

Langrish Primary School SEND Information Report

SEND Information Report Reviewed September 2021

Next review date no later than September 2022

Langrish Primary School is a maintained, mainstream primary school committed to providing a rich and inclusive education to all its pupils.

All Hampshire Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

What types of SEN does Langrish School provide for?

The four broad 'areas of special educational need' are:

Communication and Interaction	This category includes speech, language and communication needs (SLCN), for example difficulty in using or understanding language. It also includes conditions where there are challenges understanding social rules of communication, for example autistic spectrum disorder (ASD).
Cognition and Learning	This category covers a wide range of needs where pupils learn at a slower pace than others their age. Pupils may have difficulty understanding parts of the curriculum or have difficulties with organisation and memory skills.
Social, Emotional and Mental Health Difficulties	This category includes difficulties that can lead to children: becoming withdrawn or isolated; displaying challenging behaviour or struggling to maintain their relationships with others. Examples include attachment disorder, anxiety, depression, self-harming and eating disorders.
Sensory and Physical Needs	This category includes visual impairment, hearing impairment and multisensory impairment. It also includes physical disabilities that require additional ongoing support and/or specialist equipment.

Your Child has Special Educational Needs. What can our school offer?

At Langrish Primary School, we embrace the fact that every child is different. Children with Special Educational Needs may require provision that is different and additional to that of their classmates. The level of support that a child may receive will depend on the need that they have. Every effort will be made to make sure that all children receive the support that they need to access the curriculum alongside their peers and to make excellent progress in school both socially and academically; this may be through Wave 1, 2 or 3 provision:

Wave 1	Inclusive, quality-first teaching for all.
Wave 2	Additional interventions to secure age-related expectations; this may be within a small group.
Wave 3	Targeted and personalised interventions.

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Who do I talk to if I am concerned that my child may have a Special Educational Need?

Your child's class teacher is the first person to contact. They are responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the relevant Inclusion Leader know of any additional needs as and when this is necessary
- Providing personalised teaching and learning for your child

The Inclusion Leaders are: Mrs Wright (Infants), Miss Jones (Juniors).

The Special Education Needs Coordinator (SENCo) is Mrs Helen Glendinning, who can all be contacted via the School Office.

They are responsible for:

- developing and reviewing the school's SEN policy
- co-coordinating all the support for children with special educational needs or disabilities
- ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how your child is doing

- liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology, Occupational Therapy, Physiotherapist as appropriate
- updating the school's SEN register (a system for ensuring that all the SEN needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept
- providing specialist support for teachers and support staff in the school, so that they can help children with SEN in the school to achieve the best progress possible

The Head Teacher is: Mrs Sarah Wright

The Head Teacher has the ultimate responsibility for the SEN provision in the school.

The SENCO is: Mrs Helen Glendinning

The Special Needs Governor is: Mrs Paula Oppenheimer

Our Special Needs Governor can be contacted via the School Office.

What are the different types of support available to children with SEN?

The level of support that your child receives falls into one of three categories - Wave 1, 2 or 3:

WAVE 1

Class teacher input, via excellent targeted classroom teaching (Quality-First Teaching)

For your child this would mean:

- that the teacher has the highest possible expectations for your child and all pupils in their class
- that all teaching is built on what your child already knows, can do and can understand
- that different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning or equipment to help with learning
- that specific strategies (which may be suggested by the Inclusion Leader) are in place to support your child to learn

WAVE 2

Specific group work

Children may be supported through the use of group interventions which may be:

- run in the classroom or a group room
- run by a teacher or a learning support assistant (LSA)

These interventions may follow a particular learning programme designed to meet specific needs and fill specific gaps (for example these may be in aspects of English or Mathematics). These interventions may also be tailor-made by staff in school to help meet the needs of a group of children.

WAVE 3

One to one support

Children may be supported through one to one sessions:

- run in the classroom or a group room
- run by a teacher or a learning support assistant (LSA)

These sessions will be designed to help a child master a particular skill or give them the confidence to participate fully in class by helping them to access areas of the curriculum.

External Interventions

- You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and so be able to support them more effectively in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

Children with severe or life-long needs – specified individual support

This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

For your child this would mean:

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case,

they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

- The EHC Plan will outline which band of support your child will receive from the local authority (LA) and how the support may be used, and what strategies must be put in place. It will also have long and short term goals for your child.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

Specialist Support:

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality-First Teaching and intervention groups. Your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as Behaviour Support, Specialist Teacher Advisory Service (for students with specific disabilities), Occupational Therapy and Physiotherapy services
- Outside agencies such as the Speech and Language Therapy (SALT) Service

How does the school evaluate the effectiveness of provision for children with SEN?

We have a robust system of reviewing our provision for all of the children in our school, including those with SEN. Each half term we review every child's progress in line with expectations. Any interventions are identified and tracked to make sure their impact is effective. This could include interventions for children with SEN as well as those generated by extra funding such as Pupil Premium. In addition to this formal monitoring process:

- Your child's progress will be continually monitored by his or her class teacher
- At the end of each key stage (i.e. at the end of Year 2 and Year 6), all children are required to be formally assessed using Teacher Assessments and Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.
- Where necessary, children will have an Individual Education Plan (IEP) detailing targets set by school and outside agencies specific to their needs. Targets will be set and designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgments assessed and a future plan made.
- The progress of children with an EHC Plan will be formally reviewed at least annually. This is with all adults involved with the child's education.
- The Inclusion Leaders will also monitor your child's progress.
- Regular book monitoring and lesson observations will be carried out by the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

How do we identify, assess and review children's progress (including those with a Special Educational Need) and share this with parents/carers?

We are committed to close relationships between our school and parents/carers. Your child's class teacher will let you know how your child is doing and will be happy to communicate regularly with you about their progress. In addition to this, we will keep you informed of any significant change in the provision for your child. We have a regular system of parents' evenings twice a year and an annual written report that helps all parents keep up to date with their children's progress.

If it becomes clear that your child may have a particular barrier to learning, there are a number of ways in which the school can identify Special Educational Needs. This includes discussion with parents. Your child's class teacher will highlight any concerns to the Inclusion Leader and Head Teacher and specialist help can be sought.

While none of our school based assessments provide a 'diagnosis' they can help teachers understand where your child is having difficulties, and can help them to plan excellent provision to support your child's learning. Particular needs, including a disability, may require a clinical diagnosis by a qualified medical practitioner. In some cases it may be necessary to seek advice from outside agencies. In such cases you may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school.

For those children who are identified as having SEN, an IEP will be written by the class teacher in consultation with the child. These will be shared and reviewed with you every half term.

How will teaching be adapted to support my child with SEN?

- Your child's teacher will carefully check your child's progress and will decide whether your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.

How will the curriculum be matched to my child's needs and how are they involved?

All children have an entitlement to a broad and balanced curriculum. The school makes every effort to fully include all children with SEN in the mainstream curriculum. It may be necessary to adapt the teaching style or curriculum content to

suit your child's needs. Class teachers are responsible for planning enriching and appropriate activities for all children, including those with SEN. If your child has an IEP (Individual Education Plan), they will work with their class teacher to decide clear targets to help them achieve within the curriculum. The different strategies needed to help them do this will be clearly noted in the IEP document.

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

Every effort will be made to support SEN children in activities outside the classroom. Depending on their level of need they may require one to one support from an adult, or additional measures may be taken to brief them about an activity; this may take the form of a social story. For school trips linked to the curriculum parents of all children should consult the school educational visits policy on the school's website.

What support will there be for my child's overall well-being?

All children have the right to be protected from bad treatment and to have an opinion (UNCRC Rights of the Child, articles 36 & 12). As a school, we take the emotional well-being of all our pupils very seriously. Pupil voice is strong at Langrish with all children encouraged to share their opinions and reflect on their provision. To support children with SEN to improve their emotional and social development, we ensure that they have at least one trusted adult with whom they feel comfortable to share any worries, including concerns about bullying. We have an established safeguarding policy and all staff are regularly trained in all areas of child protection. For children with physical difficulties, all personal care is conducted discreetly, fostering independence where possible. Within school we also have staff trained in speech, language and communication needs and play therapy. The school is also able to make referrals to and seek advice from CAMHS (child and adolescent mental health services) should your child need that level of support.

What staff training is provided for staff supporting children with SEN?

The Head Teacher and the Inclusion Leaders are responsible for ensuring that all staff have the training and support they need to effectively work with children with SEN. All class teachers are highly trained professionals who are experienced in supporting children with a range of learning needs. The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. This includes whole school training on SEN issues, such as Autism Spectrum Disorder (ASD) and speech and language difficulties. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. School Nurses, Speech and Language team etc. The school is also able to draw on the expertise of a number of outside agencies to help them, for example the Educational Psychology team. The SENCO is available for whole school training and individual staff support, guidance and advice.

How accessible is our school?

Our school building has been adapted to make it wheelchair accessible. The site is reviewed regularly to ensure that it meets the requirements of as many of our pupils as possible. The school also has a hygiene room with disabled toilet and two disabled parking bays in the staff car park. In addition, the junior classrooms all have auditory sound systems to help children with hearing impairment. If necessary, the school uses the expertise of outside agencies, such as the Specialist Teacher Advisor team, to advise on equipment and accessibility issues.

(Annexe A)

How are parent carers/young people currently involved in our school?

We offer regular half termly opportunities where parent carers can meet their class teacher. We have an open door policy whereby teachers and the head teacher are easily accessible to talk to. We hold regular parent consultation meetings. Our induction for families new to the school includes visits to the school, home visits for Year R pupils and a welcome picnic hosted by current parents (FoLS). All parents joining the school automatically become members of Friends of Langrish (FoLS). Parents of pupils who are identified as having Special Educational Needs will have additional opportunities to discuss their child's needs and progress as appropriate including at annual review or if their needs change. Pupils regularly contribute their views about their provision through pupil surveys and our School Council. Pupils with Special Educational Needs are consulted as part of the review process. Externally, Hampshire offer a free support and advice service for parents, carers, children and young people with Special Educational Needs and Disabilities called [Support4SEND](#). For further information please ask at the School Office.

What should I do if I have a concern about the school's SEN provision?

If you are concerned about the SEN provision that your child is receiving, please refer to the school's complaints policy. All concerns will be heard discreetly and sensitively.

How will the school prepare my child for transition to a new class or, at the end of Key Stage 2, to a new school?

All children have the right to a smooth transition between classes, and then to their new school at the end of Year 6. Children will have transition days both for changing year group and for starting a new school. As we are a small school, your child will have a lot of contact with all of the teaching staff through activities, clubs and assemblies. Some children may have needs that mean this transition is more worrying for them. For example children with Autism Spectrum Disorder, or other difficulties with social communication and interaction, may need this transition to be more structured and gradual. When your child is approaching the end of their time at Langrish, every effort will be made to make sure that we communicate

their specific needs to the new school. This process usually starts at the beginning of Year 6, although your child's class teacher and the Inclusion Leader may choose to discuss transition to secondary school with you earlier than this.

Where can I get further information about services for my child? The SEN information supplied here forms a part of Hampshire Authority's Local Offer. In order to access the Local Authority's Local Offer please click on the link provided on the 'Our school' tab on the school's web-site.

**School Accessibility Plan
Langrish Primary School****Introduction**

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Principles

- Compliance with the DDA is consistent with the school's aims and equal opportunities policy;
- The school recognises its duty under the DDA (as amended by the SENDA):

o not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services

o not to treat disabled pupils less favourably

o to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

o to publish an Accessibility Plan.

- In performing their duties, governors and staff will have to pay due regard to the DRC Code of Practice (2002);
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respect the parents' and child's rights to confidentiality;
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework and Primary National Strategy (Excellence and Enjoyment – A Strategy for Primary Schools, DfES 2003) which underpin the development of a more inclusive curriculum:

o setting suitable learning challenges

o responding to pupils' diverse learning needs

o overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

[This section outlines the main activities, which the school undertakes, and is planning to undertake to achieve the key objective (above).]

a) Education & related activities

The school will continue to seek and follow the advice of LEA services, such as Specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

The school will continue to take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c) Provision of information

The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.

o School Development Plan

o Inclusion Policy

o Equal Opportunities Policy