

Special Educational Needs at Langham Village School

Special Educational Needs and Disabilities

Our SENDCO is Mrs Kossowicz

Langham Village School is a place for fun, creativity, friendship, ambition and discovery for all children.

Our aims for pupils with Special Educational Needs and Disabilities are the same as for all our pupils, to provide a broad and balanced curriculum and the highest quality of education. We have high ambitions for our SEND pupils and set targets that stretch them.

We are an inclusive school and we will support pupils to ensure their integration and curriculum entitlement. We value personal and social development and this is central to our provision.

Please read our statement, policy and information report for Special Educational Needs.

Statement of Intent for Supporting Equality

At Langham Village School, all children are equally valued. Through our school's ethos, aims, policies, practices and provision, we strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. We are committed to giving all our children every opportunity to achieve the highest of standards.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners.

Aims

We aim to provide a happy, healthy and safe school by:

- Recognising, reflecting and celebrating the skills, talents and contributions of all our children, so that everyone feels secure and knows that they are valued;
- Celebrating diversity and appreciating and valuing the differences we see in others;
- Through our behaviour system, PSHE lessons, ensuring that children take responsibility for their own actions;
- Helping children to understand that everyone has the right to learn, be cared for and be happy in school;
- Providing high quality pastoral care,

- Safeguarding the health, safety and welfare of children with linked policies and the caring ethos of the school, which permeates all we do;
- Listening and responding to the concerns of children and parents/carers;
- Taking care to balance the needs of all members of the school community.

Langham Village School prides itself in being very inclusive and will endeavour to support every child regardless of their level of need. All pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities. At times and when it is felt appropriate, modifications to the curriculum may be implemented.

To successfully match pupil ability to the curriculum there are some actions we may take to achieve this:

- Ensure that all pupils have access to the school curriculum and all school activities.
- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- Pupils to gain in confidence and improve their self-esteem.
- To work in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.
- To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
- To make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- To promote self-worth and enthusiasm by encouraging independence at all age and ability levels.
- To give every child the entitlement to a sense of achievement.
- To regularly review the policy and practice in order to achieve best practice.

With the permission of parents/carers we may seek additional advice from outside specialists such as health professionals, specialist teachers or educational psychologists who would:

- Carry out further assessment of the child's needs
- Provide advice to schools on how to best support the child
- Suggest resources that would help the child make progress

Our teachers/teaching assistants work in partnership with parents/carers and the SENCO (Special Educational Needs Co-ordinator) to find ways to support each child with their needs, including giving parents/carers ideas on how to help their child at home.

Our school staff set targets for SEND (Special Educational Needs and Disabilities) children which are shared with parents/carers, either during Parents' Evening or a Review Meeting.

If your child has Special Educational Needs our SENCO, Mrs E Smith, will:

- Ensure the right support is put in place for your child

- Advise other teachers and teaching assistants on how to help your child and ensure they have an up to date Pupil Support Plan and Provision Map detailing how their needs will be met in school
- Arrange training for staff so they understand your child's needs
- Work closely with you on a regular basis to talk with you about your child's needs and listen to any ideas or concerns you might have
- Work with other professionals (if necessary) who may be able to help your child, e.g. speech and language therapist /medical professional/educational psychologist

The Pupil Support Plan and Provision Map detail what the school, the class teacher and the SENCO plan to do to help individual children learn. All teachers are aware that children learn in different ways. Some need to work at a slower pace to ensure they fully understand one thing before they move onto something new.

A Pupil Support Plan and Provision Map are written especially for any child with SEND. They include:

- Short term targets for the child which are linked to their needs
- Details of any extra support the child will get
- Who will give the child help
- How often the child will get help
- How and when we will look at the child's progress again (usually at least twice a year)

A copy of the child's Pupil Support Plan is given to the parents/carers.

If a child's needs are very complex and/or severe we may ask the Local Authority to carry out an Education, Health and Care Assessment.

This is a very detailed assessment of each child's needs. Parents or carers, the school and a range of professionals will all be asked to provide written reports.

At the end of the assessment phase the Local Authority will consider these reports to help decide whether or not to issue an Education, Health and Care Plan for the child. Parents/carers also have the right to ask the Local Authority to carry out this assessment, although it is usually best if this is done with the support of the school.

An Education, Health and Care Assessment is only appropriate for a small number of children.

How we identify, assess and review children with special educational needs

Most children and young people in mainstream schools will have their special educational needs met through good classroom practice. This is called **Quality First Teaching**.

Early Identification of Need

In deciding whether to make special education provision to support educational, social, physical or emotional needs, we:

- Work in partnership with parents/carers, pupils
- Consult with relevant external agencies
- Use assessment tools & materials
- Use observations

SEN Support

Where a pupil is identified as having a special educational need we follow a **graduated approach** which takes the form of cycles of “**Assess, Plan, Do, Review**”.

This means that we will:

- **Assess** a child’s special educational needs – This would include assessment by teachers supported by the SENCO, Observations and assessments carried out by the educational psychologist and advice from outside agencies.
- **Plan** the provision to meet your child’s aspirations and agreed outcomes – Additional or different provision is planned by the class teacher with support from the SENCO and external advice where it has been requested. Targets are set and formalized in a support plan or an EHCP and are discussed with parents/carers and the child.
- **Do** put the provision in place to meet those outcomes – Interventions are out in place and time and support is allocated for them to be carried out.
- **Review** the support and progress – The impact of any intervention is reviewed with teachers, parents/carers and the child looking at progress towards targets and next steps.

As part of this approach every child with SEN will have an individualised SEN Support Plan that describes the child’s needs, outcomes & provision to meet those needs. Parents/carers and children’s views are integral of this process.

A small percentage of children and young people with significant and/or complex needs may require an assessment that could lead to an Education, Health and Care Plan.

An EHC assessment would be carried out where the current levels of support and intervention are not leading to improved progress for the child and where further support might be needed to ensure the needs of an individual child are fully met.

Current additional EHCP support includes specialist speech, language and communication support, additional support for children with physical difficulties to access the full curriculum, emotional and social support for children where this is impacting on their learning and additional support with cognition and learning to ensure that the pace and level of learning meets the needs of the child.

For more detailed information see the Local Offer.

Details of Identification and Assessment of Pupils with SEN

At Langham Village School we assess children's progress against national expectations and age related expectations. Assessment is an on-going part of the teaching process with teachers and teaching assistants noting achievements, areas for further development and next steps in learning.

We formally assess Reading, Writing and Maths each term. Individual targets are set for children and their progress is tracked from Baseline on entry through to the end of Year 6. The results are reported to parents at the end of each Key Stage – EYFS, Year 2 and Year 6. The data is kept on Pupil Asset.

A pupil progress meeting is held each term and if a child is not making the expected progress towards their targets, further support is discussed. When a child's support plan is reviewed progress towards their targets is monitored and if they are not on track the targets will be reviewed and if necessary adjusted such as breaking the target down into smaller steps or taking a different approach.

Identification

Langham Village School has provision which ensures that teachers know children and families well by the time they start in Reception. If a child has not attended Nursery we liaise with parents and children visit school before they start in September.

On entry we carry out baseline assessments and identify the children's strengths and any areas for development.

If a child is performing below age related expectations this will be discussed with the class teacher and SENCO and further observations may be carried out.

Where issues such as behavior or confidence are impacting on performance these issues will be raised.

We have an open door policy and as well as regular formal meetings, there are informal opportunities for parents/carers to raise concerns.

We have access speech and language support and any child causing concern will be assessed with parent/carer agreement. We work with the educational psychologist, occupational therapy, CAHMS, and School2School team and our Parent Support Advisor.

How we ensure access to appropriate high quality teaching, differentiation and intervention.

At Langham Village School all our teachers and support staff are very experienced and regularly access training to further develop their practice. Through quality first teaching teachers plan for all individuals and groups within their class, ensuring that the needs of each child are met. In addition to carefully differentiated class teaching,

the teachers plan high quality interventions for children to ensure that they are bridging any gaps in their learning.

How the 'assess, plan, do, review' cycle is incorporated into SEN provision.

The 'assess, plan, do, review' cycle (ADPR) is incorporated into SEN provision through formative assessment on a day-to-day basis and through more formal reviews of pupil progress and progress towards support plan targets. These are discussed with parents/carers in regular meetings as well as on a more informal basis through our open door policy.

How parents and pupils are involved in the APDR cycle.

Parents/carers and pupils are involved in the ADPR cycle through both informal and formal meetings. There are regular opportunities for parents to discuss progress informally with the class teacher and formal opportunities in SEN review meetings and parents evenings. Children's targets and progress are discussed with them at an appropriate level. Children know what they are working on and are involved in evaluating and celebrating their successes. All children in put information into their final year report and are encouraged to think about their successes and areas to work on.

Planning for Learners with SEN

At Langham Village School our experienced staff have worked to support children with a wide variety of needs. The planning for in class provision and individual targets is tailored to each child's needs. This is achieved through quality first teaching and carefully planned interventions. Where further advice is needed we work with a wide range of external agencies to ensure that a child receives the right provision

A Holistic Approach

We ensure that there is a holistic approach in addressing all needs by considering all the factors, which might be impacting on a child's progress. At Langham Village School we value all children for their individual abilities and talents in all areas and celebrate these.

Individual Support

Langham Village School has a range of approaches to supporting children with SEN needs. All children benefit from quality first teaching in the classroom, which caters for their individual needs and supports all children to make good progress. Work is differentiated for different groups and individuals. Where children need additional support they will in the first instance have targets to address their needs. Sometimes this is enough to ensure a child is on track but sometimes a Support Plan will be needed with more detailed individual targets and strategies to work towards achieving them. This will be put in place in discussion with parents/carers and where appropriate the child. This would mean additional work with a child on a small group

or 1:1 basis to carry out specific interventions to support a child to meet their individual targets.

How we evaluate high quality teaching with differentiation & personalisation and interventions?

We evaluate the high quality teaching including differentiation, personalisation and interventions through the monitoring of the impact and pupil progress. As a school we also carry out lesson observations, learning walks and work scrutinies. We also carry out pupil and parent surveys which cover the quality of teaching and learning and use the feedback from these to inform our future planning.

Behaviour Policy

We have high expectations of behaviour from all our children. We work with children and families to support any concerns regarding behaviour which could impact on learning and social interaction. As well as individual support, we have systems in place to support children with their behaviour including reward systems, group work and peer support. We are able to access the Behaviour Support team and School2School team if further intervention is required.

How we make adjustments/ adaptations and how they are reflected in the Accessibility Plan?

Langham Village School accessibility plan is available to view. We have an all access toilet and access to the classrooms via ramps. We are always willing to discuss particular accessibility needs for children or parents/carers.

How we enable pupils with SEN to engage in activities with pupils who do not have SEN?

Langham Village is a small school with a family atmosphere where all the children and staff know all the children. Everyone is treated equally and where there might be challenges to accessing activities, all reasonable adjustments will be made to ensure that all children can engage with all the activities we offer.

Risk Assessments

Risk assessments are used to identify and minimise risk in all aspects of school life. They are used to ensure that staff and children are aware of potential risks and how we would reduce them. Risk assessments are carried out where a child has a particular need and measures put in place to minimize the risk.

Arrangements for pupils with SEN undertaking tests and exams.

Where a child is able to access the SATs tests a number of additional arrangements can be put in place to support them:

- Additional time
- Rest breaks

- A Reader
- A scribe
- Use of a laptop
- Adapted papers

These additional access arrangements will be discussed with parents/carers in advance of the tests.

How we ensure all pupils achieve to the best of their abilities, despite any difficulty or disability they may have?

Langham Village School is a small school with an inclusive approach and a desire to provide the best education possible for all our children. We are committed to the inclusion of all our children in all aspects of school life alongside their peers. In addition to the requirements of the EYFS and National Curriculum, we seek to enrich the experience of all our pupils through a range of additional opportunities. We have a strong focus on developing independence, self-esteem and resilience alongside skills, abilities and knowledge to ensure that our children are engaged in their learning and prepared for life.

Some of the ways we achieve this are:

- Supporting all children to achieve their potential despite any difficulty or disability they might have.
- Adapting the curriculum to meet the needs of individuals.
- Ensuring that all staff in school is aware of and sensitive to the needs of all children.
- Making appropriate provision for children with SEND to fully develop their abilities, interests and aptitudes and gain access to the curriculum.

How we ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs?

All staff are aware of and sensitive to the needs of individual children and are aware of approaches which are most suited to a child. We have staff training on aspects of SEND and the SENCO works with staff to ensure that all children are well catered for and able to make good progress towards their targets

How provision for children with SEN is made to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum?

At Langham Village School, all our children are offered the opportunity to participate in activities outside of the classroom. We make reasonable adjustments to make this possible. These include the level of adult support, the use of suitable transport and carrying out risk assessments to ensure that activities can be safely accessed

For further information please view or download our **Accessibility Plan** which can be found in the Policies section of our website.