



Langenhoe Community Primary School
Special Educational Needs and Disabilities (SEND) Information Report *School*

Our school believes that all children should be able to make the best possible progress at school. We are committed to ensuring that where possible the necessary provision is made for any child who has Special Educational Needs and Disabilities. We support children with SEND to be included in all aspects of school life.

How will children with SEND be identified and what sort of assessments will be completed?

- Baseline tests – reading ages / spelling ages
- Teacher/SENCO identification through tracking progress, observation and professional instinct
- Parent information and concerns
- Tracking progress through intervention groups
- Speech and language screening
- English and Maths assessments
- Early Years baseline
- Pre-school assessments and liaisons between settings
- Assessments provided by outside agencies i.e. speech and language therapists, physios
- Baseline assessment results

- Progress measured against the objectives in the National Curriculum/EYFS
- National Curriculum descriptors for the end of a key stage
- Progress measured against pre-key stage descriptors
- Progress against age related expectations

	<ul style="list-style-type: none"> • Standardised screening and assessment tools • Concerns raised by parents • Observations of behavioural, emotional and social development • An existing Education, Health and Care Plan (EHCP) • Assessments by a specialist service, such as Educational Psychology. <p>Another educational setting or Local Authority which has identified or has provided for additional needs</p>
<p>What arrangements are there for consulting parents of children with SEND and the children themselves? How will the parents be involved in their child's education?</p>	<p>We encourage parents to share their views with us and these could be obtained through:</p> <ul style="list-style-type: none"> • Termly review meetings and Annual reviews for children with an EHC plan • Open door policy with class teachers/SENCO/Headteacher • Possible use of home/school communication books • Tapestry in EYFS • Emails/telephone calls • Informal chats • One Page Profiles and One Plans • Termly reviews for children with One Page Profile and One Plan • Questionnaires completed by children and parents for review meetings <p>All this information helps inform children's progress towards their individual outcomes. In addition to this we may also include observations and information/reports from outside agencies i.e. Educational Psychologists, Speech Therapists, Inclusion partners etc....</p>
<p>What do we do to support children as they move through phases of education and prepare for adulthood?</p>	<ul style="list-style-type: none"> ▪ New class visits ▪ Individual passports to next phase/class if needed ▪ Meetings with new staff, the child and their family where appropriate ahead of the move ▪ Transition social stories ▪ Additional visits where appropriate

	<ul style="list-style-type: none"> ▪ Meetings with SENCo from secondary school
<p>How do we approach teaching children with SEND and how do we make adaptations to the curriculum and learning environment to accommodate them?</p>	<p><i>‘Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff’</i> <i>[Code of Practice; June 2014: 6.36]</i></p> <p>In our school we use what is Ordinarily Available and aim to make any reasonable adjustments for children with SEND. The school follows a graduated approach linked to an assess, plan, do, review cycle. Relevant research based intervention programmes linked with Essex provision guidance may be used. 1:1 support at school if deemed appropriate may be required or small group interventions. Response to and provision for recommendations from specialist outside agencies will be put in place.</p>
<p>What expertise and training of staff to support children with SEND is available? How is this secured? How is it evaluated?</p>	<ul style="list-style-type: none"> ▪ All staff have received some training relating to SEN from our SENCo and outside providers ▪ Advice is sought from outside agencies such as Educational Psychologists and Speech therapists ▪ The SENCO attends regular update meetings and specific training as and when available ▪ All staff will receive specialist training when required and available ▪ Termly meetings with parents and children on what’s working or not working so well within the One Plans ▪ Children’s individual progress within interventions is closely tracked and monitored by the class teacher, SENCo and Head of School ▪ Termly reviews and annual reviews where appropriate
<p>How are children with SEND enabled to engage in activities available with children who do not have SEND?</p>	<ul style="list-style-type: none"> • General inclusion in all activities with any reasonable adjustments made where possible • After school clubs • Social skills groups • School residential trips • Class Trips

	<ul style="list-style-type: none"> • Adult or peer support as necessary to help children access all areas of the curriculum or their own bespoke curriculum • They are encouraged with all other children to stand for the School Council
What support is there for improving emotional and social development?	<ul style="list-style-type: none"> • School council • Personal, Social, Health Education [PSHE] • E-safety • Anti-Bullying policy • Code of conduct and class rules written by the children • Enrichment days throughout the year • Wellbeing HLTA • Wellbeing hub • Thrive
How does the school involve other bodies, including health and social care, Local authority support services and voluntary organisations, in meeting children's SEND needs and supporting their families?	<p>The school and its staff facilitate Team Around the Child/Team Around the Family meetings. We operate an open door policy. Referrals are made in partnership with the family to outside agencies including Speech and Language Therapy and Paediatricians. In addition to this, where possible, the SENCo will signpost families to voluntary organisations who may be able to offer further support and guidance.</p>
Arrangements for handling complaints from parents and children with SEND about the provision made at the school?	<p>Please refer to the school complaints procedure</p>

For further information please contact:

Senco: Mrs M Stead senco@langenhoe.essex.sch.uk

Please refer to Essex local offer at:

[Essex County Council: Special Educational Needs and Disabilities \(SEND\) | Essex Local Offer](#)

Quality First Teaching

- Adaptations in class
- Inclusive, broad and balanced curriculum
 - Effective tracking of pupil data
- Explicit teaching of cognitive and metacognitive strategies
 - Explicit teaching of vocabulary.
 - Adaptive teaching for all.
 - Ordinarily Available Provision



Pupil Progress Meetings

- If progress continues to be below expected progress, despite high quality teaching, concerns are raised at the Pupil Progress Meetings with the Head of School, SENCO.
 - Use of Ordinarily Available Targeted for strategies.
- Relevant assessments to be undertaken and actions identified.



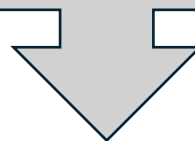
Interventions

- Implement additional interventions
 - Track progress
- Change interventions if impact/or no impact
- SENCO to observe in class and recommend strategies
- Pupil added to the monitoring list and One Page profile initiated. Monitoring list is shared with class teachers.



Additional School Intervention and support

- Despite high quality teaching and interventions, progress remains slow.
- One Plan to be implemented using assessment results and person-centred planning.
 - Assess, Plan, Do, Review for all areas of need.
- One Planning meeting to be held with parents and teacher (at least termly).
 - SMART long-term outcomes to be identified.
- SENCO to seek anonymous consultation with the SEND Inclusion Team.
- Ordinarily Available Targeted strategies to support will be identified.



Referral to other professional

- SALT, Inclusion Partner, Educational Psychologist, Community Paediatrics, Occupational Therapy etc.
- SENCO may seek further advice through an individual consultation via the SEND Inclusion Team.



Outside Agency Involvement

- Act on advice from external professionals and build into One Plans.
- Continued reference made to Ordinarily Available Targeted.



Application for EHCP

- Where progress continues to be below expected despite of interventions and for example a bespoke curriculum
 - More detailed assessments and development of interventions to be undertaken
 - More complex / ongoing difficulties
 - Outside agency involvement or further specialist involvement

