



SEND Information Report

This SEND Information Report (Schedule 1 Regulation 51) contains the information required by the Children and Families Act (2014).



It incorporates the statutory guidance from the Code of Practice (2014) and the West Sussex Local Offer questions from parents which are highlighted in Blue

Langley Green Primary School Vision

'Working together, learning together to achieve the best we can.'

Langley Green Primary School is a mainstream school catering for children aged between 3 and 11. We are committed to working in partnership with parents, carers and children to ensure that all children achieve their best, become confident individuals and make a successful transition to the next phase of their education and into adulthood no matter their starting points.

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 SEND pupils 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 SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.

At Langley, Green Primary School, we recognise the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND Information Report reinforces the need for high quality teaching that is fully inclusive.

Inclusion Leader: Mrs Rowe

jrowe@lgprimary.org.uk

The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

The appointed SEND Governor: Su Parrish

Contactable via the Clerk to Governors Jackie Moran: bursar@lgprimary.org.uk

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Admission arrangements for pupils with SEN or disabilities.

Langley Green Primary School welcomes all children as full members of the school and values them for the contribution they make. All pupils actively belong to, are welcomed by, and participate in the school and community. Their diversity of interests, abilities, and attainment are welcomed and are seen to enrich the life of the school. All children and parents who join the school will have an induction meeting the Head Teacher or Inclusion Leader and any other professionals to ensure their needs are met in school.

Identification, Assessment and Monitoring of Pupils with SEND:

Definition of Special Educational Needs:

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for the children of the age in schools within the area of the local education authority;
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Children must not be regarded as having learning difficulty solely because the language or form of language of their home is different from the language in which they are taught. Special educational provision means: for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools in the area. Langley Green Primary School will have due regard for the Code of Practice (2014) when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEND provision is being made for their child.

The decision to place a child on the SEND register takes place within an Assess, Plan, Do, Review cycle. An initial concern form will be completed by a class teacher or senior leader in conjunction with parents or carers.

We assess the child's needs using the assessments stated below, plan and conduct the necessary support and then review its effectiveness with parents and the child each term. Effectiveness is measured based upon progress towards short and long term targets. This then forms the basis of discussions involving the Inclusion Leader and other Senior Leadership Team members who review the provision map. The Governing Body are responsible for ensuring high quality provision is in place which meets the Children and Family Act (2014) and the Equality Act (2010).

Specific assessments and tracking processes include:

- Teacher Assessment of reading, writing and maths using Classroom Monitor (an online assessment system)
- Standardised tests including Salford reading, PIRA reading assessment, Hodder maths assessment
- Language Link assessments
- Working Memory assessments
- Boxhall Profile (monitoring Social, Emotional or Mental Health needs)
- The use of Classroom Monitor to track the progress of all children.

Other Forms of identification:

- Transition information passed on from other settings
- Discussions with other professionals
- Observations of pupils in lessons and during social times

Referrals

Anybody can raise an initial concern about a child including:

- Teaching Staff
- Support Staff
- Parents/carers
- Self-referral

How does the school know if children/young people need extra help and what should I do if I think my child or young person may have special educational needs?

Class teachers monitor the progress and attainment of children and track this each term. Any child not making the expected progress is discussed with the school's Inclusion Leader, members of the Senior Leadership Team and the Phase Leader to establish whether class teaching can be adapted or if specific interventions are required.

If a child presents with needs that are not specifically academic, for example behavioural, emotional or physical difficulties, the class teacher will discuss the child with the Inclusion leader to decide whether a referral is needed to outside agencies such as Occupational Therapy, Speech and Language therapists, or the Learning, Behaviour Advisory team (LBAT).

If a parent believes that their child is in need of specific support, they can speak to the child's class teacher before or after school and/or request a meeting with the school's Inclusion leader.

How will both you and I know how my child/ young person is doing and how will you help me to support my child/young person's learning?

The progress of all children is tracked each term through teacher assessment. Teachers make their judgements based on the learning they see and hear in the classroom and evidence is found in children's books and observations made by staff as well as formal assessments every eight weeks. Interventions are monitored and progress tracked based on the objectives that are set each half term.

All parents and children are invited to parent's evenings three times a year and receive three reports which detail the child's levels of effort and current targets.

If your child has special educational needs (SEND), they will be placed on the SEND register and will have an Individual Learning Plan (ILP) which details the child's current targets, activities which will help them to achieve them, additional provision and long term aspirations. Parents and children are invited to meet with the Inclusion Leader, and/or class teacher each term to review and co-produce the ILP and the school operates an "open door" policy where parents are actively encouraged to speak with staff on a regular basis.

We are currently supporting children with: global learning difficulties, Specific Learning difficulties including dyslexia, physical disabilities, sensory impairments, emotional, social and mental health difficulties, social communication difficulties including ASC, and Speech and Language difficulties.

How will the curriculum be matched to my child/young person's needs?

All class teachers are responsible for high quality teaching in their classes for all children, including those with identified SEND. Activities and resources are differentiated to the needs of the child to ensure they can access appropriate materials. Children are in ability groups for core subjects to offer a more personalised level of teaching and learning. This may include access to IT equipment, pre-teaching of core topic vocabulary, the use of writing frames and task planners and other adaptations to the learning environment such as tactile objects in place of pictures.

SEND Provision:

How will school staff support my child/ young person?

- Quality first teaching with appropriate e, targeted differentiation in place according to pupil need
- Additional adult support where appropriate to compliment the work of the teacher
- Reduced class size where appropriate and the use of small group work
- Personalised provision where appropriate through targeted, time limited programmes
- Personalised provision through adapted provisions and intervention

How is the decision made about what type and how much support my child/young person will receive?

Discussions between the child, class teacher, Inclusion Leader, parents and Senior Management Team, as well as outside agencies if appropriate, focus discussions on the specific needs of the child. Interventions or adaptations are put into place and then closely monitored for impact. Progress is monitored each term and children on the SEND register have their ILP reviewed at a review meeting. The level of support is adapted based upon the progress being made.

If the specific criteria for access arrangement on public exams, such as National Curriculum Tests, is met, these arrangements are put into place. This may include the use of a reader, a scribe, additional time, access to IT equipment or modified tests.

What specialist services and expertise are available for access by this school?

<p>Funded by School</p>	<ul style="list-style-type: none"> • Additional teaching assistants for learning and behaviour support • Additional teaching staff for smaller groups • Play therapist • Primary Mental Health Consultant • Educational Psychologist
<p>Paid Centrally or subsidised by the Local Authority but delivered in school</p>	<ul style="list-style-type: none"> • Speech Therapist: Rebecca Grey (provided by the NHS but paid by the LA) • Educational Psychology service • Sensory Support Team <p>The West Sussex Local Offer Website contains full information of the services available to children, young people and their families under the West Sussex Local Offer.</p> <p>https://westsussex.local-offer.org/</p>
<p>Provided by the National Health Service (NHS)</p>	<ul style="list-style-type: none"> • School Nurse: Cerys Bryan • Occupational Therapist: Various • Physiotherapist: Various

The school is also part of, the SEND Hub for our area. Through the Manor Green Hub we are able to draw on a variety of expertise and experience from other schools for specific learning needs.

How are the school's resources allocated and matched to children's/young people's special educational needs?

Guidance on resources is taken from the child's Statement of SEND or Education Health Care Plan and from outside agencies where appropriate. Recommended resources are purchased (if offering good value for money) or loaned from a school in the locality or the SEND Hub if available. The budget is allocated on a hierarchy of need and fulfils the Statutory requirements of the Statement or Education Health Care Plan as a minimum. Pupils receiving support without a Statement of SEND or Education Health Care Plan are supported with resources allocated from the main school budget.

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

All children have the opportunity to access to all activities regardless of SEND status. Adapted resources or transport can be organised by the school and additional adult support is implemented where necessary. This would be discussed with the parent/carer and a risk assessment produced based upon this.

What support will there be for my child's social, emotional and mental health?

All children take part in a structured pastoral and nurture programme, which includes Assemblies and school councils, PSHE lessons where all children are encouraged and supported to discuss related to issues well-being.

The school supports those children who have difficulties with self-esteem or who have barriers to learning caused by emotional issues through work with a Class Teacher or Teaching Assistant. The school also works with Family Link Workers who can support families experiencing a variety of difficulties and a Play Therapist who works with individual children experiencing more significant emotional difficulties.

We work closely with 'Think Family' who offer support to the whole family. The Inclusion Leader works closely with Rob Kirkwood a Primary Mental Health consultant to seek advice and support for children and access advice and training for staff.

Outside agency support is sought from a range of professionals to seek advice, support for children and/or families, prevent exclusions and increase attendance.

How accessible is the school environment (indoors and outdoors)?

Our school is wheelchair accessible throughout. Toilets are close to classrooms, particularly in Foundation Stage and Key Stage 1. There is a hygiene/wet room facilities for those children who may require it. We have a marked disabled parking bay. Please see Accessibility Policy.

Transition:

How will the school prepare and support my child/ young person to join the school and to transfer to a new setting or the next stage of education in life?

Transition meetings are held prior to the child starting if special educational needs have already been identified. We would hope to visit the child in their current setting and meet with any therapists and educational professionals working with the child. The child would be invited to the school to take part in a transition time, if transferring at the beginning of a new school year, or for a visit if transferring at a different time.

A programme of work called STEP is run in Year 6 to prepare vulnerable children for transition to a new school. Teaching Assistants also run individual support work for those who need it. The school invites the new school to come to the child's Annual Review if the child has a Statement of SEND or an Education Health Care Plan. All paperwork is passed to the new school and a transition meeting takes place if requested by the receiving school.

Staff:

What training are the staff supporting children and young people with SEND had or are having?

Training for all staff is an on-going process. Currently all staff have accessed universal Speech and Language Therapy training. We are also able to access training and share expertise and resources through the Manor Green SEND Hub and through our locality schools.

As a requirement of the Code of Practice all SENCO's must hold the National Qualification for SENCO's. Mrs Rowe has undertaken this training through the Edge Hill University, a recognised provider and holds this qualification.

Who can I contact for further information?

The class teacher should always be the person you speak with first and they will then direct you to other people as necessary. The Inclusion Leader can also be contacted at any time and joint meetings held between the class teacher, Inclusion Leader and parent/carer are common. The Head teacher, Deputy Head, Assistant head and leaders of Learning are always happy to speak with parents and appointments can be made via the office.

If considering your child for a place at the school, the Head teacher should be contacted To arrange a viewing.

School Telephone Number: 01293 525675

Head Teacher: Mrs Wallis

head@lgprimary.org.uk

Inclusion Leader: Mrs Rowe

jrowe@lgprimary.org.uk

Parents/Carers:

Information about services is available through the West Sussex Local Offer website.

Further information can be sought from:

The Parent Partnership Service parent.partnership@westsussex.gov.uk

West Sussex Parent/Carer Forum www.wspcf.co.uk

Complaints:

If any parent/carer wishes to register a complaint regarding provision for their child they should express their concerns to the class teacher, Inclusion Leader or head Teacher. Their concerns will be fully investigated. Procedures for formal complaints are outlined in the school's Complaints Procedures Policy.

How are parents/Carers involved in the school? How can I be involved?

The school operates an "open door" policy and encourages parents to have regular contact with the class teacher, teaching assistants and Senior Management Team, including the Inclusion Leader. Parents consultations are held each term. Parents can express their views more formally on issues such as homework and future parent workshops.

Parents/carers of children on the SEND Register are invited in for a meeting each term to review the ILP and co-produce future targets.

Reviewed: September 2020