



Langley First School

SEND Information Report 2023-24

Langley First School is a fully inclusive school, ensuring that **all** our pupils achieve their potential personally, socially, emotionally, physically and educationally.

The SEN Information Report shows our implementation of the governing body's policy for pupils with SEN, we publish the report on our school website (www.langleyfirst.org.uk) and ensure it is updated annually or in a timely manner post any updated changes throughout the year.

In addition, our SEN Information Report lets you understand how we support pupils with special educational needs and disabilities.

We consult with pupils and their families on our SEN Information Report by:

- Requesting feedback through parent questionnaire on an annual basis
- Using the school website to sign post
- Asking our pupils to feedback through our school council

In addition to our SEN Information Report, related school policies available on our website include:-

Behaviour Policy

Child Protection Policy and Safeguarding Statement

Medicines in School Policy

SEN Policy

Identification of Special Educational Needs/Disabilities at Langley First School

As a parent you have a vital role in supporting your child's school life; home and school working together has been proven to be crucial to success. At Langley we believe it is the prime responsibility of all teachers, as well as teaching staff, support staff, SENCo, headteacher and parents to ensure all our children are making sufficient progress.

Children may be identified as having a special educational need through a variety of ways including: -

Response to day-to-day classroom/ remote work and routines

Concerns raised by parents/carers

Concerns raised by school staff

Analysis of performance data

Pupil Progress meetings between Senior Leadership Team

Standardised screening and assessment tests

Liaison with external agencies

Observations in class or around the school/playground

Liaison with the previous setting.

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 may benefit from a differentiated curriculum and where appropriate, a targeted support approach. 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, a referral may be made to one or more external agency for guidance and support in constructing individualised learning programmes for the child.

The other people / agencies and teams providing services to children with a special educational need / disability in school include:

The Language and Communication Team
Statutory Assessment and Review Service
Child and Adolescent Mental Health Services - CAMHS
Sensory impairment team
Speech and Language Therapy service
EMTAS (Ethnic Minority and Traveller Achievement Service)
Educational Psychologists
Physiotherapists
Dyslexia Team
Occupational Therapists
School Nurse team
Dietician
Silverdale Outreach Support

Child's Voice

Children identified with special educational needs are involved and supported in their education through:

- Continuous discussion with individual children about their targets

- Creation of Individual Support Plans where children have a chance to voice their views
- Discussion with the children before review meetings about their likes and dislikes, what they see as their strengths and areas for development, if appropriate.

Supporting your child

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, responsive and adaptive for individual pupils is the first step in responding to pupils who have or may have SEND. This Quality First Teaching for your child means:

- high expectations for your child and all pupils in a class
- all teaching is based on the underpinnings of what your child already knows to progress learning to the next steps
- Having a thorough understanding of what your child can do and what he/she understands
- Various styles of teaching are adopted so that your child's learning needs are met
- Specific strategies may be in place to support your child to learn
- This adaptive and responsive teaching 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 the SEND Code of Practice 2014) the class teacher, in liaison with the SENCo, will invite the child's parents to attend an early identification of support meeting.

We will let families know about any concerns about a pupil's learning by:

- Meeting with parents/carers when a child is first admitted to school regarding any existing needs or concerns
- Initiating an early support meeting to highlight the areas of concern when a child is not progressing in line with the SEN Code of Practice suggested definitions
- Review meetings with families, school staff and multi agency professionals involved in meeting the needs of the child

When a pupil is identified as having special educational needs, we support their development and progress by:

- Planning short term targets to work on at home and school
- Reviewing progress regularly and consulting parents
- In agreement with parents, liaise with other professionals to gain assessments /advice on most appropriate support for a child
- Ensuring appropriate support either in class or 1:1 or small group is engaged where possible and appropriate to the needs of the child
- Creating a personal provision plan to map the child's needs and the support to be

offered to them

- Identifying resources to support pupils
- Planned intervention in basic skills in literacy/numeracy/social skills
- 1:1 or group intervention in school with a teaching assistant or teacher
- Tracking pupil achievement and progress during intervention via an online tracking system
- Involvement from our learning mentor if required
- Involvement/advice from outside agencies.

SEN Support

The SEND Code of Practice (2014) suggests SEN Support means that your child has been identified as needing some extra support above that as identified through Quality First Teaching and receiving input from an external agency.

Education, Health and Care Plan (EHCP)

The SEND Code of Practice (2014) suggests an EHCP may be issued for specified individual support. Your child will have been identified as needing a high level of individualised or small group support. Usually your child will also require specialist support from an external agency/agencies. For your child this would mean:

- A request to the Local Authority to carry out a statutory assessment of your child's needs. This will set out the amount of support that will be provided for your child
- After the Local Authority receives the request they will decide whether your child's needs warrant a statutory assessment. If this is agreed they will ask you and all professionals involved to submit a report or information outlining your child's needs
- After the Local Authority receives this information they will decide whether your child's needs are complex enough to warrant additional support and funding to make a good level of progress. If this is agreed they will write an EHC Plan. If this is not agreed they will ask school to continue to support your child at SEN Support level
- The EHC Plan will outline the desired outcomes from the support which is being put in place and which has been discussed through a school review and from paperwork and reports sent to the Local Authority as part of the assessment process
- The EHC Plan will have short and long term targets which will link with the school's termly Personal Provision Plan/targets for your child.

We recognise that children with special educational needs may fall into one of the following categories which is noted as the child's primary area of need. We acknowledge that, more often than not, children with special educational needs may have a number of difficulties from two or more areas of need. We always strive to meet the needs of the whole child as outlined

below.

| School entitlement offer to pupils with special educational needs or disabilities | |
|--|---|
| | Support Available Within School |
| Communication and Interaction Needs: e.g. <ul style="list-style-type: none">• Autistic Spectrum Disorders• Speech, Language and Communication Needs• Social communication difficulties | <ul style="list-style-type: none">• Visual timetables• Areas of low distraction• Support / supervision at unstructured times of the day• Engagement with online remote learning during school closures is tailored to support individual needs• Social skills programme / support including strategies to enhance self-esteem• Small group work to improve skills• ICT is used to support learning where appropriate• Strategies / programmes to support speech and language development• Strategies to reduce anxiety / promote emotional wellbeing• Access to Speech and Language Therapy Support Assistants/ Support Assistants who have had guidance on delivering individual programmes• Where appropriate we will use support and advice from other partners to meet the needs of pupils• Planning, assessment and review• Regularly work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil• Teaching resources are routinely evaluated and modified to ensure they are accessible to all pupils• Differentiated curriculum and resources |

| | |
|--|--|
| | <ul style="list-style-type: none"> ● The Special Educational Needs Coordinator completes any necessary training in order to offer advice and guidance to staff about the needs of pupils ● All staff are entitled to access available necessary training in relation to best meet the needs of any pupil under their care. |
| <p>Cognition and Learning Needs:</p> <p>e.g.</p> <ul style="list-style-type: none"> ● Moderate Learning Difficulties ● Specific Learning Difficulties such as dyslexia, dyscalculia, dyspraxia. | <ul style="list-style-type: none"> ● Strategies to promote/develop literacy and numeracy ● Provision to support access to the curriculum and to develop independent learning ● Engagement with online remote learning during school closures is tailored to support individual needs ● Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas, i.e. reading skills groups ● ICT is used to reduce barriers to learning where possible ● Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to ● Planning, assessment and review ● Access to teaching and learning for pupils with special educational needs is monitored through the school's self-evaluation process ● Teaching resources are routinely evaluated to ensure they are accessible to all pupils ● Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil |

| | |
|--|---|
| | <ul style="list-style-type: none"> ● Differentiated curriculum and resources ● The Special Educational Needs Coordinator completes any necessary training in order to offer advice and guidance to staff about the needs of pupils ● All staff are entitled to access available necessary training in relation to best meet the needs of any pupil under their care |
| <p>Social, Emotional and Mental health</p> <p>e.g.</p> <ul style="list-style-type: none"> ● Behavioural needs ● Social need ● Mental health needs ● Emotional Health and Wellbeing <p>including but not exclusive to; anxiety, depression, attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.</p> | <ul style="list-style-type: none"> ● The school ethos values all pupils ● Behaviour management systems encourage pupils to make positive decisions about behavioural choices ● The school's recovery programme emphasises positive mental health ● The school's recovery programme focuses on all pupils feeling safe and secure ● The school's behaviour policy identifies where reasonable changes can be made to minimise the need for exclusions ● Risk assessments and consistent approach plans are used and action is taken to increase the safety and inclusion of all pupils in all activities ● The school provides effective pastoral care for all pupils ● Our school Learning Mentor works sensitively one to one and in small groups with children who present as having SEMH needs ● Our SEMH Lead oversees our SEMH Policy ● The school supports a zero tolerance on bullying ● PSHE sessions equip our children on the prevention of bullying, the various forms this can take and strategies on how to combat bullying |

| | |
|------------------------------------|--|
| | <ul style="list-style-type: none"> ● Support and advice is sought from outside agencies to support pupils, where appropriate ● Small group programmes are used to improve social skills and help pupils deal more effectively with stressful situations ● Access is available to the Educational Psychology Service online mental health resources via the SENCo ● Outdoor learning is used to offer a different approach to the curriculum ● Engagement with online remote learning during school closures is looked at on an individual needs basis ● The Special Educational Needs Coordinator and/or SEMH Lead completes any necessary training in order to offer advice and guidance to staff about the needs of pupils ● Information and support is available within school for behavioural, emotional and social needs ● Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil, when appropriate ● All staff are entitled to access available necessary training in relation to best meet the needs of any pupil under their care ● Staff have specific areas of expertise to support in times of crisis e.g. a member of staff and resources to support families with bereavement ● a designated area in school for children to access ● some classrooms have a designated space for children to access when needed |
| <p>Sensory and Physical Needs:</p> | <ul style="list-style-type: none"> ● Support and advice is sought from outside agencies to support pupils, where appropriate |

e.g.

- Hearing/Visual Impairment
- Multi-sensory impairment
- Physical and Medical Needs

- Engagement with online remote learning during school closures is tailored to support individual needs
- ICT is used to increase access to the curriculum
- Support to access the curriculum and to develop independent learning
- Advice and guidance is sought and acted upon to meet the needs of pupils who have significant medical needs
- Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil
- Access to Medical Interventions
- Access to programmes to support Occupational Therapy / Physiotherapy
- Support with personal care if and when needed
- Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning
- Staff understand and apply the medicine administration policy
- The Special Educational Needs Coordinator completes any necessary training in order to offer advice and guidance to staff about the needs of pupils
- All staff are entitled to access available necessary training in relation to best meet the needs of any pupil under their care
- All entrances to the school have ramps fitted to allow wheelchair access
- Every year group has a classroom with a sound field fitted
- The school has disabled toilets / facilities

| | |
|--|--|
| | |
|--|--|

Transition

We will work in partnership with other education providers to ensure that pupils make a successful transition to the next stages of their learning, through careful and coordinated planning of the transition. We provide the following support to pupils when they are leaving the school:

- Extra transition visits to the new setting where appropriate (both accompanied and unaccompanied by a member of our support staff)
- One page profile transfer information sheets
- Transition booklets/ transition aids e.g. photo books/videos when required
- SENCO's from respective middle schools invited to review meeting in summer term for year 4 children's reviews
- Meetings with prospective school teacher
- Multi Agency meetings including parents/pupils and staff from both schools

Funding

The schools Delegated SEN Funding ensures provision to provide appropriate support for pupils with Special Educational Needs. We aim to support pupils initially through targeted early intervention.

Funding is used to facilitate:

Quality First Teaching

Whole school inclusive practice

Resources to support specific learning needs or disabilities

SENCO role and Learning Mentor

Liaison with costed external agencies such as Educational Psychology

Resources to support differentiation including IT

Staff training (CPD)

T.A support of individual learners or group support

Individual learners may receive additional funding to address specific learning needs funded through an EHC plan.

As a fully inclusive school, children with special educational needs/disabilities including those under the care of the Local Authority will have access to the level of support they require. We recognise and will report back on the use of the additional funding these children receive.

Staff Training

All staff have completed, and will continue to receive, ongoing training in special educational needs and disabilities. A number of staff have additional knowledge, skills and experience in specific areas of Special Educational Needs. These include;

Thrive Practitioner training

Whole school approach Thrive Strategies

Communicate and Regulate Practitioners

Blue Therapy Counselling

Dyslexia/Dyscalculia

Downs/Williams Syndromes

Autism Spectrum Disorder

Attachment Disorder

Cerebral Palsy

Speech & Language

Language and Communication

Sign Language

Makaton

Lifting and Handling

Portage

Lego Therapy

Prem Aware

Support staff are placed where they are needed throughout the school to ensure pupil progress, independence and value for money.

Our fully qualified Special Educational Needs Coordinator has completed the National Award for SEN Coordination as well as regular CPD to feedback to other staff members, and provides advice and guidance to staff. This role is supported with the school's own Learning Mentor. Our governing body has a SEN governor who meets with the Special Educational Needs and Disabilities Coordinator (SENCo) and reports back to the full Governing Body on an annual basis.

If you have any concerns about your child's special educational needs or disability, their progress or the support you receive, we would ask that you to come into school and discuss matters further with your child's class teacher and / or the Special Educational Needs

Coordinator (Mrs Claire March 0191 6432026).

Although school complaints procedures are in place and can be accessed through our website we would always hope to resolve any issues or concerns informally by working in partnership with parents.

Note

For further information, support or advice parents can contact the Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS). Tel No: (0191) 6438317 / 6438313 or by clicking on the following link

<http://my.northtyneside.gov.uk/category/649/information-advice-and-support>

For information on North Tyneside's Local Offer please click on the following link

<http://my.northtyneside.gov.uk/category/590/local-offer>

Reviewed on 10.23

Next review 10.24