



Special Educational Needs & Disability Langham Primary School

We are a mainstream Primary School providing education for children between the ages of 4 and 11

At Langham Primary School, we aim to ensure that all parents and children feel that they are welcome. We want all parents and children to know that all of our staff are dedicated to working with them to ensure that the children with Special Educational Needs or Disabilities unlock their potential and enable them to discover their talents. We endeavour to include both the parents and children in every stage of their education, specifically in assessment, agreeing learning outcomes and producing a targeted plan.

We believe that early identification, assessment and provision for any child who may have special educational needs are very important. If action is taken at an early stage, a child is likely to be more responsive. If a difficulty proves to be transient, the child will subsequently be able to learn and progress normally. If it does not, then an early start can be made in considering any additional provision necessary to support the child.

What do we mean when identifying a Child as having Special Educational Needs?

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational needs and disability code of practice: 0 to 25 years. June 2014

For a more detailed look at the kinds of SEND provided for, please also see our website for our SEND Policy.

Louise Cameron,
SENCO

Tendring Small School Cluster School Information Report for Children with Special Educational Needs and/or Disabilities

Langham Primary School forms part of the Tendring Small School cluster group. All Primary Schools in the Tendring Small Schools cluster have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the educational, emotional, and social needs of pupils with a Special Educational Need/s and or disabilities being met in a mainstream setting wherever possible. The information below details the offer within the school and ways in which parents and children may access the support required. For further information on the Local Authority Offer please go to: <http://www.essexlocaloffer.org.uk/>

A. PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ AND OR DISABILITIES IN THIS SCHOOL:

School based information	People Involved and Summary of responsibilities
Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or Disability (SEND)? And how can I talk to them about my child if I need to?	
<p>The class teacher (s/he is recommended as the first point of contact if you have any concerns).</p>	<p>S/he is responsible for:</p> <ul style="list-style-type: none"> • Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs. • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things such as targeted work, additional support, adapting resources etc..) and discussion with the SENCO as necessary. • Writing targets and provision maps, sharing and reviewing these with parents at least once each term and planning for the next term. • Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress. • Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the specially planned work and resources, additional support or outside specialist help. • Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND. <p style="text-align: right;"><i>Contacted by: sending a message in the home-school book, an email or speaking to them at the end of a</i></p>

The Special Educational Needs Coordinator (SENCO)

school day or by arranging an appointment by contacting the school.

S/he is responsible for:

- Coordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is receiving
 - involved in reviewing how they are progressing
 - fully involved planning ahead for them.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.
- Supporting your child's class teacher to write and review targets that specify what the school wants your child to achieve.
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.

Contact Louise Cameron, SENCO, by telephoning the school to make an appointment.

Langham Primary School, School Road, Langham Essex CO4 5PB

admin@langham.essex.sch.uk

01206 272266

Learning Support Assistant (LSA), may be allocated to some pupils with SEN and or disabilities.

A Learning Support Assistant (LSA) or Teaching Assistant (TA) may be allocated to a pupil with exceptional special educational needs and/or disabilities and whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed to the staff members named above. The class teacher and SENCo are fully involved in any support offered and make the decisions, in conjunction with the parents, on the type of support and activities.

A child may receive support from a number of adults and a conversation with the class teacher or SENCo will give you a fuller picture than may be obtained from a single supporting adult.

Of course, as a school we welcome regular dialogue between parents and staff on how a child's day has been and we do actively encourage this continued feedback. We will always try to make appointments which fit in with your timetable and needs, where possible.

Head Teacher

He is responsible for:

- The day-to-day management of all aspects of the school, this includes the support for children with SEN

SEND Governor	<p>and/or disabilities. He will give responsibility to the SENCO and class/subject teachers but is still responsible for ensuring that your child's needs are met.</p> <ul style="list-style-type: none"> • He must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND. <p><i>Contact Mr MacDonald, Head Teacher, by telephoning the school for an appointment.</i></p> <p>She is responsible for:</p> <ul style="list-style-type: none"> • Making sure that the school has an up to date SEND Policy and that this policy is implemented by the school. • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school • Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities. • Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school. <p><i>Contact Mrs Oxley, SEND Governor, by writing to the chair of the Governing Body via the school office.</i></p>
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B. HOW COULD MY CHILD GET HELP IN SCHOOL?:

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority Central Services such as the ASD or Speech and Language Specialist Teacher Team
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service.

Level of support	Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEN and/or disabilities input) children will be at when receiving this input.	Who can get this kind of support?
What would this mean for your child?		
<p>What are the different types of support available for children with SEN and /or disabilities in this school? At Langham Primary School we have a graduated response of support for children with SEN and /or disabilities. At all stages of the response, a dialogue with both the parents and pupil is of paramount importance. The views of the parents and pupils will</p>		

<p>contribute to the allocation and type of support given. The SENCO will contact you to help you give your views. These can be shared at a meeting, this is called Person Centered Planning or One Planning, in Essex. At Langham Primary School there are three tiers of provision:</p>		
<p>First, Quality First Teaching (QFT) -WAVE 1</p>	<ul style="list-style-type: none"> • The teacher will have the highest possible expectations for your child and all pupils in their class. • All teaching is based on building on what your child already knows, can do and can understand. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve using more practical learning or providing different resources adapted for your child. • Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task. • Adapting the curriculum or learning environment to suits the needs of the individual child. • Quality First Teaching may also provide support for children who need emotional or social support through our PSHE scheme of work; anti-bullying policy; and assemblies. 	<p>All children in school receive this.</p>
<p>Second, SEN Support. Additional School Intervention. -WAVE 2 (Previously known as SA and SA+) This may be group work</p> <ul style="list-style-type: none"> • Run in the classroom or outside. • Run by a teacher or an LSA or TA who has received training to run these groups. <p>These are often called Intervention groups by schools.</p>	<ul style="list-style-type: none"> • Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to close the gap between your child and their peers. • S/he will plan group sessions for your child with targets to help your child to make more progress. • A Learning Support Assistant/Teacher (or outside professional, such as a Speech and Language Therapist) will run these small group sessions using the teacher's plans, or a recommended programme. <p>Resources available to support children with SEN include:</p> <ul style="list-style-type: none"> • VTC early birds club • Dancing Bears, phonics intervention • Alpha to Omega • Acceleread, Accelewrite • Power of Two, maths intervention • Word Shark • Number Shark • Mastering Memory & memory board games 	<p>Any child who has specific gaps in their understanding of a subject/area of learning.</p>

<p>Also including, Specialist groups run by outside agencies e.g Speech and Language therapy OR Occupational therapy groups AND/OR Individual support</p>	<ul style="list-style-type: none"> • Circle of friends • Dancemat • If your child has been identified as needing more specialist input instead of or in addition to good and outstanding classroom teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress. • Before referrals are made, we will always seek your permission and are available to discuss the referral in more detail, if you wish for it. • If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better. • The specialist professional will work with your child and the classroom staff to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> ○ Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better ○ Support to set targets which will include their specific professional expertise ○ Your child's involvement in a group run by school staff under the guidance of the outside professional e.g a social skills groups ○ A group or individual work with outside professional • The school may suggest that your child also needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place. 	<p>Children with specific barriers to learning that cannot be overcome through whole class good/outstanding teaching and intervention groups.</p>
<p>Finally, Specified High Needs Support -WAVE 3</p> <p><i>This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care</i></p>	<ul style="list-style-type: none"> • You and/or the school can request that the Local Authority carry out a statutory assessment of your child's needs. • After the school have sent in the request to the Local Authority they will decide whether they think your child's needs seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the Additional School Intervention. • After the reports have all been sent in, the Local Authority will decide 	<p>Children whose learning needs are:</p> <ul style="list-style-type: none"> • Severe, complex and lifelong

Plan (EHCP). This means your child will have been identified by the parents and class teacher/SENCO as needing a **particularly high level of individual and small group teaching**, which cannot be provided from the resources already delegated to the school.

- whether your child's needs are severe, complex and lifelong and that they need additional support in school to make good progress. If this is the case they will write a Statement of Special Educational Needs or an Education Health Care Plan (EHC Plan). If this is not the case, they will ask the school to continue with the support at Additional School Intervention, and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The Statement or EHC Plan will outline how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
 - Usually, if your child requires this high level of support they may also need specialist support in school from a professional outside the school. This may be from:
 - Local Authority central services
 - Outside agencies such as the Speech and Language Therapy (SALT) Service, Occupational Therapy Service, Physiotherapy and/or CAHMS

How will we support your child with identified special needs starting at school?

A child will not be refused admission because of their Special Educational Needs. Indeed, we welcome all children for whose needs we feel able to cater, and normal admissions procedures apply. As an inclusive school, we celebrate diversity, value each individual, build on their strengths and adapt the learning environment in order to overcome difficulties.

- If your child has been allocated a place in our Foundation Stage class, Class 1, via the local authority and they have a special educational need and/ or disability, please contact us as soon as you receive the offer as we may not have details of their needs at this stage.
- We will first invite you to visit the school with your child to have a look around and speak to staff.
- If other professionals are involved, a team around the Child (TAC) meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts.
- Your child's key person will visit your child's current Early Years Setting.
- We may suggest adaptations to the settling in period to help your child to settle more easily but these will be agreed with you at the TAC meeting.
- Your child will also take part in the normal transition visits, alongside their peers, if appropriate.
- The class teacher will arrange an early meeting with you to review your child's learning, following the settling in period.
- The staff will then hold regular meetings in school to monitor the progress of your child and invite you into school at least once a term to review this with you.

How can I let the school know I am concerned about my child's progress in school?

In line with School Complaints Procedure, parents should express any concern or complaint to the Class Teacher, and then if necessary, to the Head Teacher. We are very concerned to address parents' complaints promptly and in a sympathetic manner. However, in the unlikely event

that the matter remains unresolved, a formal written complaint should be addressed to the Chair of the Governing Body. All members of our staff take any form of bullying seriously and will follow the school behaviour policy strictly.

Please see above for how to contact the SENCO, Headteacher or Governing Body.

How will the school let me know if they have any concerns about my child's learning in school?

- When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the SENCO.
- The teacher will discuss your child's progress with you at our termly SEN meetings (September, January and April/May) and at the two parents evenings when you will be informed of your child's progress and any additional support being given.
- Schools also have regular meetings between each class teacher and a senior staff member in the school to ensure all children are making good progress. These are called pupil progress meetings, and provide another means for gaps in pupil's learning to be identified early and acted upon. The meetings utilise our rigorous tracking data.
- If your child is then identified as not making progress the school will make a decision about whether to monitor this or set up an intervention group and will inform you. These groups may take place for a short period or over a longer period of time, they are closely monitored for impact and consequently adjusted to meet the needs of the pupil.
- If your child is still not making expected progress the school will discuss with you
 - any concerns you may have
 - any further interventions or referrals to outside professionals to support your child's learning
 - how we could work together, to support your child at home/school.

How is extra support allocated to children and how do they move between the different levels?

- The school budget, received includes money for supporting children with SEN.
 - The Head Teacher and the SENCO discuss all the information they have about SEN in the school, including
 - the children receiving extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected.And decide what resources/training and support is needed.
 - All resources/training and support are reviewed termly and changes made as needed.
- Support may be given in a variety of ways and is sometimes designed to encourage the child to develop the skills of independent learning and build confidence as well as supporting their maximum progress; your child's individual support will be discussed with you regularly.

Who are the other people providing services to children with SEN in this school?

<p>A. Directly funded by the school</p>	<ul style="list-style-type: none"> • Learning mentors • Counselling • Additional Educational Psychology input to provide a higher level of service to the school • 1:1 or small group teachers or tutors
<p>B. Paid for centrally by the Local Authority</p>	<ul style="list-style-type: none"> • Specialist Teachers • Educational Psychology Service • Speech and Language Therapy (provided by Health but paid for by the Local Authority). • Occupational Therapy • Physiotherapy • Professional training for school staff to deliver medical interventions • Parent Partnership Service (to support families through the SEN processes and procedures). • School Nurse • School GP • Visual Training Clinic (VTC)
<p>C. Volunteer Organisations</p>	

How are the adults in school helped to work with children with an SEND and what training do they have?

- The SENCO's job is to support the class teacher in planning for children with SEN.
- The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc.
- There is whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with a SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children.
- There is individual training for an identified staff member linked with the needs of a child with special educational needs and/or disabilities or identified through the performance management process.
- There is specialist training for staff in the designated special provision, including a post graduate qualification in many cases.

How will the teaching be adapted for my child with learning needs (SEN/ and or disabilities)

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adapted to enable your child to access their learning as independently as possible. Class Teachers will also take into consideration the emotional and social needs of your child.
- Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.

- Planning, teaching and even the learning environment can be adapted, if needed, to meet your child's learning needs and increase your child's access to what is on offer. It is our aim that all children are able to access the curriculum.
- We feel strongly, that where possible, all children with SEN should be able to, or have the opportunity to play and learn with their peers. Ideally we strive for our pupils to see no discernible differences between themselves and others. We teach this through our PSHE scheme of work; our assemblies; our school ethos and interventions such as 'Circle of Friends'.

How will we measure the progress of your child in school? And how will I know about this?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally three times a year and more often in some cases. This will cover reading, writing and numeracy, but can include other areas such as behaviour and personal and social understanding dependent upon the individual child's needs.
- Children with a IEP or a statement of SEN /ECH Plan will have targets which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with a statement of SEN/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCO will also check that your child is making good progress. This will be in the form of a meeting with both class teachers and LSAs/TAs and will use assessment data and contextual data to inform any decisions made.
- A range of ways will be used to keep you informed, which may include:
 - Home/school contact book
 - Letters/certificates sent home
 - Additional meetings as required
 - Annual Reviews
 - End of Year Reports

What support do we have for you as a parent of child with an SEN/and or disabilities?

- We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places.
- The SENCO (or Head teacher) is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child, if you would like to.
- A home/school book may be used to support communication with you.

In addition:

- We may hold workshops for parents of all children in the school, for example in relation to phonics, reading, writing or maths. We will be

happy to discuss any necessary adaptations for your child.

- The external professionals involved with your child will be happy to meet with you on request.
- We will be happy to consider any ideas in order to support your child.

If your child is undergoing statutory assessment you will also be supported by the Children's Services SEN Team. They will ensure that you fully understand the process.

How have we made this school physically accessible to children with SEND?

- Most of the school is accessible to children with physical disability via ramps.
- Class allocations can be adapted to ensure rooms are accessible for children with disabilities
- We ensure that equipment used is accessible to all children regardless of their needs and that all children can have full access to the curriculum.
- The school has staff trained to support children with a range of needs.
- All staff are dedicated to taking steps to prevent any child with a special educational need or disability being treated less favourably.

Please refer to the school's **Access Plan** and **Equality Policy** for further information on this.

How will we support your child when they are leaving this school? OR moving on to another class?

We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
 - We will contact the new school's SENCO and ensure s/he knows about any special arrangements or support that need to be made for your child.
 - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
 - Information will be passed on to the new class teacher in advance, and in all cases, a planning meeting will take place with the new teacher.
- In Year 6
 - Our SENCO will contact the SENCO of their secondary school to pass on necessary information.
 - Your child will attend a small group in school, to support their understanding of the changes ahead. This may include creating a 'Personal Passport' which includes information about themselves for their new school.
 - Where possible your child will visit their new school and in many cases staff from the new school will visit your child in this school.

How is the success of provision for pupils with SEN or who are disabled evaluated?

Evaluation is undertaken on an annual basis by the SENCo, gathering evidence from sources such as child and parent surveys and interviews, parent consultation meetings and response forms and the Parents' Forum, asking such questions as:

- are children generally happy and positive in their approach to learning?
- are parents generally satisfied with their child's progress and SEN provision?
- do staff feel adequately supported in identifying and meeting the needs of children with SEN?
- has training been undertaken and had a positive influence on the school's practice and staff attitudes?
- are interventions having a positive effect of progress and attainment? Are they providing value for money?
- are children achieving the short term objectives identified on Individual Education Plans/Passports?
- is there appropriate movement through the Essex Stages of Assessment?

The Head Teacher supports and evaluates the performance of the SENCO. Subsequently the Governing Body ultimately have responsibility for the evaluation of the effectiveness of SEND provision.

GLOSSARY OF TERMS

IEP	Individual Education Plan
PLP	Personal Learning Plan
S	Statement stage of the SEN Code of Practice
SA/SA+	School Action stage of the SEN Code of Practice
SA+	School Action Plus stage of the SEN Code of Practice
SEN	Special Educational Needs
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHC plan	Education, Health, Care Plan
SEN	Special Educational Needs
SEND	Special Educational Needs and or disabilities
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
SENCO	Special Educational Needs Coordinator
ASD	Autistic Spectrum Disorder