



Langham Village School



SEND INFORMATION REPORT

INTRODUCTION

Welcome to the Special Educational Needs and Disabilities Information Report for Langham Village School. This report forms part of the Norfolk Local Offer for learners with Special Educational Needs or disabilities.

Langham Village Primary School has a strong commitment to working in partnership with students, parents, governors, our cluster schools and the local community. Together we afford our students the opportunity to make progress in all areas and fulfil their expectations. As a result this report has been produced with involvement from all these stakeholders.

People to contact in the academic year 2020/2021 regarding Special Educational Needs are:

- **SEND Governor – Sarah Baldry**
- **Sendco – Polly Kossowicz**
- **Headteacher – Polly Kossowicz**

If you have any specific questions about any aspects of this report please contact any of the above. Alternatively you may wish to visit the Norfolk Local Offer on www.norfolk.gov.uk

OUR APPROACH TO TEACHING LEARNERS WITH SEND

Langham Village Primary has a fully inclusive approach to teaching learners with SEN. All students should have equal opportunities, expectations and aspirational outcomes.

High quality teaching for all learners is a must and monitoring teachers' performance in classes is a frequent occurrence to ensure this is in place for all students. For more details about our teaching and learning policy see our website.

Our Schools Improvement and Development Plan outlines the training and development of the school and its learners over the next academic year. We strive to create a learning environment which is flexible and creative to meet the needs of all members of our school community. We regularly monitor and report on pupil's progress and staff assess continually to ensure learning is taking place. Our whole school system regularly monitors progress and includes regular pupil progress meetings.

At Langham Village School we aim to:

- Teach to a high standard with a personal approach.
- Create a stimulating, inclusive environment.
- Motivate students to become independent and ambitious learners.
- Build positive relationships.
- Prepare our students for an active, healthy and positive future.
- Value and reward the diverse talents within our school community.

At Langham Village School we believe:

- Every child has a unique talent within them.
- School transforms: what happens here positively changes lives.
- Learners should be equipped with the skills and attributes for a rapidly changing world which is technological, interactive, tolerant and globalised.
- Sport helps to raise standards; through challenge, competition and leadership as well as providing opportunities for teamwork and independent learning.

HOW WE IDENTIFY IF A STUDENT HAS SEND

During a pupils' school life a child or young person may have a special educational need.

"A child or young person has SEN if they have a learning difficulty or disability which calls for special provision to be made for them".

A child of compulsory school age or a young person has a learning difficulty or disability if they;

- a. Have a significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream school or mainstream post-16 institutions.

If a learner is identified as having SEND we will strive to deliver provision that is additional to or different from *'the normal differentiated curriculum intended to overcome the barrier to their learning'*.

Learners may fall behind in school for many reasons. They may have been absent from school or they may have experienced inconsistency in their education provision. They may not speak English as a first language or they may suffer from self-esteem issues which prevents progress being made. At Langham Village School we are ambitious for all our students; fostering a positive approach to any difficulties they may have, capitalising on strengths and minimising weaknesses. We strive to adopt a positive approach to learning and life.

Some students may be identified as vulnerable; this does not mean that all vulnerable learners are SEND. Only those with a learning difficulty that require special educational provision will be identified as having SEND.

There are a variety of ways students at Langham Village School are identified as having Special Educational Needs:

- Discussions with parents
- Liaison with previous school / staff / Family Support Advisor
- Discussion with school staff who raise concerns
- Pupil progress monitoring throughout the school year
- Liaison with external agencies
- Discussion with the student

For some students we may seek advice from specialist teams. In our school and cluster we have access to various specialist teams. We also have services universally provided by Norfolk County Council which are described on the local offer website.

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

Langham Village School has a range of assessment tools available including:

- Dyslexia Portfolio
- British Picture Vocabulary Scale (BPVS)
- Hodder Single Word Reading
- Hodder Sentence Reading
- Hodder Speed Reading tests
- Graded Word Spelling
- Diagnostic Reading Analysis
- Short Stay School – Educational Psychologist
- School 2 School support
- Access through Technology (ATT)
- CAHMS

We currently employ 9 Learning Support Assistants who deliver specific interventions in small groups in class or to individual students. Deployment of these staff is outcome driven and outlined in the provision mapping process.

WHAT LANGHAM VILLAGE PRIMARY SCHOOL DOES TO SUPPORT LEARNERS WITH SEN

Every teacher at Langham Village Primary is expected to adapt the curriculum and their teaching style to ensure access to learning for all students in the class. The Teacher Standards for 2012 details the expectations on all teachers. At Langham we are proud of our staff and their continued professional development.

Our teachers use a variety of strategies to enable access to the curriculum and ensure maximum engagement of students. These may include:

- Differentiation
- Visual timetable
- Writing frames
- Ipads, laptops, Dictaphone
- Peer buddy system
- Positive behaviour rewards system
- Practical learning tasks
- Questioning techniques
- Pace and challenge activities

Each learner identified as having SEND is entitled to support that is *'additional to or different from'* a normal differentiated curriculum. The type of support offered will be dependent on the students' individual needs and will be outcome and impact assessed to ensure it has helped overcome the students' barriers. Support is outlined on a provision mapping system which details what interventions are available. The provision map is modified annually.

MP3s (My Provision & Progress Plan) are in place for all students with SEN and profile their strengths, weaknesses, targets and interventions.

Some students may require access arrangements in examinations. In these cases applications are made to the relevant examination boards and implemented accordingly.

FUNDING FOR SEND

- Langham Village Primary School receives funding directly to the school from the Local Authority to support the needs of learners with SEND. This is described as a SEND memorandum. This funding is for learners who require support that exceeds that which is available to the school.

Learners with Social and Emotional difficulties are supported. A variety of ways is deployed to support and help overcome these barriers, they include:

- Where appropriate, referral to other agencies.
- Take advice from other professionals.
- Social skills groups.
- Peer / buddy system.
- Adaptations to timetable / curriculum.
- Keyworker.
- Time out sessions.
- Specific sporting events.
- Break and lunchtime – quiet reflective area.
- Nurture group activities.

Bullying

At Langham Village Primary School we strive to ensure that students learn in a supportive, caring and safe environment without fear of being bullied. All concerns on reports from students, staff or parents are fully investigated and appropriate action is taken to support students who have Special Educational Needs. Please view the schools Anti Bullying Policy and Positive Behaviour Policy on our website for further information.

HOW WE FIND OUT IF SUPPORT/INTERVENTIONS ARE EFFECTIVE

Monitoring progress of students is an integral part of teaching and leadership within our school. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN. We adhere to the assess, plan, do, review model ensuring that parents/carers and pupils are involved in every step. Provision and outcome are agreed by the parties concerned at the plan and review stages.

Reviewing progress needs a co-ordinated approach from all parties. This is usually an informal meeting held at least once a term where progress and next steps are discussed and there is also a more formal meeting in the Summer together with a full report. If a learner has an Education, Health & Care Plan (EHCP) the same termly review meetings take place but an additional formal annual review of the plan will be scheduled.

The Sendco collates the impact of interventions and progress data of all learning and this is monitored by teachers, senior leaders and Governors. Our data is monitored by the local authority and Ofsted.

OTHER OPPORTUNITIES FOR LEARNING

All learners should have the same opportunities to access activities including all those which are extra curricula. The school offers a whole range of activities which can be viewed on our website.

We are committed to making all necessary reasonable adjustments to ensure we comply with the Equality Act 2010 to meet our students' needs. Specific requirements would be discussed and implemented.

The Equality Act 2010 definition of disability is;

'A person has a disability for the purpose of this Act if she/he has a physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal day to day activities.' Sector 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy and cancer.

The legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make resources adjustments.

Langham Village School embraces all opportunities to engage in learning beyond the classroom.

PREPARING FOR THE NEXT STEP

Transitions are part of life for all our learners, planning for these and the anticipation of any barriers is crucial. Students may be moving from our school to another, one key stage to another, having a new teacher or moving onto High school. Langham Village Primary School works hard to ensure positive transitions are experienced by our students and all relevant details are passed on.

Planning for transition is a crucial part of provision for all learners with SEND. Transition arrangements will be discussed with you and your child well in advance.

HAVE YOUR SAY

Langham Village Primary School is a community school. Together we can shape and develop provision for all of our learners ensuring achievement for all. This report outlines our annual offer to learners with SEND, however in order for this to be effective it needs the views of all parents/carers, learners, governors and staff. This will happen on an annual basis.

USEFUL LINKS

www.norfolk.gov.uk/SEN

Parent Partnership – www.norfolkparentpartnership.org.uk

www.dfe.gov.uk

This document was reviewed February 2021