



Langley First School

Local Offer for Pupils with Special Educational Needs and / or Disabilities

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

Our Local Offer lets you understand how we support pupils with special educational needs and disabilities.

We consult with pupils and their families on our local offer by:

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

Supporting Pupils With Special Educational Needs / Disabilities and Their Families

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

- 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
- Reviewing the child's progress with the parents at least termly

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

- Plan short term targets to work on at home and school
- Review progress regularly with parents (at least termly)
- 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 / 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.

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

The Language and Communication Team

Sensory impairment team

Speech and Language Therapy

Private school nurse

EMTAS

Educational Psychologists

Dyslexia Team

Occupational Therapists

School Nurse team (hearing and vision tests)

Specialist Nurses for epilepsy/ incontinence.

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
- SENCO's from respective middle schools invited to review meeting in summer term for year 4 children's reviews

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

Staff Training

All staff have completed, and will continue to receive, ongoing training in special educational needs and disabilities.

Our fully qualified / trained Special Educational Needs Coordinator provides advice and guidance to staff. This role is supported with the school's own Learning Mentor.

Supporting Families

The school works in partnership with families to help them support their children's learning outside of school.

Families are also signposted to services / organisations through the North Tyneside Local Offer.

Further Information

Behaviour and anti-bullying policies are regularly reviewed with a focus on how they affect pupils' with special educational needs or disabilities.

Other useful documents such as our Special Educational Needs Policy are also available on the school website.

The school's self-evaluation process will look at teaching and learning for pupils with special educational needs and disabilities.

All school-related activities are evaluated in terms of their benefit to the learning and inclusion of pupils with special educational needs and disabilities.

If you would like further information about what we offer here at Langley First School then please contact the Special Educational Needs Coordinator / Headteacher.

School entitlement offer to pupils with special educational needs or disabilities

Support Available Within School

Communication and Interaction Needs:

e.g.

- Autistic Spectrum Disorders
- Speech, Language and Communication Needs
- Social communication difficulties

- Visual timetables
- Areas of low distraction
- Hives/havens for regulation
- Support / supervision at unstructured times of the day.
- 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.
- 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 to ensure they are accessible to all pupils.
- Differentiated curriculum and resources.

Cognition and Learning Needs:

e.g.

- Moderate Learning Difficulties

- Strategies to promote/develop literacy and numeracy.
- Provision to support access to the curriculum and to develop independent learning.
- Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas, i.e. reading skills groups etc.
- ICT is used to reduce barriers to learning where possible.

	<ul style="list-style-type: none"> ● 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 schools 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. ● Differentiated curriculum and resources.
<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 	<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 schools relationship policy identifies where reasonable changes can be made to minimise/eradicate the need for exclusions. ● Risk assessments 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. ● Hives/havens used for self regulation. Sensory feedback baskets in all regulation areas. ● Support and advice is sought from outside agencies to support pupils, where appropriate. ● Small group programmes are used to improve social skills and help them deal more effectively with stressful situations. ● Outdoor learning is used to offer a different approach to the curriculum.

	<ul style="list-style-type: none"> ● Information and support is available within school for behavioural, emotional and social needs.
<p>Sensory and Physical Needs:</p> <p>e.g.</p> <ul style="list-style-type: none"> ● Hearing/Visual Impairment ● Multi-sensory impairment ● Physical and Medical Needs 	<ul style="list-style-type: none"> ● Support and advice is sought from outside agencies to support pupils, where appropriate. ● 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. ● 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 entrances to the school have ramps fitted to allow wheelchair access. ● A proportion of our classrooms have a sound field fitted. ● The school has disabled toilets / facilities

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.

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

Parents can contact North Tyneside Parent Partnership Service for impartial information, advice and support in relation to their child's special educational need and / or disability on tel. 0345 2000 109.