**Local Offer Submissions for 2021-2022 (SEN Information Report)**

**Langford Village Community Primary School**

Langford Village Community Primary School is a two-form entry primary school located in Bicester, Oxfordshire. There are 430 children attending the school.

At Langford Village, we provide education 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.

**Who to contact**

In the first instance it is always best to discuss any concerns you have about your child with their class teacher, the teacher knows them best as a learner and plans provision for them. Our special educational needs co-ordinator (SENCo) is: Miss Ruth Nixon (Mon - Fri) via the office on 01869 369021 by email: [rnix1234@langford-village.oxon.sch.uk](mailto:rnix1234@langford-village.oxon.sch.uk)

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

We always welcome parental support when new pupils join the school to share their knowledge and understanding of their child needs so that we can ensure we have the appropriate provision in place to support transition.

**Identification of Special Educational Needs and Disabilities (SEND)**

**How do we identify children with special educational needs and disabilities?**

There are a number of ways in which a child might be identified as having SEND such as by the class teacher or parents raising concerns regarding progress, behaviour or attitude to learning. Tracking data identifies children who are not making expected progress which can alert staff to the fact that they may have SEND.

**What should I do if I think my child has SEND?**

Your initial point of contact would be your child’s class teacher. You can arrange to speak to them after school by telephoning the school office or by sending a message through School Life using the ‘Once you have met with the class teacher they may then speak to the SENCo in order to discuss any additional support your child may require. It may also be appropriate for you to meet with the SENCo to further discuss your concerns.

The school uses Oxfordshire County Council’s guidance ‘Oxfordshire's Guidance for Special Education Needs (SEN) Support' 2020. The guidance is designed to help schools to identify a child's special educational needs, the level of support they offer, and how to arrange and monitor the support given. It also sets out expectations of what they must offer for the funding they receive. These materials can be used to aid discussion between parents and teachers to ensure that children and young peoples' needs are accurately identified. This information is also designed to help parents / carers understand the support their child might receive.

**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 (Code of Practice 2014)

High quality teaching that is appropriately differentiated for individual children is the first step in responding to possible special educational needs. Progress is also reviewed every term using a variety of assessments and this data is analysed with members of the senior leadership team (SLT), Phase Leaders and teachers to review individual pupil progress and shape teaching that plans for their next small steps. A graduated approach to support SEN is essential along with involving parents and pupils in monitoring progress made and planning next steps.

**How do we work with parents and children people?**

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

We work closely with children with SEN and their parents to agree outcomes.  The Individual Pupil Profile (IPP) is an important document that will be shared with.  The IPP outlines additional support your child receives, sets outcomes and then reviews the progress made towards achieving the outcomes. We do this in a variety of ways, depending on the need, through: 3 annual SEN meetings, parent evening meetings, 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.

**Adapting the curriculum**

We offer a broad and balanced curriculum for all children at Langford Village School that is fully inclusive of those with SEN. All children will be supported to have full access to the curriculum with additional adjustments made, when necessary, to support their participation.

For pupils that need SEN provision, they will be placed on the school’s SEN register which is monitored centrally by the local authority.

**What expertise can we offer?**

All the 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.  This includes attending training from Oxfordshire Special Needs Support Teachers. We are able to request advice and support from a range of specialist support services including:

* Educational Psychologist (BLiP EP)
* Pastoral support TA team in school, lead by the SENCo
* Specialist staff from OCC who provide advisory teachers and support workers to visit schools and provide universal as well as targeted interventions to 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 Therapists
* Early Years Special Needs Team
* Children's Social Care
* SEN ICT & Augmentative and Alternative Communication Team
* School Health Nurse
* Health Visitors
* Mental Health School's Team (MHST)
* Locality Support Service (LCSS)

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

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 (IPP) that clearly states strengths and needs and the relevant strategies and interventions needed to work towards achieving personal outcomes. These plans 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 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.

Information about how the governing body evaluate the success of the education that is provided for pupils with SEN is contained in the governors’ annual SEN report. This will be uploaded at the end of each academic year.

**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 and in accordance with duties under the Equality 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:

**What is an ‘Education, Health and Care Plan’?**

A very small number of children have complex needs and the Local Authority has assessed this. An Education, Health and Care Plan’ (EHC) for children and young people with the most complex needs is written.  The creation and delivery of these plans will be led by the local authority with schools developing and reviewing these plans with parents.

If you would like impartial advice from Oxfordshire’s Parent Partnership Service contact:

<https://www.oxfordshire.gov.uk/cms/content/contact-parent-partnership>

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/advice.page?id=eSv62Fu9C9c>

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:

Oxfordshire’s Local Offer contains lots of information for parents. <https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-sen>