

LANGFORD VILLAGE COMMUNITY PRIMARY SCHOOL

SEN Information Report 2017-18

These pages set out information about our provision for children and young people with special educational needs (SEN). This is updated annually.

About our school

Langford Village Community Primary School provides for children with a wide range of special educational needs, including those with:

- Communication and interaction needs; this includes children who have speech language and communication difficulties including autistic spectrum conditions
- Cognition and Learning needs; this includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia
- Social, Emotional and Mental Health needs
- Sensory and/or Physical needs; this includes children who have visual or hearing needs, or a physical disability that affects their learning

Our special educational needs co-ordinator (SENCo) is: Mrs Witton (Mon – Fri)
We also employ a Special Needs Advisory Support Teacher (SNAST) Mrs Eccleston (Mon & every other Thurs)

Both Mrs Witton and Mrs Eccleston can be contacted:

- via the office on 01869 369021
- by email:
cwit8068@langford-village.oxon.sch.uk
Seccl1234@langford-village.oxon.sch.uk
- In the SEN room or around school at school drop off/ collection times

The governor with responsibility for SEN is Mrs Kay Brown (contactable through the office).

Our SEN Policy can be found under the POLICIES tab on our website
<http://www.langford-village.oxon.sch.uk/>

Number of pupils receiving SEN Support: 68 14.5% of children on roll

Number of pupils with an EHCp/Statement: 4 0.9% of children on roll

Total number of pupils on SEN Register: 72 15.3% of children on roll

What is 'Special Educational Needs'?

A child has a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child or young person is considered to have a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age'. (Code of Practice 2014)

How do we identify and give extra help to children and young people with SEN?

High quality teaching, appropriately differentiated for individual children, is the first step in responding to possible special educational needs.

Langford Village School adopts the policy of **ASSESS, PLAN, DO and REVIEW**

ASSESS:

After initial concerns are raised, discussions occur between the class teacher/ key staff, parent/ carer and SENCo. We then refer to the Oxfordshire SEN Guidance descriptors and may carry out observations on the pupil to identify and analyse their needs. We discuss the pupil's strengths and areas for development. Assessments from outside agencies may be requested, with parents'/ carers' consent. For pupils that require SEN provision, the school operates a graduated response to their needs. This acknowledges that some children will benefit from specific support from school or external agencies and as such will be categorised as requiring SEN Support. These children are placed on the SEN Register.

PLAN:

We hold meetings with parents/ carers, colleagues and any specialists who may be involved and plan carefully structured provision for the pupil. An 'outcomes' based Pupil Profile is created detailing their strengths, areas for development and ways in which the child would like to be supported. We identify interventions or support that will help the pupil and create an Individual Pupil Profile for the pupil so that we are able to monitor the impact of any intervention to ensure that the strategies and support we provide are effective.

DO:

We implement the provision and monitor it. There is a variety of different intervention programmes as well as varying levels of support available and these are detailed further in this report.

REVIEW:

The class teacher and SENCo liaise regularly with the member of staff/ professional delivering the intervention and we discuss how successful the intervention has been and the impact on the child. We look at data and may talk with the pupil. We then evaluate the impact of the provision. Each child's Pupil Profile is updated three times per year when we then detail further provision if necessary.

Click here to read the Oxfordshire guidance:

<https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreneducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationFoundationYearsandPrimary.pdf>

How do we work with parents and children?

We believe that good communication between parents/ guardians and staff is essential so that parents can share their knowledge and expertise about their child. We will always contact parents if we have a concern that a child may have a special educational need.

We work closely with children with SEN and their parents to agree outcomes and how we will all work towards these, and then to review progress. We do this in a variety of ways, depending on the need, through termly meetings (long term), parent consultation evenings, using a home/school diary, scheduled phone calls or meetings. The insight of parents and children themselves are also a necessary part of the assessment and planning process. Wherever possible, parents are involved in any strategies instigated, and we aim to support parents with their child's difficulties if necessary.

Whole school approach and adapting the curriculum

At Langford Village School, we are committed to nurturing excellence in all of our pupils. We know that all of the children in our school have unique talents, but that at some point, some children may find some aspects of school, be they academic, social, emotional or behavioural, more challenging. All staff at Langford Village Primary School share a commitment to supporting any child with an additional or special need, be this a short-term problem related to a very small part of the curriculum or school life, or more complex needs. We strive to provide the support each pupil needs in order for them to become a motivated and successful learner. This support takes different forms for each child, but some of our strategies include:

- Inclusive Quality First Teaching in the classroom, with activities adapted to meet the needs of each child. Work planned for each child is based on detailed and careful ongoing assessment by well-trained teachers and teaching assistants, and is designed to engage and motivate all pupils.
- Clear feedback to pupils through high quality marking and discussion about their learning.
- Good relationships with parents, built on regular contact and a number of more formal meetings including, for example, parent consultations, structured conversations, or target review meetings (for those children on the SEN register) three times a year.
- Utilising teaching assistants, HLTAs or expertise within the school for those pupils who might require extra support in reading, writing and maths
- A range of proven intervention programmes, delivered by teachers and teaching assistants.
- A clear and regularly reviewed Anti-Bullying Policy aimed at ensuring Langford Village School is welcoming and inclusive to all pupils, regardless of any difficulties they may face.

How do we support children through transition?

Pupils arrive at Langford Village School from a variety of pre-school settings and other schools. All children are offered settling in sessions and visits. Members of staff from the Foundation Stage Unit aim to visit all children before your child starts school unless they already attend our nursery. This is an ideal time to discuss any additional concerns. We have good links with our local EYSENIT (Early Years SEN Teacher) who may be involved with children in their pre-school years.

Most of the children from Langford Village School transfer to The Cooper School at the end of Year 6. For any of our pupils who may find the transition to secondary education challenging, additional transition sessions are available. These visits will be arranged by the Learning Mentor (Sue Williams). This is an opportunity for your child to take part in activities at the secondary school, become familiar with the surroundings and routines and to meet staff and new peers.

What expertise can we offer?

Provision for SEND:

We are able to offer access to the following provision in school to support our pupils with SEND:

Sally Eccleston:

- Experienced SENCo
- Additional training in Literacy Difficulties
- Dyslexia Assessor (AMBDA)

Communication and Interaction:

- Individual social stories
- Socially Speaking
- Play Technician
- Autism Champions
- PAT dog
- Learning Mentor/ Nurturing

Cognition and Learning:

- Quality First Teaching
- Direct Phonics (individual/ group support)
- Paired reading
- Precision teaching (individual word reading)
- Reading recovery programme using graded phonic books (intervention programme)
- ARCh Reading scheme

Sensory and Physical Needs:

- Learning Mentor

- Disabled toilet and changing facility
- Alternatives to traditional written formats considered ie. word processing
- Fine and gross motor skill support (individual/ group support)
- Deep pressure massage on an individual basis

All teaching and support staff participate in a programme of Continuing Professional Development to ensure that they are up to date with effective approaches for removing barriers to learning for the children within their classes.

We are able to request advice and support from a range of specialist support services including:

- Educational Psychologist
- Home School Link Worker
- SENSS, who support children with communication and language, sensory needs and physical needs
- Child and Adolescent Mental Health Services (CAMHS)
- Oxfordshire School Inclusion Team
- Speech and Language Therapy services
- Language and Communication Advisory Teacher (LACAT)
- Physical Disability Service
- Hearing and Visual Impairment Team
- Physiotherapy Services
- Occupational Therapy Services
- Complex Needs and Down's Syndrome Service
- PCAMHS
- Early Intervention
- Children's Social Care
- SEN ICT & Augmentative and Alternative Communication Team
- School health nurse
- EYSENIT

Information about these services and what they offer can be found on the Oxfordshire County Council SEN web pages:

<https://www.oxfordshire.gov.uk/cms/taxonomy/term/278>

We always discuss the involvement of specialist SEN services with parents first. We also work with other services and organisations that are involved with a family, with the family's permission.

How do we know if SEN provision is effective?

All pupils on the SEN register will have an Individual Pupil Profile that clearly states strengths and needs and the relevant strategies and interventions needed to work towards achieving personal outcomes. These pupil profiles are reviewed and updated

with parents and pupils three times a year and the rates of progress made will inform what the next steps will be in their learning.

The progress of all children is tracked throughout the school through Assessment for Learning (assessed at the point of teaching) and Assessment of Learning (after a period of teaching).

When we run special intervention programmes for groups of children we assess how successful they have been and use that information to decide on how best to run them in the future.

How are children and young people with SEN helped to access activities outside of the classroom?

All children and young people are included in activities and trips (following risk assessments where needed) in accordance with duties under the Equalities Act 2010. We talk to parents and young people when planning trips so that everyone is clear about what will happen.

There is information about activities and events for disabled children and those with SEN in Oxfordshire in the Family Information Directory:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire's accessibility strategy can be read at:

http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEN/guidance/Schools_Accessibility_Strategy.pdf

Who to contact.

In the first instance, it is always best to discuss any concerns you have about your child with their class teacher. If you would like further advice then please contact the school SENCOs- Mrs Witton or Mrs Eccleston.

What is an 'Education, Health and Care Plan'?

A very small number of children have profound and complex needs. The Local Authority assess these children and where necessary issue an Education, Health and Care Plan (EHC). The creation and delivery of these plans will be led by the local authority with schools developing and reviewing these plans with parents.

Children with an existing 'Statement' will transfer to the new system within three years and this transfer will normally happen within a 'transition review' such as at the end Year 6, ready for secondary school.

If you would like impartial advice from Oxfordshire's Parent Partnership Service contact: <https://www.oxfordshire.gov.uk/cms/public-site/sendiaass-oxfordshire-formerly-parent-partnership>

If you would like to know more about opportunities for children and young people with SEN and their families, support groups or information about SEN these are listed in the

Family Information Directory:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire's Local Offer contains lots of information for parents.

Click here to see it:

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-sen>