



All learning together

Langton Primary School
S.E.N. Information Report

Adopted by: Full Governing Body December 2015

Review date: December 2018

What is the SEND Report?

By 2014, schools are required to publish information about services they provide for children with disabilities and Special Educational Needs. This is called the 'SEND Information Report'.

The intention is to offer choice and transparency for families, as well as providing a resource for professionals to detail the range of services and provision locally.

At Langton Primary School we strive to support all children to enable them to achieve at school.

In order to do this, many steps are taken to support them through their learning journey.

Quality Teaching is vital: however for some children there are occasions when further support may be needed to help them achieve their targets. The decision to provide additional support is made by the school, in close partnership with parents. It is based on a variety of factors including academic progress, and/or assessments carried out by teaching staff or other professionals. At Langton Primary School we are able to provide specific support for pupils with; Communication and interaction difficulties, Cognition and learning needs, Social, mental and emotional health needs and sensory and/or physical difficulties.

Our SEND information report outlines the provision which we offer at Langton Primary School and aims to answer any potential questions which you might have. A list of terms and abbreviations commonly used in relation to inclusion and SEN is included at the end of this document, which should be read in conjunction with the Local Authority's Local Offer, available on the North Yorkshire County Council website.

<http://www.northyorks.gov.uk/article/23542/SEND--local-offer>

The Special Needs Team at Langton are:

Mrs Rachel Ray, Head Teacher and SENCO

Miss Becky Auckland, Higher Level Teaching Assistant

Mrs Anne Conroy, Governor for SEN

If you have any concerns regarding SEN matters do not hesitate to contact us.

How does Langton Primary School know if children need extra help?

We know when pupils need extra help if:

- concerns are raised by parents, teachers or the child.
- limited progress is being made
- there is a change in the pupil's behaviour or progress
- we have received information from other agencies who may already be working with the child before they join us.



What should I do if I think my child might have special educational needs?

- The class teacher is the initial point of contact for responding to parental concerns. We will listen to your concerns and draw on your own experience and observations that you will have as parent of how your child is outside of school.
- If you have any further concerns, or would like to know about specific provision, then contact Mrs Ray who is our School SENCO.
- We can arrange for your child to be assessed either by ourselves, external partners who work with the school or by referral to external agencies who can provide a specialist assessment.
- We will be with you every step of the way to work with you and support you through this process and review provision to find out what works best for all our children.



How will I know how Langton Primary School supports my child?

- Each pupil's education programme is planned by the class teacher. When a pupil has been identified with special needs, their work will be differentiated or adapted by the class teacher to enable them to access the curriculum more easily
- The child will be given small and measurable targets which will be discussed with the child and parents, and monitored regularly by the class teacher and SENCO. Targets may be discussed at parents evening alongside your child termly; half termly through progress meetings; or through specific review meetings. Parents are welcome to review progress more regularly through consultation with your child's class teacher.
- We may provide additional support in class from the teacher or teaching assistant. Teaching Assistants may be allocated to work with the pupil in a 1:1 or small focus group to target more specific needs.



- If a pupil requires greater support in a particular area, for example, phonics, numeracy or literacy skills, then she/he will be placed in a small intervention group led by either the teacher or teaching assistant. All interventions are regularly reviewed by those delivering them, and by the SENCO, to ascertain how effective they are being and to inform future planning.
- Regular Pupil Progress meetings are held between class teachers and members of the Leadership Team to discuss the progress of individual children. This shared discussion may highlight any ongoing concerns and help to plan further support if required.
- Some pupils who require additional support are referred to external agencies and specialists such as Speech and Language Support or the Educational Psychology service.
- If appropriate specialist equipment may be given to the pupil e.g. writing slopes, pencil grips or easy to use scissors.
- Where necessary, classroom environments will be adjusted to meet the needs of individual children with regard to access, quiet areas, visual prompts etc. We also have designated areas within school where specialist provision can be made available so that the child can access more readily the support on offer.
- We regularly review our provision and as training courses become available we evaluate their likely impact and how relevant they are for our children, and send staff as appropriate.
- We'd like to also listen to your views about what you think will aid your child's progress and explore the type of provision that you think will work for your child and their individual needs.
- Provision is reviewed on an individual basis taking account of your child's specific needs.

How will Langton support my child in their emotional and social development?

- We believe that every child will develop and thrive in an environment which not only provides a safe a supportive place in which to grow, but also enables all our children to become confident, settled and happy individuals. Therefore at Langton, we work very hard to ensure that we listen to each child and are aware of individual's needs.
- If necessary, we put additional pastoral arrangements in place where we listen to the views of pupils and organise support, either in school, or from outside agencies where appropriate.
- We put measures in place to protect our children against bullying. We include anti-bullying and e-safety as part of our PSHE curriculum and ensure that all pupils are aware of what it means so we can quickly act against it if any issues were to occur.
- Interventions which encourage social communication and feelings are also provided if there is a requirement.

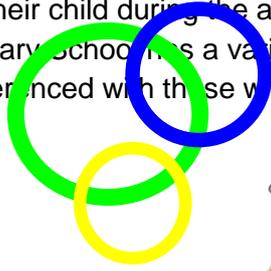


How will my child be included in activities outside the classroom including school trips?

- Activities and trips are made as inclusive as possible and available to all children.



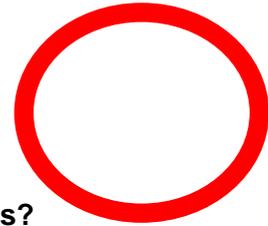
- Where necessary, individual risk assessments are carried out and procedures put in place to enable all children to participate.
- If it is felt that an intensive level of 1:1 support is required, a parent or carer may be asked to accompany their child during the activity.
- Langton Primary School has a variety of extra-curricular clubs. Details of participating pupils are cross referenced with those with SEN to ensure all pupil groups have access to the clubs.



Children's Speech and Language
Therapy Service



...For Parents, Carers and Professionals



How does Langton Primary School support children with medical needs?

- If a child has a medical need, then a detailed care plan is compiled with support from the school nurse and in consultation with parents. This is then shared with all staff who are involved with the pupil.
- Staff receive training as necessary from the school nurse or health care professional, for example Epipen training and epilepsy medication training.
- Where necessary, and in agreement with parents, medicines are administered in school, but only where a signed medicine consent form is in place to ensure the safety of both child and staff member.
- A quiet space for medical treatment is available when necessary.
- Staff receive basic first aid training, with some members of staff trained in paediatric first aid.

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

In consultation with parents it may at times be necessary to consult with outside agencies to receive their more specialised expertise. Individual children may be referred through school, or through their G.P. or local Children's Centre. The agencies currently used by the school and our families include:

- Educational Psychologist
- Speech and Language Support
- Behaviour Support
- CAMHS (Child and Adolescent Mental Health Service)
- Children's Advice, Assessment and Early Intervention Service
- Child in Need (CIN) practitioners and the Prevent Service
- Social services
- School Nurse
- Visual Impairment service
- Hearing Impairment service
- Links with the NSPCC



How accessible is the school environment?

At school we are happy to discuss individual access requirements and adapt our areas as required so that it meets the needs of all of our children.

At present in school we have:

- All classes are at ground level. We have the capacity to move classes so that the year group is always accessible for the child.
- A disabled toilet
- Single level outdoor areas
- Classrooms are carpeted to reduce noise for the hearing impaired
- Doors are wheelchair accessible and accommodation can be tailored where feasible to meet specific needs
- We can access specialist equipment if required

How will you help me to support my child's learning?

All parents are encouraged to contribute to their child's education. On a day to day level we give the children detailed feedback in their books which we encourage our children to respond to. We also provide our children with learning targets so they know what the next steps in their learning are and what levels they are working at. Do speak to the class teacher if you would like to look at your child's books after school one evening.

You may also approach the class teacher informally if you would like to talk to them about your child's progress in between our more formal parents' evenings. For more regular support we are able to set up a home-school communication book. This helps you to keep in touch with your child's class teacher regularly so we know how they are doing at home and we can tell you what they are doing at school. We hope that this will ensure that we are working together to support your child both at home and school. We can suggest activities and games that you can do with your child to support their learning. We also subscribe to MyMaths and Bug Club that are designed for home learning with parents and children working together. These programmes will show you where your child is up to in their learning and what they need to do next to progress.

On a more formal review level, parents will be invited to discussions and review meetings with the SENCO and other professionals. At reviews children are supported and encouraged to make a presentation themselves so we can all listen to their input.

How will I know how well my child is doing?

Your child's progress is continually monitored against national standards by his/her class teacher on a daily basis through their class work. A variety of assessment tools are used to keep track of their progress, which is discussed with the Headteacher at regular Pupil Progress meetings to ensure all

of our children are making good progress and where we review the provision and if this needs to be adjusted. We share their attainment and progress with parents at termly parent evenings and specific SEN provision is monitored by the SENCO. Children will be given specific targets to support their learning and help them to understand their next steps. At the end of each key stage (i.e. at the end of Year 1, Year 2 and Year 6) all children are formally assessed using National Phonics Screening and Standard Assessment Tests (SATs). This is something that the government requires all schools to do and the results are published nationally. The progress of children with a My Support Plan (MSP) is recorded and reviewed at termly meetings involving parents, teachers and other professionals.

At the beginning of July each year your child will be provided with a written report which details their attainment in line with National levels.

How will the school prepare and support my child when joining Langton Primary School, or transferring to a new setting or secondary school?

Many strategies are in place to enable the pupil's transition to be as smooth as possible.

These include:

- Transference of records and other communication between schools prior to the pupils leaving or joining.
- Pupil visits arranged as required. Some children need more transition visits than others.
- The SENCO is more than happy to meet with parents before a child starts at Langton Primary School.
- We liaise with other agencies where there is a wider involvement in the family.
- When a pupil who may have more specialised needs is preparing for transition to secondary school, a separate meeting is usually arranged with the Langton SENCO, the secondary school SENCO, parents and, where appropriate, the child. In partnership with the secondary school we provide additional transition events which are tailored to the needs of the individual.

What do I do if I have a complaint about my child's education at Langton Primary School?

If any parent is unhappy with the education their child is receiving, or has any concern relating to the school, we encourage that person to talk to the child's class teacher as soon as possible. Where an issue cannot be resolved informally, parents should refer to the school's Complaints Policy, available on the website or from the school office.

