



## Support for Pupils With Special Educational Needs

### Information for Parents and Carers

#### Introduction

As a parent you have a vital role in supporting your child's school life; home and school working together has been proved to be crucial to success.

We rigorously assess and monitor the development of all children from their individual starting points to ensure they are making appropriate and expected progress. In instances where a child does not make expected progress, they benefit from a differentiated curriculum and where appropriate, an intervention strategy. Intervention strategies are reviewed at least termly and provided the measures used have achieved the targeted impact, they cease and monitoring will continue. In instances where the intervention strategy has not been effective, an alternative intervention may be introduced. In instances where intervention strategies do not achieve the desired impact, referral will be made to one or more external agency for guidance and support in constructing individualised learning programmes for the child.

#### Pupil Needs

We do everything we can to identify and support pupils with a wide range of needs. The school currently supports pupils who have difficulties in the following areas:

- Reading / Writing
- Dyslexia/Dyscalculia
- Numeracy
- Speech & Language
- Language and Communication
- Autism Spectrum Disorder
- Downs/Williams Syndromes
- Behaviour/emotional difficulties

#### Special Educational Needs Staffing

is made up of the following:

- SEN Co-ordinator
- Learning Mentor
- Numeracy Support assistant
- Support Assistants (1:1 or small group)
- Literacy Support Assistants

#### Staff Skills and Experience

A number of staff have additional knowledge, skills and experience in specific areas of Special Educational Needs. These include;

- Dyslexia/Dyscalculia
- Downs/Williams Syndromes
- Autism Spectrum
- Cerebral Palsy
- Speech & Language
- Language and Communication
- Sign Language
- Lifting and Handling
- Portage

#### Levels of support

At Langley, support is offered in a graduated approach, taking the form of a four-part cycle, assess - plan - do - review. We recognise that high quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEND. This differentiation may involve modifying learning objectives, teaching styles and access strategies. If following appropriate teacher assessments a child does not make satisfactory progress (as outlined in Code of Practice 2014) the class teacher, in liaison with the SENCo, will invite the child's parents to an early identification of support meeting

### **Early Identification of Support**

At this meeting the school and parents will record the child's strengths and areas of concern. Also, targets will be set at this point to gauge progress moving forward and measure impact of additional help. It will be made clear at the conclusion of this meeting what the expectations for parents, school and child are and a review date no more than a term ahead will be set.

### **SEN support**

The children within this stage are deemed as per the code of practice to have special education needs as... 'their learning difficulty or disability calls for special education provision, namely provision different from or additional to that normally available to pupils of the same age.' (paragraph 6.15)

Where there is a prolonged concern for the progress of a child (more than one term) and the Early Identification of Support meetings and targets made have not had a positive impact on the child's progress the SENCo will co-ordinate a SEN support meeting with class teacher, SENCo/Headteacher, support workers/TA's (as appropriate) and parents/carers. The purpose of this meeting, to review impact of support to date and to consider further options such as increased support / intervention and possible referral to other agencies. Where there is the agreement/need for the increase in support this will be highlighted on the child's Personal Provision Map.

Targets are to be set on a termly basis with reviews involving all professionals and staff members. All paper work will be circulated one week prior to a review meeting.

### **Education and Health Care Plans**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or

parents should consider requesting an Education, Health and Care needs assessment. Any child with an EHC will continue to have termly reviews and an annual review at least every 12 months. Where a child is not reaching set targets or there are concerns with the progress against the EHC targets an early review will be held. At annual reviews, all relevant professionals will be invited at least 4 weeks prior to the meeting with paper work circulated no less than a week before the meeting.

### **Personal Provision Maps**

All pupils at SEN support and those with Statements will have a Personal Provision Map (PPM). This shows the overall support provided to a pupil by the school and other services.

You will be given the opportunity to express your views about your child's needs and how you can help your child as part of this overall support during the termly review meetings.

If you have any concerns with your child's progress at any stage please speak to your child's class teacher. Where appropriate we are able to refer or pass on contact details for other professionals which will always be done in discussion with parents.

### **School Contact Details**

Tel: 0191 6432026

Fax: 0191 6432029

Email: [Langley.First@northtyneside.gov.uk](mailto:Langley.First@northtyneside.gov.uk)

**SEN Coordinator:** Mr T Jones  
(Headteacher)

**SEN Governor:** Mrs M Barron