

**The SEND Information Report for the
Implementation of the Special Educational
Needs and Disability Policy (Sept '22 – July '23)**

Schools have a duty to report annually to parents on the provision of special educational needs and disabilities (SEND) and implementation of the disability equality scheme. This is the annual report for Langford Village CP School for the academic year 2022-23.

Children with SEND have learning difficulties or disabilities that make it harder for them to learn in comparison with most children of the same age. This group of children may need additional or different intervention in order to meet their individual needs. The Special Educational Needs Code of Practice 0-25 years (January 2015) lies at the heart of the Langford Village CP School SEND policy and sets out the processes which are followed in order to meet the needs of those children.

How do we identify and give help to children with additional needs?

We identify the children with SEND using the SEND Code of Practice guidance on identifying Special Educational Needs, then use the 'Assess-Plan-Do-Review model,' in support of progress. The code of practice sets out guidance which ensures a consistent approach to identifying needs across settings in the four main areas:

- Communication and Interaction (C&I)
- Cognition and Learning (C&L)
- Social Emotional and Mental Health (SEMH)
- Sensory and Physical needs (S&P)

A child is deemed to have SEND if, in spite of quality first teaching and adaptations to teaching, and or resources, if he/she continues not to make progress. Interventions and support plans are implemented to address the desired outcomes. Please use the following link for more details:

EARLY YEARS: https://www.oxfordshire.gov.uk/sites/default/files/file/special-educational-needs/SEN_guidance_for_early_years_foundation_stage.pdf

Key Stage 1 and 2: https://www.oxfordshire.gov.uk/sites/default/files/file/special-educational-needs/Schools_SEN_guidance.pdf

Provision for children with SEND

The 'Special Educational Needs Code of Practice from birth to twenty-five,' document outlines a graduated approach in the provision for children with SEND. The code recognises that children learn in different ways and can have different forms of SEND. At 'SEN Support level,' additional support is provided in order to achieve the desired outcomes; this may be through targeted intervention to address a need such as a literacy difficulty, through additional small group support eg Social skills group, or through specific targeted support eg Speech and Language therapy following a bespoke programme.

If a child is deemed to have greater needs which cannot be met at SEN Support, in consultation with the SENDCo, parents, staff, outside agencies and the child (where possible,) an application for 'Additional Funding,' or an 'Education and Health Care Plan,' may be necessary.

Policies

The SEND Policy has been reviewed and ratified by the governing body and can be viewed on our website. The named Special Educational Needs Coordinator (SENDCo) is Miss. Ruth Nixon and Mrs. Kay Brown is the designated SEND Governor.

Number of pupils with SEND

SEN Category	2022-2023
SEN Support	69
EHCP	16
Total:	85

Adapting the curriculum

At Langford Village CP School, we offer a broad, balanced and ambitious curriculum for all pupils including those with SEND and make the necessary adaptations to ensure inclusivity. The whole school ethos is that we celebrate differences and treat each child as a unique individual. We strive to support the holistic development of our children and as well as supporting cognition and learning needs, we work to develop children's social emotional wellbeing and their mental health. We run a range of interventions delivered by teachers and support staff including:

In support of **language and vocabulary development** the following interventions can be used:

- Delivery of targeted speech and language work
- Language for Thinking
- Spirals
- Language Memory Game

In support of **phonic development** the following interventions can be used:

- FFT Success for all Phonics
- Dyslexia Gold
- Delivery of targeted phonics work

In support of **literacy/reading and comprehension** skills, the following interventions can be used:

- Toe by Toe
- Phonological Awareness Tasks (PAT)
- Precision Reading and spelling
- New Reading and Thinking comprehension
- Simultaneous Oral Spelling (SOS)
- Literacy Five Minute Box
- Accelerated Reader
- Dyslexia Gold

In support of **mathematical development** the following interventions can be used:

- Precision Teaching and Numicon
- Five Minute Box
- Maths Mastery

We have a full time pastoral support Learning Mentor, who supports children across the whole school, through a nurture and play based approach to therapy.

Other interventions include Occupational therapy and physiotherapy programmes and gross motor skill development.

External Agencies

The following external agencies are available to support pupils at Langford Village CP School: Educational Psychologist, Physical Disability Team, Specialist SEND ICT Team, Down Syndrome Advisory Teacher, Hearing and Visual Impairment Advisory Teachers; Communication and Interaction Advisory Teachers, Speech and Language Therapists, Social Workers, Early Intervention Team from the HUB/Locality and Community Support Services, Mental Health Support Team, Children and Adolescents Mental Health Service (CAMHS), Complex Needs Advisory Teacher, Physiotherapy, Occupational Therapy, Early Years Inclusion Team and the School Nurse.

We act on the advice of advisory professionals to bring in specific equipment and resources that individual pupils may need to support their inclusion.

We also welcome into school a number of private practitioners that parents commission to support children in school hours as required.

Liaison with Schools and Settings

We have close links with feeder settings or schools, and next phase schools or other educational establishments. Transition visits are held for all pupils. Where there is a child with an additional need, we have close consultations with the other school's SENDCo and Welfare staff (where appropriate.) Year 6 pupils with SEND receive enhanced transition support which to date has proved to be a useful process.

Staff Development

Staff are kept up-to-date with training relating to SEND through internal and external training opportunities. Staff attend relevant training coordinated to meet the needs of the children, both current and projected.

Examples include:

- Communication and Language Training
- Communication friendly classrooms
- MITA programme (Maximising the Impact of Teaching Assistants)
- IT Training

- Autism – Strategies of support
- Quality First Teaching
- Growth Mindset: How to support children to achieve
- Language and Communication skills
- Sensory needs
- Zones of Regulation
- Makaton - signing
- Dyslexia friendly learning strategies and overcoming barriers
- Maths strategies
- Meeting the needs of pupils with Attachment Difficulties
- Strategies for assessing Phonics, Reading, Comprehension, Spelling, Grammar and Writing

Our Teaching Assistants are highly valued members of the school community. All classes have additional adult support throughout the school day. Some teaching assistants are deployed to support children with complex needs, to enable them to access the curriculum. As well as supporting children's academic learning, the support staff play a vital role in supporting eh children's social and emotional wellbeing, developing their love of learning.

Many of our staff area also keen to develop their own knowledge and undertake additional study and training in their own time and consequently bringing fresh ideas into their practice in school.

Parents and Carers involvement in the provision for pupils with special educational need, and of those with disabilities and/or medical needs.

We meet with parents of SEND children three times a year, in addition to the routine parent consultations. Partnership with parents plays a key role in promoting a culture of enabling children and young people with SEND to achieve their desired outcomes. We establish strong links with parents. In communicating with and working in partnership with parents we endeavour to:

- Have positive attitudes towards parents, respecting the validity of differing perspectives
- Provide user-friendly information and procedures
- Being aware of parental needs (in respect of a disability or communication and linguistic barriers etc)
- Refer children to a range of other support agencies when needed.
- Signpost parents to a variety of outside agencies which offer support, such as local groups and the SENDIASS which can be found via: <https://www.oxfordshire.gov.uk/cms/public-site/sendias-oxfordshire> - who are able to undertake the role of parental advocate.
- Or, the Family Information directory which holds a list of available services for children and families with SEND. The Family Information directory can be found at: <http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>
- The 'Local Offer,' holds a wealth of information about where to go and what is available to young people with SEND and their families in our locality: www.oxfordshire.gov.uk/localoffer

What we do to support the well-being of our children with SEND

We take seriously our whole staff responsibilities in supporting the well-being of the children in our care. We listen to, and are responsive to, the views of our pupils through directly working with them and their families or carers, putting in place a plan to positively promote well-being. We also gain views through regular Pupil Profile review meetings, through school council representatives; and regular links with families during any exceptional circumstances, or family crisis.

We seek to involve the children in reviewing the progress they are making through using child friendly tools to capture their voice and views. These are shared with parents and incorporated into next steps.

At Langford Village CP School, we celebrate diversity and promote positive relationships between all members of

the community. Our curriculum enables pupils to gain a greater understanding of diversity within society.

How the effectiveness of the provision made for pupils with SEN is evaluated

The SENDCo works closely with support staff and teachers to record and measure the impact of targeted interventions. Teachers review SEND profiles three times a year at the end of each intervention cycle and build upon success and developing further the areas of ongoing need.

The SENDCo is part of the Senior Leadership Team and SEN has a high profile within the school. We strive to consider the needs of all members of the school community in our plan, vision and ethos of the school.