Special Educational Needs & Disability Information Report

2026/2027

About this report

The Children and Families Act 2014 says that all schools must publish a Special Educational Needs and Disability (SEND) Information Report every year. This report explains how our school meets the needs of children with SEND. It is published on the school website as part of West Sussex County Council's 'local offer' (West Sussex County Council SEND Local Offer).

In the report, we explain how we meet our duties towards pupils with special educational needs and disabilities. The School's Governing Board will review this report every year, and will involve pupils and parents/carers. If you want to give us feedback about the report, please contact the school office.

Principles:

Our aim is to provide access to the curriculum for all children who, at any time, might be in need of special educational provision, with regard to their academic or physical abilities.

Our definition of a Special Educational Need is 'anything which affects a child's ability to follow the full curriculum'. Pupils have a learning difficulty if they have significant greater difficulty in learning than the majority of pupils the same age.

Pupils are not regarded as having a learning difficulty solely because the language, or language of their home, differs from the language in which they are taught.

Special Education Provision means educational provision which is **additional to** or **different from** the educational provision made generally for pupils of the same age.

This offer recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND offer reinforces the need for teaching that is fully inclusive. We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs.

Whole School Approach to Teaching and Learning

- Quality First Teaching – all teachers are responsible for the learning and progress of every child in their class, including those with SEND.
- An inclusive and differentiated approach to enable all learners, including those with SEND, to engage with all aspects of school life.
- Refer to our Teaching and Learning Policy and the West Sussex Ordinarily Available Inclusive Practice Guide.

To fulfil this vision, we are committed to:

- ensuring that all pupils have access to a broad and balanced curriculum.
- providing a differentiated curriculum appropriate to the individual's needs and abilities.
- ensuring the identification of all pupils requiring SEND provision as early as possible in their school career.

- ensuring that pupils with SEND take as full a part as possible in all school activities.
- ensuring that parents of all pupils are involved in the co-production of planning and target setting using an Assess, Plan, Do, Review approach.
- ensuring that pupils with SEND are involved, where practicable, in decisions affecting their future SEND provision.

Our Graduated Response for Learners

- Ongoing monitoring of the quality of teaching.
- Identifying and tracking the progress of children/young people that require support to catch up by termly pupil progress meetings, review of Individual Learning Plans and the implementation of the assess, plan, do and review process.
- Identification of children/young people requiring SEND Support and initiation of the assess, plan, do, review cycle.
- Consideration of application for Education, Health and Care Plan.
- All children/young people identified as requiring SEND support, or with an Education, Health and Care Plan are on our SEND register.

Schools within the Crawley Locality have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities are supported by the local authority, West Sussex, 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/or disabilities being met in a mainstream setting wherever possible, where families want this to happen.

The information below details the offer within the school and ways in which parents and children may access the support required

1. Who do I contact about my child's special educational needs?

Your first point of contact is the child's class teacher

The Special Educational Needs and Disabilities Coordinator (SENDCo) is responsible for managing and coordinating the support for the children with special educational need, including those who have Education, Health and Care (EHC) plans. They also provide professional guidance to school staff and work closely with parents/carers and other services that provide for children in the school.

The key contacts at our school are:

Head teacher	Mrs A Wallis	head@lgprimary.org.uk
Chair of Governors	Mr Mark Sudan	marksudan@lgprimary.org.uk
Designated Safeguarding Lead	Mrs A Wallis	dsl@lgprimary.org.uk
Deputy Head teacher & SENDCo	Mrs S Ashby	sashby@lgprimary.org.uk
Deputy Head teacher & Mental Health Lead	Miss D Harrowven	dharrowven@lgprimary.org.uk
Inclusion Administrator	Mrs N Islam	nislam@lgprimary.org.uk

Contact details: 01293 525765 office@lgprimary.org.uk

2. Which children does the school provide for?

We are a primary school and we admit pupils aged 3 to 11 years.
We are an inclusive school. This means we provide for children with all types of educational needs. The areas of need that are described in the SEND Code of Practice are:
The school will meet the needs of children with the following SEND.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory/physical

Children and young people with these needs can be included within our school community and the school will make reasonable adjustments to include all pupils. Whilst these four categories broadly identify the primary areas of need for children and young people, our school will consider the needs of the whole child or young person and not just their special educational need or disability.

If you want a place at our school for a child with an Education, Health and Care plan (EHCP), this can be considered during the annual review process and/or during the admissions process. If you want a place for any other child with special educational needs, you should apply as normal via West Sussex Schools' Admissions, and your application will be considered the same way as applications from children without special educational needs.

Further information about Pupil Admissions is available from:

- Horsham (North) Pupil Admission Office admissions.north@westsussex.gov.uk
- Pupil Admissions 03330142903
- West Sussex Schools' Admissions https://www.westsussex.gov.uk/education-children-and-families/schools-and-colleges/school-places/

3. Summary of how the school meets the needs of children with SEN and disabilities

Our key aim is to help all pupils – including those with SEN and disabilities – to achieve their very best and become successful, well-rounded individuals. We believe that all children should have high quality teaching, adjusted to meet their individual needs, in accordance with our statutory duties under the Children and Families Act 2014 and the Equalities Act 2010. Our school regularly assesses all of our pupils so that we can identify children with special educational needs as early as possible.

We follow an 'assess, plan, do and review' cycle to ensure that we meet the needs of children with special educational needs.

Where a child makes less than expected progress, the class teacher in conjunction with the SENDCo, will decide whether the child has a special educational need. Where a pupil is identified as having special educational needs, the school will plan (in conjunction with the pupil and parent/carer) the child's teaching by identifying the outcomes that are being aimed for, and by identifying and planning the provision needed to meet the outcomes. The resulting SEND support plan will then be implemented, and regularly reviewed, at least three times a year.

The 'assess, plan, do and review' cycle helps everyone to work together to continually improve the support so that child makes good progress.

If the child is looked after by the local authority, they will have a Care Plan including Personal Education Plan (PEP) and Health Plan. We will coordinate these plans with the SEND support plan and involve parents and carers as well as foster carers or social workers in discussions.

4. How does the school identify children's special educational needs or disabilities?

We aim to identify children's special educational needs as early as possible, so that they have the best possible outcomes. A pupil has SEND *'where their learning difficulty or disability call for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'*

Our school will assess each pupil's current skills and level of attainment on entry to the school. We will make regular assessments of progress given their age and individual circumstances. This is progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

The first response to less than expected progress will always be high quality teaching targeted at the pupil's area of weakness.

In identifying a child as needing SEND support, the class teacher working with the SENDCo, will carry out a clear analysis of the pupil's needs including the individual's development in comparison to their peers and national data.

Slow progress and low attainment do not necessarily mean that a child has SEND. Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability.

Difficulties related solely to limitations in English as an additional language are not SEND. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND.

We are alert to emerging difficulties and respond early. For some children, SEND can be identified at an early age. However, for other children difficulties become evident as they develop.

We recognise that parents know their children best. We listen and understand when parents express concerns about their child's development. Staff also listen and address any concerns raised by the children themselves.

Where it is decided to provide a pupil with SEND support, the decision will be recorded in school records and we will formally notify parents. We are required to provide the local authority with data about the levels and types of SEN in the school. This data is collected through the School Census.

Where, despite taking relevant or purposeful action to identify, assess and meet the SEND of the child, the child has not made the expected progress, consideration will be given to requesting an Education, Health and Care Needs Assessment (EHCNA). This request can be made by the school or by parents.

In considering whether an EHCNA is necessary, the Local Authority will consider the evidence of the action already taken by the school to meet the pupil's SEND. An EHCNA will not always lead to an Education and Health Care Plan (EHCP).

The purpose of an EHCP is to make special educational provision to meet the special educational needs of the child, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. The EHCP also specifies the arrangements for setting shorter term targets at school level.

5. How does the school teach and support children with SEND?

We set high expectations for all pupils, whatever their prior attainment. All pupils have access to quality first teaching that meets the needs of the majority of children. All teachers are responsible for the learning and progress of every child in their class, including those with SEND. We use assessment to set ambitious targets for all pupils. Some children need educational provision that is additional to or different from this and we use our best endeavours to ensure that such provision is made for those who need it.

Teaching and learning strategies include:

- Differentiated curriculum, objectives, activities and teaching approaches.

- Clarity for pupils about what they are being asked to do, why they are doing it, how they are supposed to do it and how they will know if they have done well.
- Use of supportive techniques such as visual timetables, modelling and demonstration.
- Clear instructions and simplified language.
- Support with key words and subject terminology.
- Access to manipulatives in mathematics.
- Access to technology.
- Structured routines and regular reminders of whole-school/class rules.
- A cooperative learning approach to enable all pupils to participate.
- Careful and considered grouping of pupils.

We record evidence of pupil's progress, with a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEND support provided. We record details of additional or different provision made under SEND support. This forms part of regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps.

SEND takes the form of a four part cycle: assess, plan, do and review. Decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and the knowledge of how best to support the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

Clear dates for reviewing progress are agreed and the parent, pupil and teaching staff will be clear about how they will help the pupil reach their expected outcomes. The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

EHCPs are used to actively monitor children and young people's progress towards their outcomes and longer term aspirations. They must be reviewed as a minimum every 12 months. Reviews will be undertaken in partnership with the child and their parents, and will take account of their views, wishes and feelings. The review will focus on the child's progress towards achieving the outcomes specified in the EHCP. The review will also consider whether these outcomes and supporting targets remain appropriate. Parents or carers, a school representative and a Local Authority representative will be invited to the review meeting.

Before the meeting we will:

- Give notice to all parties at least 2 weeks before the meeting and seek advice and information about the child.
- Send out any advice or information gathered to all those invited at least two weeks before the meeting.

We will prepare and send out a report of the meeting to all those invited within two weeks of the meeting.

Where a child is looked after by the Local Authority, the school will endeavour to synchronise EHCP reviews with social care reviews.

6. How will the curriculum and learning environment be matched to my child's/young person's needs?

We set high expectations for all pupils. All pupils have access to a broad and balanced curriculum which is suitable for all our pupils.

We adjust the curriculum for each child with SEND to make sure that they can access the subjects at their own level, and make progress. This is called 'differentiation'. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement.

We will look at the child's level of achievement and see what support they need to make good progress and reach their potential. We will use our assessment policy to do this. We will talk with children and parents as part of the SEND support cycle (assess, plan, do, review).

Further information about the school's curriculum for each year group is available on our website.

7. How are parents and carers involved in reviewing children's progress and planning support?

We are committed to working in partnership with parents and carers. We will:

- Have regard for the views, wishes and feelings of parents
- Provide parents with the information and support necessary to enable full participation in decision making.
- Support parents in order to facilitate the development of their child to help them achieve the best possible educational outcomes.
- Meet with the parents at least twice per year.
- Provide regular reports for parents on their child's progress.
- Involve parents in the regular SEND support plans and in the annual review of EHCPs.

8. How are the children involved in reviewing their progress and planning support?

We are committed to involving children with SEND in decisions about their learning. Where possible, we will:

- Have regard to the views, wish and feelings of the children.
- Provide children with the information and support necessary to enable full participation in decision-making.
- Support children to help them achieve the best possible educational and other outcomes, preparing them for adulthood.

The following table sets out different opportunities we have for talking to pupils about their learning:

	Who's involved	**How often?**
In class assessment	Pupil, class teacher	Daily
Safety and Wellbeing lessons	Pupil, class teacher	Weekly
Pupil Voice – one page profile	Pupil, SENDCo, class teacher	At least once a year
SEND support review meetings (ILP target setting evenings)	Pupil, parents, class teacher supported by SENDCo	At least three times a year
Annual reviews (statements and EHC plans only)	Pupil, parents, SENDCo, class teacher, support services, local authority	Once a year

9. How will the school prepare and support my child to transfer to a new school or the next stage of education and life?

The great majority of children with SEN or disabilities, with the right support can find work, be supported to live independently, and participate in their community. We encourage these ambitions from the start. Our SEND support includes planning and preparation for transition between the phases of education. We agree the information that will be shared with other schools with parents.

We support children so that they are included in social groups and develop friendships. This is particularly important when children and young people are transferring from one phase of education to another.

If a child has an EHCP, this will be reviewed and amended in sufficient time prior to moving between key phases of education.

Transition to and from schools is planned with parents/carers and other education setting. Prospective parents are invited to tour the school and can speak to the SENDCo directly about their child's SEND. Teachers from

Early Years visit Pre-school settings to talk to staff directly about the needs of the children, and whenever appropriate, the SENDCo will also visit the pre-school. The SENDCo liaises with professionals already supporting any child with SEND and arranges for a multi-agency transition meeting with the parents/carers should this be necessary.

For those pupils transitioning from Langley Green Primary School to secondary schools, a transition plan is created. This will include liaison with the receiving school and additional school visits for the child if possible.

10. What training do school staff have?

We regularly and carefully review the quality of teaching for all pupils including those at risk of underachievement. This includes: identifying particular patterns of need in the school reviewing, and where necessary improving, teachers understanding of strategies to identify and support vulnerable students/pupils and their knowledge of the SEND most frequently encountered.

Where interventions are required, we ensure staff have sufficient skills and knowledge to deliver the intervention effectively.

The quality of teaching for pupils with SEND, and the progress made by pupils is a core part of the performance management arrangements and its approach to the professional development for all teaching and support staff. There is an ongoing programme of CPD for all staff. Staff receive training from the Speech and Language Therapy Service so they can deliver speech and language programmes. Teachers and support staff delivering phonics interventions undergo a rigorous training programme. The Mental Health Lead is a trained Mental Health First Aider. The SENDCo attends the local SENDCo locality meetings and forums.

11. How does the school measure how well it teaches and supports children with SEND?

We regularly and carefully review the quality of teaching for all pupils to ensure that no child underachieves. We look at whether our teaching and programmes of support have made a difference and also their cost effectiveness. We use information systems to monitor the progress and development of all children. This helps us to develop the use of interventions that are effective and to remove those that are less so.

The SENDCo meets on a regular basis with other members of the senior leadership team and with individual class teachers to look at the progress of all children including those with SEND. These meetings plus classroom monitoring and assessment determine the next steps for the child; parents and carers are included in regular review meetings and are kept informed. Assessments are made prior to and following an intervention so that the impact can be measured.

12. How accessible is the school and how does the school arrange equipment or facilities children need?

The school's Equality Policy and its Equality Objectives are available on the school's website.
The school is fully accessible to wheelchair users and there are a number of disabled changing and toilet facilities. Our school's Accessibility Plan is available on our website.

13. How will my child be included in activities with other children, including school trips?
We are committed to eliminating discrimination, promoting equality of opportunity and fostering good relationships. Through careful planning and reasonable adjustments, pupils with SEND engage in the activities of the school together with those who do not have SEND, and are encouraged to participate fully in the life of the school and in any wider community activity.

We work with parents and pupils to listen to their views, feelings and to ensure pupils with SEND engage fully in the life of the school and in any wider community activity.

14. What support will there be for my child's overall well-being and their emotional, mental and social development?

We support the emotional, mental and social development of children and young people with SEN and disabilities by providing extra pastoral support arrangements for listening to their views and implementing measures to prevent bullying. We make provision for pupils' spiritual, moral, social and cultural development.

We may work with other services to support children such as the Child and Adolescent mental Health Services (CAHMS).

Langley Green Primary School has a Mental Health Lead whose role is to work with children who may have a barrier to learning. This barrier may be something causing anxiety, which is temporary, or it may be something which requires support on a longer term basis. The Mental Health Lead is able to refer children to work with the Educational Mental Health Practitioner (EMHP) or the Play Therapist. Parents are invited to meet with the EMHP or Play Therapist prior to the intervention taking place.

15. What specialist services does the school use to support children and their families?

A part of the cycle of SEND support (assess, plan, do, review) will consider whether we need to involve other services to make sure the child's specific needs are met. Parents are always involved in any decision to involve specialists.

We aim to involve a specialist where the child makes little or no progress over a sustained period or where they continue to work at levels substantially below those of pupils at a similar age despite evidence-based SEND support delivered by appropriately trained staff. The school may involve specialists at any point on early identification of SEND and effective support and interventions.

We work with parents and agencies to consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions to support the child's progress. Together the parties agree the needs of the child, responsibilities and outcomes to be achieved through the support, including a date by which it is reviewed. Records of involvement of specialists are kept and shared with parents and teaching staff.

Where a child is looked after by the Local Authority, we work closely with the other relevant professionals involved in the child's life as a consequence of being looked after.
We work closely with the Local Authority and other providers to agree the range of local services and clears arrangements for making appropriate requests. Some services may be commissioned directly.

16. Where can I get information, advice and support?

The 'Local Offer' is available from here: https://westsussex.local-offer.org/
Impartial advice and help for children and young people with special educational needs and disabilities and their parents and carers is available here: 0330 222 8555.

17. What do I do if I am not happy or if I want to complain?

If there are any disagreements with parents about SEND support for their child, we will work with them to try and resolve these. If parents have a complaint they can use the school's Complaints Policy and Procedure.

18. Other relevant policies

Other policies that include information that may be important for students/pupils with SEND are:
School Policies:

- Data Protection
- Complaints Policy and Procedure
- Equality Policy
- Equality Objectives
- Behaviour Policy
- Managing Medicines in School Policy
- Child Protection and Safeguarding Policy
- Special Educational Needs and Disabilities Policy

- Admission Policy
- Accessibility Plan
- Manual Handling Policy
- Intimate Care Policy
- Pupil Premium Policy
- Teaching and Learning Policy
- Assessment Policy

How does the school know if children need extra help and what should I do if I think my child may have special educational needs?	• Teachers know the children in their class well • Regular Pupil Progress meetings are held • Class teacher raises concerns • Conversations with previous school/nursery • Transition meetings at school entry if existing SEND in place • Termly parents consultations and open door policy • Parents can talk to class teacher or SENDCo
How will school staff support my child?	• Every child will be supported according to their need • The teacher or SENDCo will plan and explain to you a programme of special support • This plan will be reviewed with you regularly
How will the curriculum be matched to my child's needs?	• Class teachers differentiate teaching and learning to meet the needs of all children in their class. This will ensure that your child's needs are being met.
How will both you and I know how my child is doing and how will you help me to support my child's learning?	• Parents are regularly invited to the school to discuss the progress of their child • Intervention programmes and ILP's regularly reviewed to see how the child is doing. • Class teachers and SENDCo are always willing to talk to parents though it may be advisable to make an appointment through the school office as teachers often have meetings to attend after school. • Parents are regularly invited to workshops that help them know how to support their child in a certain area.
What support will there be for my child's overall wellbeing?	• Your child's class teacher and TA are the first port of call in supporting your child. • Referrals may be made to Play Therapist from 'Your Space' or to Education Mental Health Practitioners. • Family Support worker available through Enabling Families referral. • The school has a number of staff who are fully trained first aiders and has a policy for the safe administration for medicines. • A range of outside agencies may be available to support your child.
What specialist services are available at or accessed by the school?	• The SENDCo can signpost you to the most appropriate agency to support your child. • Schools can refer children to the following departments as necessary; Child Development Team, Speech and Language Service, CAMHS, School Nurse, OT, Physio.
What training are the staff supporting children and young people with SEND had or having?	• The school has a number of staff who are fully trained first aiders and has a policy for the safe administration of medicines. • Staff are trained in the use of CPOMS. • All staff have Asthma Training and Anaphylaxis Training • The Mental Health Lead has completed Mental Health First Aid and Mental Health Advocacy in the Workplace Training. • We have a number of staff who are trained Sounds Write Phonics practitioners.
How will my child/young person be included in activities outside the classroom including school trips?	• Preparing children for the trip (visual timetable/social stories) • Resourcing and accessibility round school (ramps, handrails) • Resourcing extra adult support if necessary • Risk assessments (pre visit by adults or children)

	• Discussion with parents and address any needs.
How accessible is the setting?	• Ramps, disabled toilets, hoist, use of signs around school/Hygiene Room • Delegation of budget to ensure equipment and facilities are up to date and in working order. • Regular auditing of provision, looking at individual needs to see what is required.
How will the setting prepare/support my child to join the setting, transfer to a new setting or the next stage of education and life?	• Open mornings for prospective parents and visits to the school available by appointment throughout the year. • Early Years teachers meet with teachers in our Nursery to talk about the needs of the children. • Early Years Teachers meet with other pre-school settings to talk about the needs of the children. • SENDCo liaison with professionals supporting any child at with SEND. • SENDCo liaison with parents of children with SEND joining our school. • Extra transition visits in the Summer Term for children with SEND joining our reception classes. • Pre-visits to secondary school and additional visits as required. • Paperwork transferred to secondary school. • Primary school liaises with secondary school after transition.
How are the school's resources allocated and matched to children's special education needs?	• Resources are allocated according to needs, particularly if children require specialist equipment, additional adult support and intervention programmes. • Liaison with parents and a deeper understanding of the child's needs to decide what resources are most appropriate.
How is the decision made about what type and how much support my child will receive?	• Discussion between parents and the school to decide what the child's needs are and how best to support them. • Access to external agency advice, including children and young person planning forum. • Termly meetings with parents and staff to discuss progress made and any adaptations to provision that is required to include support in class, small group work and 1:1. • Impact of intervention to be measured and reported regularly.
How are parents involved with the school? How can I be involved?	• Parent Consultations. • SENDCo Consultations. • Parent questionnaires. • Work afternoons • Parent information meetings
Who can I contact for further information?	• Class teacher • SENDCo – Mrs S Ashby • Headteacher – Mrs A Wallis • Mental Health Lead – Miss D Lewis • Inclusion Administrator – Ms N Islam