

Leicestershire's Local Offer template for schools and colleges

SEN INFORMATION REPORT

Regulation 3 Special Educational Needs and Disability (information) Regulations (2014)

School / college contact details

Name* Church Langton CE (Aided) Primary School

Enter a Postcode and House Number or Name (if possible), then click on 'Find Address'.

Postcode (e.g. LE3 8RA)* LE16 7SZ

House Number / Name

Selected Address:

Flat Number / Name

House Number / Name

Street

Town / Village

Post Town

Postcode

UPRN

UPRN

If the address cannot be found, please tick here

**CHURCH LANGTON C OF E SCHOOL
STONTON ROAD
CHURCH LANGTON
MARKET HARBOROUGH
LE16 7SZ
200003740900
200003740900**

Telephone number* **01858 545237**

Facebook account

Twitter account **@churchlangtonps**

Specialism* **Primary**

Website* **<http://www.churchlangton.leics.sch.uk/home>**

Age Range of students (start and finish) to include Post 14 onwards where relevant)* **4-11**

Head teacher / Principal's contact details

Name* **Mr Stephen Roddy**

Email address* **headteacher@churchlangton.leics.sch.uk**

Telephone number* **01858 545237**

Inspection details

Date of last inspection* **01 May 2013**

Outcome of last inspection* **Good**

School / college information

Do you have a specialist designated unit / additional learning support department?

No

Total number of students with special educational needs and disabilities 21

Total number of students receiving additional learning support : 8

Please select from tick box – Broad areas of need that are supported

Communication and Interaction Cognition and learning Social, Emotional and Mental Health difficulties Sensory and or or Physical needs Other Disability or other Medical condition

Please select from tick box - SEND Experience

Autistic Spectrum Disorder (ASD) including Asperger's Diabetes Dyscalculia Dyslexia EPI Pen Other Physical Disability Physical Disability Affecting Mobility Specific Learning Difficulties (SpLD) Speech and language therapy (SALT) Speech Language and Communication Needs (SLCN) Visual Impairment, Downs Syndrom, Hearing Impairment.

Please select from tick box – SEND accessible services/approaches

Disabled Access Special Diet

Please describe the areas of support and experience you currently offer to meet needs of children and young people with SEND

This mainstream school setting aims to ensure the social and academic inclusion of all its pupils and to provide a broad and balanced curriculum at an appropriate level through which they will acquire the basic skills and attitudes to meet new challenges with confidence.

Differentiation takes place in the mixed ability setting through individual tuition, small group tuition, classroom support and structured material resources.

When a child is identified by the class teacher and SENCO as potentially having Special Educational Needs, the parents of the child will be contacted for an assessment meeting to discuss the pupil's strengths, areas of difficulty, the parents' views, agreed outcomes and next steps. The next steps will then be planned by the class teacher and SENCO, through targeted differentiation and, if required, for targeted intervention. An individual profile will be written by the SENCO and class teacher, detailing the provisions, interventions and support within the class setting. The intervention will be monitored by the SENCO and the class teacher and a review of the individual profile document detailing provisions and targets will take place within an agreed time period, most usually one term. Children with more complex needs will have a SEND Support Plan written for them, which is a Local Authority document. This is a key document which is needed for top up funding and Request for Statutory Assessments for the child. Parents will be fully involved in this process.

The Local Authority (LA) has issued criteria for the placement of pupils at various stages. In order to ensure the earliest recognition of a pupil's special educational needs, this school has adopted an additional stage called Early Identification. A decision is taken about whether external agency support is appropriate for a pupil after assessment and discussion with the class teacher and SENCO.

To help the pupil's transfer to Secondary School, staff are advised at an early stage of any child who has Special Education Needs and special meetings with the Secondary School staff and parents are arranged. An extra visit to the School is usually part of this process.

If a pupil is placed on the SEN record, they will receive highly individualised support during maths and literacy lessons either on a 1:1 basis or in a small group, matched to their particular need. Small-steps tracking will monitor the progress they are making and this will enable the class teacher to ensure that the pupil is receiving the correct support.

When necessary we seek help and advice from specialist agencies including the Educational Psychology Service and Specialist Teaching Service. Should it be considered appropriate, the school will request a statutory SEN assessment. The Local Authority will then undertake a multi-agency assessment of the child's special educational needs. Children who require an Education Health Care Plan are provided with special support and have their progress monitored annually at a review meeting involving parents and any external agencies that are involved. Existing provision is reviewed at this meeting after the views of the pupil, parents, and staff from relevant external agencies have been taken into account.

A summary review of Special Needs provision is provided in an Annual Report to governors. Our SEND policy is published on our website.

What policies do you have for the identification and assessment of pupils with special educational needs and disabilities?

The benefits of Early Identification are widely recognised. Special Educational Needs mean that a pupil requires different from, or additional to, that which is normally available to all pupils. Class Teachers will use their assessments to identify pupils whose progress:

- * Is significantly slower than that of their peers.
- * Fails to match the child's previous rate of progress.
- * Fails to close the attainment gap between the child and their peers.
- * Widens the attainment gap.

Our first response to a pupil's learning will always be quality first teaching which will be targeted at areas of difficulty. If the gap continues to widen, the pupil will be monitored by gathering evidence compared to the work of their peers - this will include the views of the parents and the pupil. During the information gathering period, interventions will be put in place to secure better progress and an SEN Initial Concerns record will be put into place.

At Church Langton C of E (Aided) Primary School, the SENCO has access to a range of different assessment materials which she will use to help identify strengths and weaknesses of the child's learning profile. This includes literacy, maths, phonics assessments and a working memory and dyslexia screener tool. In accordance with the 2014 SEND Code of Practice, this follows the graduated approach of 'Assess, Plan, Do, Review'. Support, strategies and interventions will then be put in place, details of which will be documented in a provision plan, (for those children who are not on the SEND register but who have been highlighted as not making expected progress) or for those children on the SEND register in their individual learning profile.

If a pupil continues to make less than expected progress or continues to work at levels substantially lower than that of their peers despite support and interventions then an external agency will be involved. The SENCO will work in conjunction with the class teacher to gather evidence and decide which external agency would best fit to suit the individual needs of that pupil.

The Role of the SENCo:

- * Must have achieved a postgraduate National Award in Special Educational Needs coordination.
- * Oversee the day-to-day operation of the SEND policy.
- * Coordinates provision for pupils.
- * Liaise with parents of pupils with SEN.
- * Liaise with Early Years providers, next phase settings and external agencies.
- * Ensure that records are kept up to date.

The SENCo is Mrs Heidi Redman.

The teacher and teaching assistant working alongside the SENCO will then use the strategies suggested by the external agency and review as part of the SEN cycle. Progress will be reviewed termly in pupil progress meetings by the SENIOR Leadership Team and termly provision reviews will take place with the parents of the child on the SEND register.

How will you evaluate the effectiveness of your provisions for these pupils?

Interventions are monitored by the SENCo, Senior Leadership Team and SEN Governor. The progress of pupils with SEND is analysed termly by the SENCo and SLT. This information is shared with the Governors through an SEN Governor who has regular updates from the SENCo.

If the school judges that the impact on learning is not sufficient, we will seek advice from external agencies and from other schools in order for the best fit intervention and support for that individual pupil to be implemented. The parents of the pupil with SEND will be involved at every stage.

What arrangements do you have for assessing and reviewing the progress of these pupils?

Pupils with SEND along with their peers are assessed termly and this information is used to update interventions and the support needed. This information will be shared with parents each term. This will give parents the opportunity to record their concerns, be updated on their child's progress/attainment and help to agree outcomes for the pupil in order to prepare them for the next phase of education e.g. FS to KS1, KS1 to KS2, KS2 to KS3. If required, for a child with communication difficulties, a Home/School book will be used for information about things that may have happened at school and for the parent to share any information about things that have happened at home.

At Church Langton C of E (Aided) Primary School, when home learning is set, there is an explanation sheet to accompany it which explains the tasks that need to be completed. For pupils with SEN, if additional learning is to be completed i.e. for their targets on their Individual Learning profile, then the parents will be informed either via the child's homework book or informally by speaking to them. The tasks will be set out clearly so as to maximise learning.

What is your approach to teaching these pupils?

When a pupil has been recognised as having Special Educational Needs, the first step is to target their areas of difficulty through quality first teaching and this is to be differentiated so that the pupil's individual needs are addressed.

If the pupil requires additional support and intervention, this will be planned by the teacher, SENCO and Teaching Assistant.

The pupil will have an Individual Learning profile which will provide details of the views of the pupil, their attainment over time, key provision details, reasonable adjustments, individualised targets, pupil outcomes and how to support at home.

For children with more complex needs, who may need Top Up funding or a Request for Statutory Assessment, in which the Local Authority undertake a full assessment of the child's need to ascertain whether they need an Education, health and Care Plan, a SEND Support Plan (Local Authority document) will be written, which details any advice given by an external agency, health needs, social care needs, agreed outcomes, and provision (Educational, Health and Social Care).

All lessons are differentiated at Church Langton C of E (Aided) Primary School which enables all abilities to achieve in lessons. In every year group, teachers, HLTAs and TAs have been judged to be good at providing a well balanced curriculum. As Ofsted stated:

"Disabled pupils and those who have special educational needs make good progress. They often receive extra help so they clearly understand their learning and make small steps towards their targets. They develop confidence in their abilities because staff make sure pupils do not become over-reliant on their support."

How will you adapt the curriculum and learning environment for these pupils?

Our Mission Statement talks about the commitment the school has to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and

well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children. (This includes speech and language therapy and mobility training.)

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- do all our children achieve their best?
- are there differences in the achievement of different groups of children?
- what are we doing for those children who we know are not achieving their best?
- are our actions effective?
- are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement.

We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their children. We also have several evidence-based interventions that can be adapted to meet the pupil's individual needs.

When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, teachers use materials from a later key stage, or extend the breadth of work within the area or areas for which the child shows particular aptitude.

Reasonable adjustments can also be made to learning environments, including use of ramps and disabled toilets alongside aids for learning e.g. laptops, chairs etc. to ensure that all children are entitled to a broad and balanced curriculum.

We recognise that children are individuals and they learn in different ways and different paces.

The task for the teachers is to fully engage all children in the learning process, and for those children who find learning more challenging, the approaches need to be adapted to enable this engagement to be possible. We do this by varying the resources that children can use, e.g. use of different colour paper (typically for those children with dyslexia traits). Using alternative means of recording if handwriting is an issue. Visual resources will be heavily used for those children who need extra visual support e.g. use of concrete maths apparatus, pictures to support vocabulary used in lessons etc.

How will you provide additional support to aid the learning of these pupils?

Additional support can mean that the pupil will receive small group support in lessons, withdrawal from lessons/certain assemblies for intervention or use of aids which will help their learning. If a child is potentially needing extra support, the class teacher will inform the SENCo and the SEN cycle will begin with assessment and evidence gathering.

Access arrangements can also be made for public examinations. Access arrangements may be appropriate for a child:

- * with a statement of SEN as described in the SEN code of practice or a local equivalent such as an Individual Pupil Resourcing Agreement (IPRA);
- * for whom provision is being made in school using the SEN Support aspect of the SEN code of practice and whose learning difficulty or disability significantly affects their ability to access the tests;
- * who requires alternative access arrangements because of a disability (which may or may not give rise to a special educational need);
- * who is unable to sit and work for a long period because of a disability or because of behavioural, emotional or social difficulties; or
- * with EAL and who has limited fluency in English.

Some examples of access arrangements are below. A full list of access arrangements and information about each one is available on the DfE's website.

- * Opening test materials more than one hour early to allow schools to make adaptations to the text or to prepare apparatus
- * Allowing a child additional time to complete the test
- * Granting a child compensatory marks if he or she has a profound hearing impairment and does not use lip-reading or a signing system
- * Allowing a child to use a scribe, for example if he or she is unable to write or finds writing very difficult or uncomfortable
- * Making a transcript if a child's writing is very difficult for a marker to read
- * Delivering a translated version of the mental mathematics test to a child with limited fluency in English

What activities are available for these pupils, in addition to those available in accordance with the curriculum?

Church Langton C of E (Aided) Primary School has a wide range of after-school and extra curricular activities from Art to Sport to Music. All children within the school, regardless of ability and/or Special Educational Needs or Disabilities are entitled to attend (unless otherwise stated e.g. Gifted and Talented workshops).

We also have access to Breakfast and After-School club which is run by the school at the Hanbury Community Hall adjacent to the school. Please contact the school office for more details.

If pupils with SEND are involved in an out of school visit or residential, planning by the class teacher will take place from the start of the academic year alongside parents to enable that pupil to fully participate. Reasonable

adjustments will also be arranged to ensure this.

How are pupils with SEND enabled to engage in activities available to their peers without SEND?

We are fully committed to promoting equal opportunities throughout the school and children with SEND have access to the same clubs and activities as those children without SEND. Risk assessments are carried out and the same opportunities are offered to children with SEND who may need additional support with the activity.

What support is available for improving the emotional and social development of these pupils?

At Church Langton C of E (Aided) Primary School, we provide pastoral support through class teachers and teaching assistants for all pupils including those with SEND. If required, we have a School Nurse that we can contact for additional support and advice. We also use the support of the Reality Youth Project for counselling if/when needed and can refer to the Duty Officer for Social Services via the Designated Senior Person.

<https://lceis.inthehive.net/eis/laservices/healthandsafety/Pages/Administration-of-Medicines.aspx>

We are bound by Code of Practice for administering medicines. This is regularly updated and informed into school via the EIS and email.

All members of staff receive Safeguarding training annually.

SEND CO-ORDINATOR (SENCO) contact details

Title:	SEN co-ordinator
Name:	Mrs Heidi Redman
Telephone:	01858 545237
E-Mail Address:	admin@churchlangton.leics.sch.uk

Please describe how you would support a parent/carer with a concern or a young person who was worried about their learning

Pupils with SEN along with their peers are assessed termly by the classteacher and this information is used to update interventions and the support needed. This information will be shared with parents twice a year at Parents Evenings and also in termly reviews. This will give parents the opportunity to record their concerns, be updated on their child's progress/attainment and help to agree outcomes for the pupil in order to prepare them for the next phase of education e.g. FS to KS1, KS1 to KS2, KS2 to KS3.

Parents who are concerned about their child's learning should initially contact the classteacher. A conversation can take place and next steps can then be decided.

What expertise and training do staff have in relation to these pupils and how is this specialist expertise secured?

All staff are able to access training which will best equip them to cater for all pupils regardless of SEN or ability. If extra training is required to meet a particular pupil's needs, the SENCo/Head teacher will inform the member of staff of the relevant training and ensure their participation which will then be cascaded to all staff if appropriate.

If a pupil is to come to our school whose needs we have not encountered before, we will ensure that we have all the current information from parents and the pupil and any agencies that have been involved and ensure that staff have the relevant training to update their skills so that the child's individual needs will be addressed.

The SENCo can access a range of external agencies including Health (Speech and Language Therapist, Occupational Health, Paediatrician, Physiotherapist, Specialist Health Visitor, Diana Service, Audiology), Family STEPs (counselling) and the Specialist Teaching Service.

The SENCO is a Specialist Leader in Education (SEND), validated by Fairfield teaching School, Northampton.

The following are the training sessions pertaining to SEND that the whole staff have received or are about to receive:

Epipen and Asthma
Safeguarding Children in Education
Autism Education Trust Level 1 and 2
Emotional Wellbeing
'R' Time

Downs Syndrome Training (all staff)

A large number of our staff have also been trained to administer Insulin to diabetic children.

How will equipment and facilities, to support these pupils, be secured?

The school is committed to providing an environment that allows disabled children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access. Our Access Plan identifies how we intend to increase the extent to which disabled pupils can take advantage of all that our school has to offer.

Teachers modify teaching and learning expectations as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or they may modify teaching materials. In their planning, teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work undertaken by disabled children:

- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- is adapted or offers alternative activities in those subjects in which children are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their studies;
- includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually impaired children both to learn about light in science, and also to use visual resources and images both in art and design and in design and technology;
- uses assessment techniques that reflect their individual needs and abilities.

What are the arrangements for consulting parents / carers of these pupils about, and involving them in the education of their child?

The school works closely with parents and carers in the support of those children with special educational needs.

We encourage an active partnership through an ongoing dialogue with parents and carers. The home-school agreement is central to this. Parents and carers have much to contribute to our support for children with special educational needs.

The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. A named governor takes a particular interest in special needs and is always willing to talk to parents and carers.

We have regular meetings each term to share the progress of special needs children with their parents or carers.

We inform the parents/carers of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

There are a range of opportunities for parents to discuss progress including Parents Evenings, formal reports and meetings with the class teacher or SENCo which can be arranged at any time. Staff are happy to make themselves available to discuss any pupils including those with SEND, if an appointment is made through the school office.

What are the arrangements for consulting young people with special educational needs about, and involving them in their education?

Pupils are asked to comment on and review their progress at the end of each term and through Annual Reviews for Statements/Education and Healthcare Plans.

The ideal is to lead up to 'real participation' where the children have an idea of the areas of difficulty and where they want to be by the end of KS2. Obviously, the younger the child, the more adult-initiated this will be.

If a child is referred to the Educational Psychology Service, their views will also be recorded as part of the Educational Psychologist's report.

What arrangements are made by the governing body or the proprietor, relating to the treatment of complaints, from parents and carers of these pupils, concerning the provision made at your school / college?

We strive to provide a good education for all our children. The headteacher and staff work very hard to build positive relationships with all parents and carers. However, the school is obliged to have procedures in place in case there are complaints by parents or guardians. The following policy sets out the procedures that the school follows in such cases.

We deal with all complaints in accordance with procedures laid down by the LA. If the school itself cannot resolve a complaint, those concerned can refer the matter to the LA.

If a parent is concerned about anything to do with the education that we are providing at our school, they should, in the first instance, discuss the matter with their child's class teacher. In our experience, most matters of concern can be resolved positively in this way. All teachers work very hard to ensure that each child is happy at school, and is making good progress; they naturally want to know if there is a problem, so that they can take action before it seriously affects the child's progress.

Where parents or carers of a pupil with SEN feel that a situation has not been resolved through contact with the class teacher, or that their concern is of a sufficiently serious nature, they should make an appointment to discuss it with the SENCo or headteacher. The SENCo/ headteacher considers any such complaint very seriously, and investigates each case thoroughly. Most complaints are normally resolved by this stage.

Should any parents or carers have a complaint about the headteacher, they should first make an informal approach to one of the members of the governing body, who is obliged to investigate it. The governor in question will do all s/he can to resolve the issue through a dialogue with the school, but if parents or carers are unhappy with the outcome, they can make a formal complaint by making it in writing addressed to the Chair of Governors.

How the governing body involves other bodies (including health and social services bodies, local authority support services and voluntary organisations) in meeting the needs of these pupils and supporting their families?

The governing body have a designated governor in charge of SEND at Church Langton C of E (Aided) Primary School. This governor meets regularly with the SENCo and is updated in all matters pertaining to SEND at our school. This includes being kept informed of any bodies that are working with the school to assist with particular children. The governor in turn is also able to suggest that particular children may be referred to an outside agency for support and may suggest one of the following bodies:-

Educational Psychology Service - Accessed through the SENCo via the EPS Referral Process.
Health Services - Accessed through the SENCo via SPA Referral.
Specialist Teaching Services - Accessed through the SENCo via Referral.
Specialist Assessment for Dyslexia and other Specific Learning Difficulties - Accessed through the SENCo via Referral.
Family STEPs/Social Services/Counselling - Accessed via the Headteacher.
Autism Outreach - Accessed after diagnosis through the SENCo.

Contact details for the support services for parents and carers of these pupils, including those for arrangements made in accordance with Section 32 (Children and Families Act 2014)

Educational Psychology Service - Accessed through the SENCo via the EPS Referral Process.
Health Services - Accessed through the SENCo via SPA Referral.
Specialist Teaching Services - Accessed through the SENCo via Referral.
Specialist Assessment for Dyslexia and other Specific Learning Difficulties - Accessed through the SENCo via Referral.
Family STEPs/Social Services/Counselling - Accessed via the Headteacher.
Autism Outreach - Accessed after diagnosis through the SENCo.
SENCo: Mrs Heidi Redman

Tel: 01858 545237

email: admin@churchlangton.leics.sch.uk

It is the Local Authority's duty to provide advice and information to CYP and parents relating to SEND of CYP concerned.

Details of the Local Authority's Local Offer can be found on this website:

http://www.leics.gov.uk/index/children_families/local_offer.htm

How do you support these pupils transfer between phases of education or in preparing for adulthood and independent living?

When a pupil with SEN is due to transfer to the next phase of education e.g. KS2 to KS3, the SENCo will arrange for all pupils with SEN to have an additional visit where their questions can be answered in a small group situation. All the information on the specific details of the individual needs of the pupil will be communicated to the next school's SENCo and they will arrange a meeting with the parents so that their concerns will be addressed.

Extra support is also available leading up to the transfer of the school the child may transfer to. It is usual practice for an SEN assistant from the transfer school and any external agencies who are already involved to visit the child prior to transfer.

Timescale - the information is passed to the SENCo of the Secondary School in March/April who will then meet with parents.

The additional visit usually takes place in June and parents may accompany their child if they feel this is appropriate.

How do you contribute to the publication of the local authority's local offer?

Information about this school's Local Offer and other SEN information is published on the school website www.churchlangton.leics.sch.uk

Information about the Local Authority's Local Offer can be found by following this link:

http://www.leics.gov.uk/index/children_families/local_offer.htm









