Speech/expressive language:

	• May use simplified language and limited vocabulary. • Ideas/conversations may be difficult to follow, with the need to request frequent clarification. • Some immaturities in the speech sound system. • Grammar/phonological awareness is still poor and therefore their literacy can be affected.
Cognition & learning	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate scaffolding. This could include areas of need such as Specific learning difficulties (SpLD) e.g. dyslexia, Moderate learning difficulties (MLD), Severe learning difficulties (SLD) or profound and multiple learning difficulties (PMLD). Learners may have difficulties with: • Language, memory and reasoning skills • Sequencing and organisational skills • An understanding of numbers • Problem-solving and concept development skills • Fine and gross motor skills • Independent learning skills • Exercising choice • Decision making • Information processing
Social, mental and emotional health	Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These difficulties may lead to or stem from: • Social isolation • Neurodevelopmental conditions impacting on attention, engagement and/or emotional regulation (ADHD, ADD, ODD, Autism, PDA, etc.) • Anxiety and depression • Trauma • Attachment disorders • Low self esteem • Issues with self-image • Emotional based school avoidance (EBSA)

Sensory and/or physical	These learners may have a medical or genetic condition that could lead to difficulties with: • Specific medical conditions • Gross/fine motor skills • Visual/hearing impairment • Accessing the curriculum without adaptation • Physically accessing the building(s) or equipment. • Over sensitivity to noise/smell/light/touch/taste/toileting/self-care
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Waves of intervention

The academy provides a range of "ordinarily available provision" to meet the needs of all of our learners. This is a graduated response to each learner dependent on the level of need. These are often referred to as waves of intervention.



Key Questions

Who is the Special Educational Needs Coordinator?	The SEND Coordinator is Lena Slipkova, Multi site SENDCo for Longspee Primary & Secondary Contact details: Phone: 01202 380266 Email: reception@longspee-academy.co.uk I became an Assistant SENDCo at Longspee Primary in 2020 while completing the SENDCo qualification via NASENCo programme. I qualified in 2021 and became a SENDCo at Longspee Primary. In 2023 I also joined Longspee Secondary and became a multi-site SENDCo. I assist Emily Ryder, an Inclusion Lead and Vice Principal.
How accessible is the academy site?	The physical environment at Longspee Academy is fully accessible. Longspee Academy is a small, one-floor building. There are disabled toilet facilities accessible for staff, pupils and visitors. There are disabled parking spaces allocated in the car parks. Any equipment provided which supports a child in their access to the learning environment is used as appropriate, and as directed by specialists, e.g. hearing packs, sensory equipment such as wobble cushions. Advice is followed concerning the size of font used on resources and IT equipment, to aid visually impaired pupils, and specific need (e.g. dyslexia). All staff have received health and safety training, and regular site management meetings ensure that the building is accessible. Please see our accessibility plan LINK HERE (ensure up to date)
How will academy staff support my child?	All teachers will be informed of your child's individual needs and will seek to adapt their lessons accordingly. This will be in the form of an EHCP Tracker and an Impact Profile. EHCP Trackers include: • EHCP long term outcomes and marked progress towards each outcome

	• Provision from section F of their EHCP • Teacher comments on how your child's provision is being met at the setting Impact Profiles include: • Child's individual risk assessment • Strengths and likes • Triggers • Risk factors • Supportive regulation strategies Within the academy, there are a variety of staff roles to support your child: • Inclusion and Safeguarding Leads • Pastoral Support Manager • Behaviour Support Mentor • Intervention Co-ordinator • Health, Sports' and Wellbeing Lead • Wellbeing Champion • Learning Mentors and HLTAs • Anti-Bullying Lead • E-Safety Lead • First Aid As an academically focused academy, the overwhelming majority of our learners follow a traditional curriculum. However, a small number of learners could have a more personalised curriculum to meet their individual needs, interests and abilities. Personalised curriculums will be through discussion with academy Principals, SENDCo's and where appropriate, local authority caseworkers if an EHCP is present or in the process of being awarded. Where the academy considers it necessary, a learner may be offered additional intervention, in which case you will be informed via letter that provision is being implemented. There are a range of interventions and additional subject support which are ordinarily available and should your child need this, it would be discussed with you directly. This will form part of the Assess-Plan-Do-Review process (diagram included at the end of this report).
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	Wave 1 interventions: Adaptive teaching (within the classroom) Scaffolded tasks Guidance to staff on how best to support within the classroom. In class interventions are included in the provision documented within a pupil's EHCP Tracker and supportive strategies outlined in a student's Impact Profile, both in line with the requirements outlined in section F of a pupil's EHCP. Parents/carers are informed of any adaptations through contact with their child's class teacher and more formally as part of the EHCP annual review process. Classes are made up of 7 pupils with 2 Teaching Assistants. Staff are trained in trauma informed practice and attachment aware strategies, PACE and restorative approaches. Wave 2 interventions: Due to our pupils' complex needs, some intervention programmes are incorporated within the curriculum. Longspee Academy group and class interventions as listed below: • The Zones of Regulation to develop our pupils' emotional literacy and regulation skills • Personal development sessions with focus on life skills and preparation for adulthood • Whole school events to develop our pupils' sense of community • Daily enrichment activities to develop our pupils' character through their interests and passions • External visitors to educate our pupils about a range of topics (e.g. animal care, road safety etc.) • SoSAFE sessions to enhance students' understanding of safe relationships Wave 3 interventions: Longspee Academy 1:1 interventions below: • Speech and Language Link programme sessions • ELSA • Lego Therapy
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	• Pastoral sessions to develop relationships and a sense of safety in school • Access to low arousal sensory rooms and movement break rooms • External OT sessions focusing on students' individual needs. • Other external professionals offering additional and targeted support (e.g. Safer Schools, MHST etc.)
How will the academy identify if my child has a specific need?	Within the first term of joining Longspee Academy, all new pupils access a cognitive skills assessment test (GL Assessment), which measures how students think, reason, and process information across areas of verbal, non-verbal, quantitative, and spatial reasoning. This is used to identify pupils' learning strengths and potential, helping teachers tailor instruction and support their individual needs. Pupils also undergo a 6-week baseline assessment in core curriculum areas to ensure learning is pitched appropriately. If appropriate and accessible, pupils also take: • Year 1 phonics screening • Year 4 multiplication tables check • Year 6 SATs Access arrangements to enable students sit the above exams may include: • Additional time – up to 25% extra time for pupils with processing, reading or recording difficulties • Supervised rest breaks – offered to pupils with conditions affecting their concentration and attention • Prompts – an adult keeping a pupil on task using agreed prompts (these may include visual as well as verbal prompts) • Word processor or other technical aids • A Scribe – if there are physical difficulties with writing • A Reader – used where reading is a barrier • Transcription – a clean copy made if handwriting is difficult to read • A separate room – used for pupils who are easily distracted or anxious • Use of familiar adult • Modified test papers (including online) – including simplified language, larger print or braille, font and

	colour adjustments, on-screen display modifications (e.g. colour contrast, background colour etc.) • Compensatory marking or disapplication – For pupils unable to access the tests. If there are any specific areas of need identified within the above assessments, results are shared with the SENDCo, who will analyse the need as the 'Assess' element of the graduated approach and will recommend, if necessary and appropriate, specific support or provision. The SENDCo also monitors weekly progress capture towards students' individual EHCP Outcomes completed by Class Teachers. This process highlights any gaps in support and/or provision. The academy will also work closely with external professionals as necessary e.g. OT (Occupational Therapy), EP (Educational Psychology), CAMHS (Child and Adolescent Mental Health Service), MHST (Mental Health Support Team), Hearing and Visual Impairment Service and liaise with these, and other professionals and specialist services, to meet the needs of individual pupils.
How are academy resources allocated and matched to children's special educational needs?	We ensure that all learners with Special Educational Needs have their needs met to the best of the academy's ability with the funds available. • Class sizes are small (7 pupils) with 2 Teaching Assistants per class. • Staff trained in trauma informed and attachment aware approaches, PACE, TeamTeach, nurture, restorative approaches and The Zones of Regulation • Pastoral and Behaviour for Learning Support staff support class teams to maximise implementation of provision Sensory and movement break rooms available to those with specific needs as well as equipment and resources to support OT recommendations e.g. gym balls, weighted equipment, etc.
How will I know how my child is doing	Primary academies:

and how will you help me to support my child's learning?	Parents evenings are held at specific points in the year and in addition, parents will receive an end of year report detailing their child's attainment and progress. Teachers are regularly available to discuss your child's needs and meetings can be booked to meet with the SENDCo throughout the year. Learners with an Education and Health Care Plan (EHCP) will have regular meetings (as required) with the SENDCo together with an Annual Review in line with the Code of Practice 2015 (updated). We consider that the parents/carers' views are a vital part of the review and therefore request parental/carers attendance at the meetings and the completion of parental paperwork prior to the meeting.
How will my child be able to contribute their views?	If your child has an EHCP, their views will be sought before review meetings. Those with an EHCP can highlight key information that they wish staff to be aware of, including how to best support them within the classroom. This will be added to their Impact Profile and be available for all staff to view and implement. We value and celebrate children being able to express their views on all aspects of school life. Learners are encouraged to share issues with: • Class teacher • Teaching assistant • Behaviour and Inclusion Lead (Emily Ryder) • Behaviour for Learning Team (Nicola Tetlow, Patrick Cork-Simpson) • SENDCo (Lena Slipkova) Learners are encouraged to: • Take an active role within group activities • Take part in pupil voice activities • Attend review meetings • Contribute to target setting and reviewing
What support will there be for my child's overall wellbeing?	All staff receive training to deliver high quality pastoral care. The academy adopts a whole school approach to ensuring that all learners make excellent academic progress and their individual needs are catered for. The Academy's Inclusion, Safeguarding and Pastoral Support Teams specialise in the area of child welfare and are the first

	port of call for staff, learners and their parents who require advice, support and guidance regarding wellbeing. Attendance is rigorously monitored, and support put in place where needed. If attendance falls, you will be contacted by the academies' attendance officer and, where necessary, additional support will be implemented to boost attendance. We also offer the following Wellbeing Interventions: • Personal development curriculum • Learning Outside the Classroom linked to life skills • Daily enrichment activities to develop students' individual character and interests The academy is mindful of the need to safeguard the wellbeing of all learners and management of first aid arrangements will be undertaken in such a way as to ensure there is adequate training of staff, provision of first aid equipment and recording of first aid treatment. The academy also writes individual health care plans (IHCPs) with parents/carers and shares all relevant information with staff (include specific reference as to member of staff who completes this and process to follow) Nicola Tetlow is the point of contact for health plans.
What specialist services and expertise are available or accessible by the academy?	We have access to the following specialist services and expertise: • School nurse • ELSA • Medical – GP, Hospital • NHS outreach • Bereavement Counselling • Educational Psychologist • Mental Health – CAMHS / MHST • Social Services Where a learner has an EHCP, the academy maintains close liaison with professionals that are involved from the local authority such as specialist teachers, speech and language therapists and occupational therapists.

What training have staff supporting learners with SEND had or having?	All teaching staff have qualified teacher status or are working towards this through a recognised training provider. Training for staff supporting learners with SEND is considered essential by Authentic Education. There is an ongoing programme of training for teaching assistants within SEND that is completed at an academy level but also from a multi-academy trust (MAT) perspective. SEND forms part of the new staff induction programme for ECTs or teachers new to the academy. In addition, there is regular training in first aid, child protection and safeguarding, and any looked after children on roll. Where needed, training is updated annually and responsive to learner needs. Advice and guidance from outside agencies are shared with teaching staff. At the start of the year all staff are made aware of the learners with identified SEND and how to find information relating to them to best support them in and out of the classroom. All staff have access to EHCP Trackers and Impact Profiles detailing specific strategies and interventions which best allow them to support everyone within the classroom.
How will your child be included in activities in the classroom? How will needs be accommodated for external trips and visits?	All staff running trips are trained by the academy's Education Visit Coordinator (EVC) and must complete risk assessments including specific details of how to support learners with SEND. All learners are encouraged to be fully involved in all areas of academy life. Where appropriate, those with an Education and Health Care plan will be supported to ensure access and participation and appropriate reasonable adjustments made. All clubs and trips are open to learners in line with a suitable risk assessment being carried out. Individual arrangements will be discussed with parents in advance. Where a learner has a physical/medical need/s, any issues around trips and activities will be discussed in advance and addressed with parents.
How will the academy prepare and support my child to transition to	For learners transitioning to a new educational phase or setting, we liaise with previous schools/settings and/or teachers and provide additional transitional support where needed. This is arranged on an individual basis and tailored to

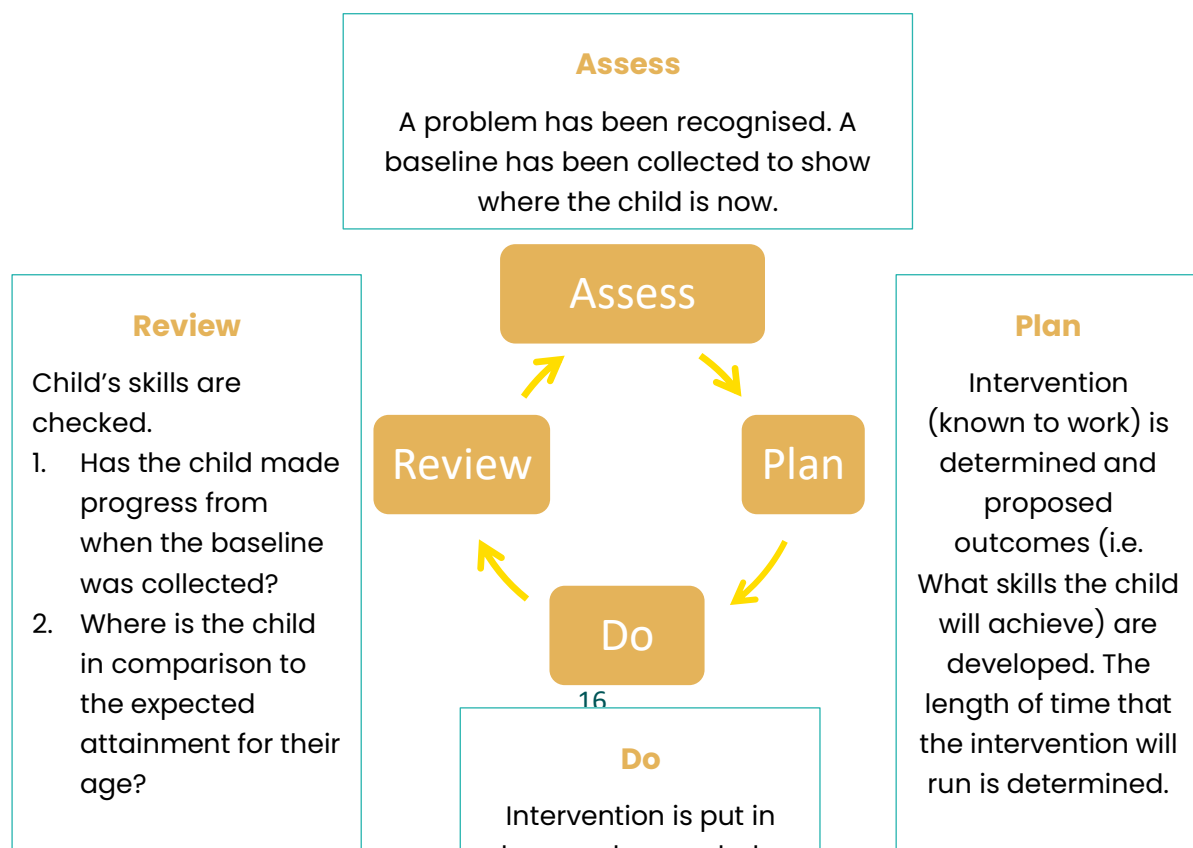
and from the academy?	the needs of the learner/s. Meetings with the SENDCo are available at parents' request and encouraged for all learners attending with an EHCP. A transition programme for new students joining Longspee Academy from a different provision or site is carefully considered. To help students feel welcome: • Members of the Senior Leadership Team arrange tours of the school for prospective new children and their families • They also meet with the child and parent/carer; and ensure all important information is shared with the new class team. • The school are able to provide transition books and a staggered start where such an approach would be beneficial in helping the settling in period. • Transitions between classes are also carefully planned and supported ensuring the students' individual needs are met. If a learner has an EHCP, then the academy would want to be present at the annual review meeting to support target setting and be introduced to all professionals supporting the learner and establish an early relationship.
Who can I contact for further information?	The following points of contact are available at Longspee Academy: For academic concerns: Joe Wathan (Curriculum Lead and Assistant Vice Principal) For pastoral concerns: Class Teacher Emily Ryder (Inclusion Lead and Vice Principal) Lena Slipkova (SENDCo) If your concern is in relation to your child's Education and Health Care Plan, please contact the SENDCo. If not, then in the

	first instance contact the class teacher who may refer your concerns to a more senior member of staff where required. If your concern relates to your child's special educational need/s, please contact the SENDCo directly. Should you wish to make a formal complaint regarding an issue at the academy, please follow the complaints policy, which can be found on the academy website: share link Should you require further support and guidance from an impartial advisor, SENDIASS BCP will be able to offer support, information and guidance for you as a parent. You will be able to find out more information at: help@sendiass4bcp.org information@hampshiresendiass.co.uk dorset.sendiass@family-action.org.uk
How else can I be involved?	We need you to support us by encouraging your child to fully engage with their learning and any interventions offered by: • Full attendance and good punctuality • Supporting with reading at home where appropriate • Attending parent's meetings • Attending any meetings specifically arranged for your child • Engage with individualised home communication methods where they are implemented (Dojos)
What support is there for improving behaviour, attendance and avoiding exclusion?	At Longspee, we understand that the quality of our relationships with our learners is crucial and underpins all strategies to support regulation, therefore positive and safe behaviours. To foster and enable positive relationships, we are committed to educational practices which protect, relate, regulate, reflect and repair (Louise Bomber). This is supported by the use of PACE approach (Dan Hughes) – Play Acceptance Curiosity Empathy, this is all underpinned by the concept of unconditional regard. The attendance of every learner is monitored daily. Lateness and absence are recorded and reported on. Good attendance is actively encouraged throughout the school. If a learner's attendance falls below 95% (academy target),

	contact will be made by the school in the form of a letter / telephone call. In extreme circumstances the academy may use the support of Authentic Education's attendance lead.
How is the Trust's Governance involved and what are their responsibilities?	The Director of School Improvement (SEND) and Head of SEND & AP lead will complete termly assurance with every academy, which is reported on to Authentic Education's committee on a termly basis. The Director of School Improvement (SEND) will meet regularly with the SEND trustee to report on statutory duties. The SENDCo provides assurance reports to the Director of School Improvement (SEND) and Head of SEND & AP. They are kept informed about SEND developments and take an active interest in the work of the SEND departments across Authentic Education. The SEND trustee does not have access to information about individual learners or become involved in individual cases. In the unlikely event that a concern cannot be resolved by the SENDCo and/or the Principal then the Authentic Education SEND team can be contacted at the request of parents.

Additional information

Please find beneath a model of the Assess-Plan-Do-Review process that we follow in the SEND department.



Glossary of SEND acronyms & abbreviations

ADD	Attention deficit disorder	LAC	Looked after child
ADHD	Attention deficit hyperactivity disorder	LO	Local offer
ASD	Autistic spectrum disorder	MLD	Moderate learning difficulty
CAMHS	Child and adolescent mental health service	ODD	Oppositional defiant disorder
CIN	Child in need	OT	Occupational therapist
CoP	Code of practice	PDA	Pathological demand avoidance
CP	Child protection	PEP	Personal education plan (for looked after child)
CYP	Children and young people	PEEP	Personal emergency evacuation plan
EAL	English as additional language	PMLD	Profound and multiple learning difficulties
EHCP	Education health care plan	PP	Pupil premium
EP	Educational psychologist	SALT	Speech and language therapy
EYFS	Early years foundation stage	SDQ	Strengths and difficulties questionnaire

FAS	Foetal alcohol syndrome	SEND	Special educational needs and disabilities
FASD	Foetal alcohol spectrum disorders	SENDCo	Special educational needs and disabilities coordinator
GLD	Global learning delay	SLCN	Speech language and communication need
HI	Hearing impairment	SLD	Severe learning difficulty
HLTA	Higher level teaching assistant	SpLD	Specific learning difficulty
IEP	Individual learning plan	SPDs	Sensory processing disorders
IRP	Independent review panel	TA	Teaching assistant
ISP	Individual support plan	VI	Visual impairment
SENDIASS	Special Educational Needs Disability and Advice Service		