



Special Educational Needs Information Report

Langney Primary School SEN Information Report September 2019

This report was compiled during the first half of the Autumn Term 2019. It is the result of consultation with staff, parents of children with SEN (Special Educational Needs) & governors.

The Governing Body ratified this document for publication on ??

1. About this report

In the 2014 Children and Families Act it says that all maintained schools must publish a Special Educational Needs (SEN) Information Report every year. This report explains how our school meets the needs of children with SEN. It will be shown on our school website and in the 'local offer' on www.eastsussex.gov.uk/localoffer.

In this report, we explain how we meet our duties towards pupils with Special Educational Needs and disabilities. We will keep this report up to date. The governors will also review the report every year, and will involve parents and pupils. If you want to give us any feedback about this report please contact the school office.

School policies related to this report:

- Accessibility Plan
- Behaviour Principles Statement
- Child Protection Policy and Procedures
- Early Years Foundation Stage
- Equality Information and Objectives Statement
- Supporting Pupils with Medical Conditions

2. Who do I contact about my child's special educational need?

Your first point of call is your child's class teacher.

The Special Educational Needs Coordinator (SENCo) is responsible for managing and coordinating the support for children with special educational needs, including those who have Education Health Care Plans (EHCP). They also provide professional guidance to school staff and work closely with parents and other services that provide support for the children in the school.

Name of SENCo: Jennifer Lynch

Deputy SENCO: Meriel Whale

Contact through the school office: 01323 762177

3. Which children does the school provide for?

We are a maintained primary school with a nursery. We admit pupils age 2 -11.

We are an inclusive school. This means we provide for all children with all types of special educational needs. If you want a place for a child with an Education Health Care Plan, contact your Assessment and Planning Officer at East Sussex County Council. If you want a place for any other child with special educational needs, you should apply as normal and your application will be considered in the same way as applications from children without special educational needs.

Please see our School Admissions Policy or alternatively follow the school's website link:

<http://www.langneyprimary.co.uk/#!admissions/cyhd>

East Sussex Admissions:

<https://new.eastsussex.gov.uk/educationandlearning/schools/>

4. Summary of how the school meets the needs of pupils with SEN and disabilities.

School Vision

'At the forefront of education, our vision is to provide opportunity and excellence in all branches of learning. By creating a flagship school that is a 'Centre of Excellence' in all scores of disciplines, academic and beyond, each unique child's potential is explored and natural talents discovered. At Langney Primary Academy our vision is to uphold the balance between EXCELLENCE (standards) and the ENJOYMENT of learning. Our school ethos places emphasis on physical, social and emotional health to ensure a healthy body and mind for our pupils, parents and staff'

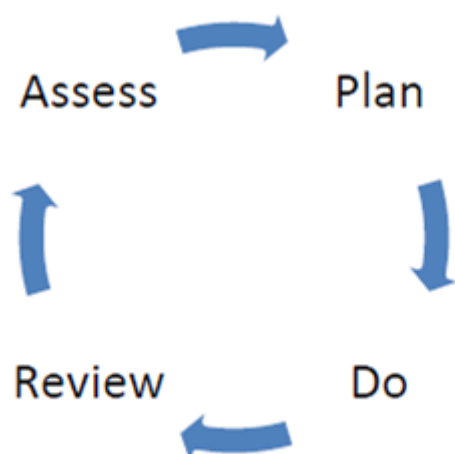
Motto

Active Body, Healthy Mind

Ensuring that all children are able to participate in educational activities, known as inclusion, underpins our every action at Langney Primary School. We are committed to providing an appropriate and high quality education for every child. In order to do this, many steps are taken to support children through their learning. Quality teaching is vital. For some children however, there are occasions when additional support may be required to help them achieve. We make reasonable adjustments for pupils with additional needs and ensure we meet our responsibilities in line with the Children and Families Act 2014 and Equalities Act 2010

In our school SEN support takes the form of a four part cycle: assess, plan, do and review. We involve pupils and their parents at each stage of the review cycle.

Decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.



The first response to less than expected progress will always be high quality teaching targeted at the pupil's area of weakness. All teachers are responsible for every child in their care, including those with special educational needs.

Assess: All Children are regularly assessed by the class teacher as part of the whole school approach. We monitor the progress and development of all pupils.

Plan: Pupils with SEN who continue to make little or no progress or to work at levels considerably below those of their peers will have a Support Plan.

Do: Teachers plan for individual children as part of the whole class planning adapting lessons to include pupils with SEN. This may be supported by the SENCo or specialist colleagues.

Review: Children's progress is regularly reviewed as part of an ongoing process. Parents are invited to meet with class teachers three times a year. Meetings are supported by the SENCo.

Where a child has not made expected progress following SEN support, consideration will be given to requesting an Education, Health and Care assessment. This request can be made by the school or by parents.

In considering whether an EHC needs assessment is necessary the Local Authority will consider the evidence of the action already being taken by the school to meet the child's SEN. An EHC needs assessment will not always lead to an EHC plan.

If your child is looked after by the local authority they will have a Care Plan including a Personal Education Plan (PEP) and Health Plan. We will coordinate these plans with the SEN Support plan and involve parents and carers as well as foster carers or social workers in discussions.

5. How does the school identify children's special educational needs?

We aim to identify children's special educational needs as early as possible so that each child achieves the best possible outcomes.

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Children may have one or more broad areas of special educational need.

- **Communication and interaction** – this includes children with speech and language needs and Autism
- **Cognition and learning** – including developmental delay, specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties** –including difficulties with behaviour, attention deficit hyperactivity disorder, attachment disorder or anxiety.
- **Sensory and/or physical needs** – including visual and hearing impairment, dyspraxia, cerebral palsy and other physical or medical conditions which affect a child's learning.

We assess each pupil's current skills and level of attainment on entry to the school. We make regular assessments of progress for all pupils. These will seek to identify pupils making less than expected progress given their age and individual circumstances.

This is progress which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap.

The first response to less than expected progress will always be high quality teaching targeted at the pupil's area of weakness.

In identifying a child as needing SEN support, the class teacher, working with the SENCO, will carry out a clear analysis of the pupil's needs including the individual's development in comparison to their peers and what is expected in their year group.

We are alert to emerging difficulties and respond quickly. For some children, SEN can be identified at an early age. However, for other children difficulties become evident only as they develop.

Where it is decided to provide a pupil with SEN support the decision will be recorded in our school records and we will formally notify parents.

6. How does the school support and teach pupils with SEN?

We set high expectations for all our pupils, regardless of prior attainment. We deliver high quality teaching, based on agreed teaching strategies, for all pupils including those with SEN.

We support pupils with SEN throughout our whole school approach, with targeted intervention and where identified as appropriate, personalised intervention. SEN support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes.

The class teachers plan high quality lessons, ensuring that all children including those with SEN are catered for. There are opportunities for the children to learn in a multi-sensory way, e.g. using playdough, sand, visual prompts, models and ICT. We have support staff who are deployed based on pupils' needs across the whole school. Sometimes it is necessary for us to have particular resources or specialist equipment to help children to access the curriculum; for example, writing slopes, dual handled scissors, talking tin lids, listening whiteboards and pencil grips.

Pupil Progress Meetings take place three times a year. At these meetings the class teacher shares the progress that all the children in their class have made. The senior leadership team take part in the meetings to offer advice and celebrate achievements. If a class teacher feels that a child is not making expected progress, then advice and plans for support may be discussed. At these meetings the impact of any extra support can be measured for its effectiveness in the classroom.

Intervention groups:

Intervention groups are run by trained members of staff or outside services. Parents and children are consulted at our structured conversations/parents evenings. The groups are run by specialist teachers or teaching assistants. These groups are regularly assessed for effectiveness using the assess, plan, do, review cycle. Groups vary in lengths of time, depending on the need of the child. Groups may include:

Communication and interaction

- **Language Link** - to develop basic language skills. E.g. barrier games to develop listening and comprehension and language steps to develop the child's vocabulary and understanding of concepts.
- **Speech Link** – a programme to develop children's speech sounds.
- **Talk About** – a social skills development programme.
- **Sensory Circuits** – an intervention to support with sensory integration.

Cognition and learning

- **Toe by Toe** – a multi-sensory approach to the teaching of reading and spelling.
- **Maths Support** - small groups or 1:1 sessions, independent ICT programs: Mathletics
- **Plus One/Power of Two** – a multi-sensory approach to the teaching of number.
- **Jump Ahead** - a physical development programme to develop fine and gross motor skills and attention and listening.
- **NEST groups** - Highly personalised, nurturing extra small group teaching.

Social, emotional and mental health difficulties –

- **Nurture** - small group nurture sessions to give children time to talk.
- **Thrive** – a programme to develop resilient confident children

7. How will the curriculum and learning environment be matched to my child's needs?

All pupils have access to a broad and balanced curriculum which is suitable for all our pupils. We set high expectations for all pupils.

We adjust the curriculum for each child with SEN to make sure they can access all subjects and make progress.

We will look at the child's level of achievement and see what support they need to make good progress and reach their potential. We will use our in-school formative (day-to-day) and in-school summative (termly) assessment systems to do this.

We will talk with children and parents as part of our support cycle (assess, plan, do, review)

Please refer to our termly newsletters and our website for details of our curriculum.
<http://www.langneyprimary.co.uk/#!newsletters/c1wzq>

8. How are parents and carers involved in reviewing children's progress and planning support?

Langney Primary Academy is committed to working in partnership with parents and carers.

We will:

- listen to the views, wishes and feelings of parents;
- meet with the parents of children at least three times each year;
- agree outcomes with parents and plan support to help children reach agreed outcomes;
- ensure reviews have a focus on pupils' progress towards outcomes;
- support parents to help their children;
- provide parents with useful information;
- provide an annual report for parents on their child's progress;
- make reasonable adjustments for parents with disabilities.

The effectiveness of the SEN support on the child's progress and a child's next steps will be recorded and reviewed with parents during a Structured Conversation Meeting. Parents will receive records of these meetings.

Reviewing an EHC plan

EHC plans are reviewed every 12 months as one of the three SEN meetings. The review will focus on the child's progress towards achieving the outcomes specified in the EHC plan.

Before the meeting we will:

- send invitations to attend at least two weeks before the meeting and seek advice and information about the child;
- send out any advice or information gathered to all those invited at least two weeks before the meeting.

We will prepare and send out a report of the meeting to everyone invited within two weeks of the meeting.

Where a child is looked after by the Local Authority, we will endeavour to synchronise EHC plan reviews with social care reviews.

9. How are children involved in reviewing their progress and planning support?

Langney Primary School are committed to involving children/young people with SEN in decisions about their learning.

We will:

- listen to the views, wishes and feelings of children;
- provide children with information and support to help them make decisions;
- support children with their development and help them achieve the best possible; educational and other outcomes, preparing them effectively for adulthood.

Opportunities for children to be involved in reviewing their progress and planning support include:

- Self-assessment during lessons;
- PSHE lessons;
- School Council meetings;
- Pupil Voice activities including surveys;
- Pupils are invited to SEN Meetings with parents;
- Pupils with SEN representation on the School Council.

10. How will the school prepare and support my child to transfer to a new school or the next stage of education?

The great majority of children with SEN or disabilities (with the right support) can find work, be supported to live independently, and participate in their community. We encourage these ambitions right from the start.

Our SEN support includes planning and preparation for the transitions between phases of education, key stages, year groups and preparation for adult life. We agree with parents and pupils the information to be shared as part of this process.

We support children so that they are included in social groups and develop friendships.

Our SENCo liaises with secondary schools to support a positive transition and arranges additional support if required.

If a child has an EHC plan, this will be reviewed and amended in sufficient time prior to moving between key phases of education.

11. What training do school staff have?

When we plan support for a child, we think about the knowledge and skills their teachers and support staff will need. If necessary we plan training for the staff member(s) or arrange an INSET Training day.

The school plans training to reflect the whole school development plan. This plan is reviewed annually by senior leaders, governors and teaching staff.

2018-19 SEN Training Included:

- CLASS Understanding and supporting pupils with Autism Spectrum Disorder - Support Staff
- CLASS Understanding pupils at risk of Dyslexia - Support Staff
- SENCO delivered:
 - ✓ update on SEND assessments
 - ✓ SEN Support Plans
- A Makaton refresher - EYFS and Year One
- Specific training for Interventions (Selective Mutism and Language Link)
- Specific training for individuals from Speech and Language Therapists, Occupational Therapist and Physiotherapists
- SENCo Training
 - ✓ Role of East Sussex Lead SENCO - peer reviews, new SENCo support, NQT training
 - ✓ Autism - day course
 - ✓ ISEND Conference
 - ✓ Designated Safeguarding Training refresher
 - ✓ East Sussex Inclusion Network Day

2017-18 SEN training included:

- Thrive Training – EYFS Lead and KS1 and 2 Leads
- An introduction to Makaton - EYFS and Year 1
- SENCO delivered:

- ✓ update on SEND assessments
- ✓ Strategies to support SEND Pupils
- ✓ Meeting the needs of pupils with SEND
- ✓ SEN Support Plans
- Training for specific interventions (Language Link)
- SENCO Training
 - ✓ SEND assessments conference
 - ✓ East Sussex Inclusion conference
 - ✓ Lead SENCo Training
 - ✓ Attendance at EHC Moderation Panel

2016-17 SEN training included:

- Thrive Training – Whole staff
- Sylvia Lamb (SEN Consultant)
 - ✓ update on SEND reforms
 - ✓ Meeting the needs of pupils with SEND
 - ✓ SEN Support Plans
- Andrew Whitehouse (SEN Consultant)
 - ✓ Strategies to support pupils with Autism
 - ✓ Strategies to support pupils with Dyslexia
 - ✓ Strategies to support pupils with Attachment
 - ✓ Promoting Positive Behaviour for pupils with ADHD and ASD
- Training for specific interventions (Language Link)

2015-16 SEN training included:

- understanding The SEND Code of Practice (2015) and the schools own approach to SEN'
- supporting pupils with Autism (South Downs Outreach);
- Speech, Language and Communication (Dawn Ralph, Speech and Language Therapist).
- Word Aware (Dawn Ralph, Speech and Language Therapist);
- Training for specific interventions (Jump Ahead, Speech and Language, Dyslexia, Memory Magic, Phonic Awareness).
- Early Years Staff – Using Visuals to Support Learning

The SENCO is a qualified teacher working at the school and has achieved a National Award in Special Educational Needs Coordination.

We use the government's online training to support staff development:

- Inclusion Development Programme <http://www.idponline.org.uk/>
- Advanced Training Materials <http://www.advanced-training.org.uk/>

12. How does the school measure how well it teaches and supports children with SEN?

We regularly and carefully review the quality of teaching for all pupils to make sure no one underachieves. We look at whether our teaching and programmes of support have made a

difference. We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and remove those that are less so.

We complete an annual self-evaluation of our SEN provision and use this to develop an action plan to further improve.

We send home a parent questionnaire every year and this helps us to inform the school development plan.

We also invite parents to provide feedback at meetings, through attending parent forums and through the OFSTED parent view website <https://parentview.ofsted.gov.uk/>

OFSTED report 11th June 2018

“Pupils who have SEN and/or disabilities receive strong support. For example, teachers and your special educational needs coordinator (SENCo) work together effectively to plan appropriate teaching in the classroom. Learning is adapted well to meet the needs of these pupils and ensure that they make good progress from their starting points.”

“Extra support for pupils who have SEN and/or disabilities is effective. For instance, in a small support group, good-quality teaching and well-planned resources helped pupils deepen their mathematical knowledge of ‘greater than’ and ‘less than’. In addition, the teaching assistant’s careful explanations and well thought-out questioning helped this group of pupils better understand their mathematical learning.”

End of Key Stage 2 SEND Pupil Progress Outcomes

2019 Statutory Assessment tests results:

2019 The percentage of pupils with SEN support achieving Expected Standard in reading, writing and maths combined was above National for pupils with SEN Support .

2019 The percentage of SEN pupils achieving Greater Depth Standard in reading, writing and maths combined is above the National average for pupils with SEN Support.

2019 Reading Progress outcomes for pupils with SEN Support is broadly in line with National progress.

2019 Maths progress for pupils with SEND was above National progress for pupils with SEND and all pupils Nationally.

2019 Writing progress for pupils with SEND was above National progress for pupils with SEND, all pupils nationally and pupils with no SEN .

2018 Statutory Assessment tests results:

2018 Maths Progress outcomes for pupils with SEN Support is broadly in line with National progress.

2018 Writing Progress outcomes for pupils with SEN Support is broadly in line with National progress.

2018 Reading Progress outcomes for pupils with SEN Support is broadly in line with National progress.

2018 Key Stage Two outcomes indicate the gap has begun to diminish from 2016 in the Scaled Score gap between SEN Support pupils and all pupils nationally in Maths.

2017 Statutory Assessment Results

2017 Key Stage Two outcomes indicate Pupils with SEND make good progress in writing.

2017 Key Stage Two outcomes indicate pupils with SEND make good progress in reading.

Key Stage Two outcomes indicate pupils with SEND Support make progress which is above floor standards in reading, writing and maths.

Key Stage Two outcomes indicate pupils with EHC Plans make progress which is above floor standards in reading, maths.

2017 Key Stage Two outcomes indicate the gap has begun to diminish from 2016 in the Scaled Score gap between SEN Support pupils and all pupils nationally.

2016 Statutory Assessment tests results:

2016 Maths Progress outcomes for pupils with SEN Support or with Statements/EHC Plans were broadly in line with National progress.

2016 Writing Progress outcomes for pupils with SEN Support or with Statements/EHC Plans were broadly in line with National progress.

2016 Reading Progress outcomes for pupils with SEN Support or with Statements/EHC Plans were broadly in line with National progress.

13. How accessible is the school and how does the school arrange equipment or facilities for children need?

At Langney we recognise our responsibilities under the Equality Act 2010. We have adopted an Accessibility Plan and Equality Policy (please see website under policies section).

At Langney Primary school:

* There are ramps placed in school to aid wheelchair access.

- * There is a toilet for disabled users.
- * We have wider doorways to enable wheelchair access.
- * Lift access to the 2nd floor.
- * Tarmacked level playground.
- * Wider outside paths to allow access to all areas.

We fully support pupils with medical conditions and meet regularly to review Health Plans.
We have staff with first aid qualifications.

14. How will my child be included in activities with other children, including school trips?

We are committed to eliminating discrimination, promoting equality of opportunity and fostering good relationships. Through careful planning, pupils with SEN engage in the activities of the school together with those who do not have SEN, and are encouraged to participate fully in the life of the school and in any wider community activity. We work with parents to listen to their views, feelings and wishes to ensure pupils with SEN engage fully in the life of the school and in any wider community activity.

15. What support will there be for my child's overall well-being, and their emotional, mental and social development?

We are an inclusive school that holds a child's emotional and spiritual development as a priority. The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class.

Our school values underpin everything we do at Langney.

'Positivity, Aspiration, Appreciation, Mutual Respect, Forgiveness'

We support the emotional, mental and social development of all children, including those with SEN and disabilities. We have a Pastoral Team which consists of the Pastoral Lead (Assistant Headteacher) and other wide-ranging roles including: Anti-Bullying Support Worker, Bereavement Support Worker, Internal Intervention Manager and External Intervention Manager. In addition, all staff have Thrive training and we have 6 THRIVE trained practitioners.

Based on children's identified needs, we provide additional pastoral support arrangements. We also work closely alongside the East Sussex Education Support, Behaviour & Attendance Service (ESBAS) to support pupils with more complex needs.

We offer pastoral support at Langney in many different ways.

- Daily assemblies with a special celebration Assembly on a Friday, where successes are shared and celebrated as a whole school.
- Whole-school PSHE Scheme of Work with a focus on mindfulness, emotional intelligence and development of resilience.
- We have play zones in the playground at lunchtimes. These are run by play leaders.
- Construction club at second sitting lunchtime offers an opportunity where the children's interactions are supported by adults supervising the club.
- We have a nurture group for children who are experiencing emotional upset and/or home difficulties.
- Thrive sessions for individual pupils.
- Family Thrive Courses to support the parents of children who are receiving Thrive
- External counselling.
- Extended Parenting Support for identified families to support with personalised issues within the home context.
- If a family has a keyworker, they may occasionally visit the child in school.

How does the school manage the administration of medicines?

- The academy trust has a policy regarding the administration and management of medicines, which is available on the policy page of the school website. Parents can request a 'hard copy' of this policy from the school office
- Parents need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown. A form must also be completed by the parent and medicines handed into and collected from the school office
- A number of staff are trained for the administration of medicines.
- As a staff, we have regular training and updates on conditions and medication affecting individual children so that all staff are able to manage medical situations
- A number of teaching assistants hold first aid qualifications, which are updated regularly.

Please also see our policies on Behaviour, Safeguarding and Supporting pupils with medical conditions.

16. What specialist services does the school use to support children and their families?

Parents are always involved in any decision to involve specialists. We may involve specialists at any point to advise on early identification of SEN and effective support and interventions. Together, we agree the needs of the child, responsibilities and the outcomes to be achieved through the support, including a date by which it is reviewed. We will always involve a specialist where a child makes little or no progress over a sustained period or where they continue to work at levels substantially below those of pupils.

Where a child is looked after by Local Authority, we will work closely with other relevant professionals involved in the child's life as a consequence of being looked after.

Please refer to the East Sussex Local offer website (LINK) for services available to schools.

<https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/>

<https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/search-for-services/>

Health Services

<https://www.kentcht.nhs.uk/service/school-health/school-health-service-east-sussex/>

Expertise currently available at, or accessed by, Langney

- * Communication, Learning and Autism Support Service (CLASS)
- * ESBAS – Education Support, Behaviour and Attendance Service
- * Children’s Integrated Therapy Service, Speech and Language, Occupational Therapy and Physiotherapy
- * Early Years’ Service
- * School Nurse
- * Family Keywork
- * Child and Adolescent Mental Health Service
- * Social services
- * Eastbourne District General Hospital
- * Hearing Impairment Service
- * Educational Psychologist

17. Where can I get information, advice and support?

The ‘Local Offer’ on the internet

www.eastsussex.gov.uk/localoffer

Parent Information Contact: Lynda Harman (contact via school office)

SEND Information, advice and support service

Impartial advice and help for children with special educational needs and disabilities and their parents and carers.

Amaze SENDIASS: 01273 772289 (you will be asked to select East Sussex)

Email: eastsussex@amazesussex.org.uk

CLASS+ Weekly Parent/Carer Telephone Advice Line Mon 10-1pm, Friday 12-3pm

01273 336887

Ask for CLASS+ advice line

18.What do I do if I am not happy or I want to complain?

If there are any disagreements with parents about SEN support for their child, we will work with them to try to resolve these. If parents have a complaint they can use the school's complaint procedure.

Details about this are available from the school office or on the school website.

The first point of contact is the child's class teacher.

Should you need to meet for a more detailed discussion relating to SEND and additional needs, the school's SENCo will be involved.

If you wish to seek further advice or support please see:

<https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/sen/gettinghelp/>

Glossary

ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
CAMHS	Child and Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
EAL	English as an Additional Language
EHC	Educational Health Care Plan
EP	Educational Psychologist
FSM	Free School Meals
IBP	Individual Behaviour Plan
IEP	Individual Education Plan
LAC	Looked After Child
LEA	Local Education Authority
LSA	Learning Support Assistant
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PCSO	Police Community Support Officer
SaLT	Speech and Language Therapist
SDQ	Strengths and Difficulties Questionnaire
SEMH	Social Emotional Mental Health
SEN	Special Educational Needs
SENCo	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and Disability
SpLD	Specific Learning Difficulty
YCP	Youth Crime Prevention