SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT
2018-2019

Introduction

Langley Park Primary School is an inclusive school and committed to meeting the needs of all pupils including those with special educational needs and disabilities. There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

This SEND Information Report has been co-produced with key stakeholders which includes staff and governors, pupils and parents/carer of Langley Park Primary school. Staff, governors and pupils are involved as part of ongoing conversations and consultations and the report is reviewed and updated yearly.

At LPPS we offer a range of provision to support children with a variety of needs, including the following:

- Specific learning difficulties (SPLD)
- Moderate learning difficulties (MLD)
- Speech, language and communication needs (SLCN)
- Autism Spectrum Disorder (ASD)
- Social, emotional and mental health difficulties (SEMH)
- Vision impairment (VI)
- Hearing impairment (HI)
- Physical disabilities (PD)
- Any other difficulties which may fall into the areas mentioned in the Code of Practice (2015) i.e. communication and interaction needs; cognition and learning difficulties; social, emotional and mental health and sensory or physical needs.

The support deployed will be tailored to the individual need following thorough assessment either internally and/or by external agencies. It is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation.
Who should I contact to discuss the concerns or needs of my child?

Class Teacher

The class teacher should be your first point of contact for any initial concerns about your child. The teacher is responsible for:

- Adapting and refining the curriculum to respond to strengths and needs of all pupils.
- Checking on the progress of your child and identifying, planning and delivery of any additional support.
- Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning.
- Applying the school’s SEND policy.
- Contact: office@langley-primary.org.uk

Special Educational Needs Coordinator (SENCO)

After initial conversations with the Class Teacher, you may then be directed to the SENCO.

Our current SENCO is Mrs Rachel Cadman. The SENCO is responsible for:

- Coordinating provision for children with SEND and developing the school’s SEND policy
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs
- Liaising with external agencies, as needed
- Updating and maintain the SEND register for all staff
- Ensuring that parents are:
  - Involved in supporting their child’s learning and access
  - Kept informed about the range and level of support offered to their child
  - Included in reviewing how their child is doing
  - Consulted about planning successful move (transition) to a new class or school
  - Involved in liaising with a range of outside agencies who can offer advice and support to help pupils overcome any difficulties
- Contact: RCadman@langley-primary.org

Head Teacher

Our Head Teacher is Mrs Sarah Kluzek. She is responsible for:

- The day to day management of all aspects of the school, including the provision made for pupils with SEND
- Delegation of the co-ordination of provision for children with SEND to the SENCO
- Contact: office@langley-primary.org.uk
SEND Governor

Our current Governor for SEND is Matt Dickens. He is responsible for:

- Supporting school to evaluate and develop quality and impact of provision for pupils with SEND across the school

Assessment, Planning and Review

Identification of need and progress tracking

At Langley Park Primary School we believe in early intervention for children who may have SEND. Ongoing monitoring takes place by class teachers to identify pupils who are not making progress or have difficulties with behaviour which are affecting their ability to engage in learning activities. Information is gathered from:

- Teacher assessment (including formal assessment data)
- Pupil progress reviews
- Provision maps
- Moderating across key stages and across schools within the Academy Trust
- Teacher/SENCO meetings
- Parent/Teacher meetings

After discussions with key staff and parents/carers, intervention will be put into place to provide differentiated resources and targeted small group and/or individual support to help overcome any difficulties. The process of “Assess, Plan, Do, Review” is followed.

If a referral to an external agency is considered, parents will be asked for their permission for the referral to take place. The aim of involving an outside agency will be to help the school and parents understand any particular needs a pupil may have and be able to support them better in school. The specialist professional will work with a pupil to understand their needs and make recommendations to support them.

Any additional support is documented in a Provision Map or Behaviour Support Plan. Short term targets are agreed which prioritise key areas of learning or behaviour to address and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed take into account each child’s strengths as well as their difficulties.

In some cases, support from a Teaching Assistant may be allocated. This support is deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning to support transition to adulthood.

Provision maps are reviewed at least twice a year. Parents, relevant external agencies and when appropriate, pupils are invited to contribute. The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies.

If your child is continuing to have significant difficulties, further external expertise may be requested. Additional funding is available for children who meet the criteria. This can be accessed using the Local Authority process and the guidance in the Banded Funding Criteria. Where this is agreed, a Pupil Resource Agreement will be drawn up and implemented with the schools/Local Authority’s Educational Psychologist and other professionals where appropriate.
Tests and Examinations: Access Arrangements

For some pupils additional arrangements and adjustments can be made to enable them to fully access a range of tests including phonics and both KS1 and 2 SATs. This might include additional time, rest breaks or the use of a scribe or word processor. The SENCO will inform you about eligibility and applications for these arrangements. Only tests and assessors authorised by the school and recognised by the Joint council for Qualifications (JCQ) can be accepted for access arrangements for public examinations.

Curriculum and Teaching Methods: How will teaching be adapted to meet the needs of my child?

Class teachers are skilled at adapting teaching to meet the diverse range of needs in each class and have the highest possible expectations for all pupils. Daily planning takes into account what a pupil already knows and their individual needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning. Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.

Additional adults (Teaching Assistants, Teachers, and Parents) are used flexibly to help groups and individual pupils with a long term goal of developing independent learning skills. Interventions may take place within the classroom or in an alternative area of the school. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

What interventions may be used to support my child?

Depending on the needs of the child, the following support may be put into place:

Access to Teaching Assistants

- In all year groups
- Regular intervention groups
- Intensive programmes for key skills

Strategies/programmes to support speech and language

- Speech and Language Therapist advice disseminated and followed by staff and /or experience Speech and language teaching Assistant
- Specific differentiation
- Vocabulary and pre-learning of concept and topic words
- Modelling correct speech and pronunciation
- Provision maps used to support recommendations from NHS Speech and Language Therapists

Strategies to support/develop literacy

- Daily focussed reading programmes
- Small group intervention programmes
- Ability setting & differentiation

Strategies to support/develop numeracy
• Small group intervention programmes
• Ability setting & differentiation

Provision to facilitate/support access to the curriculum

• Mentoring by peers/Secondary pupils, Teaching Assistants, Teaching staff
• Alternative recording methods e.g. use of a scribe/word processor
• Visual timetables for class and individuals
• Differentiated success criteria used in lessons

Strategies/support to develop independent learning

• Alternative recording methods as appropriate
• Writing frames
• Visual timetables for class and individuals
• Differentiated success criteria used in lessons
• Checklists

Pastoral Support

We recognise that some children may benefit from pastoral support. This may include the following:

Strategies to support the development of pupils’ social skills and enhance self-esteem

• Small group programmes
• Mentoring
• Head teacher stickers
• Social stories

Strategies to reduce anxiety/promote emotional wellbeing

• Access to named member of staff
• Access to quiet area
• Social skills groups

Strategies to support difficulties with behaviour

• School sanctions and reward system as set out in the school behaviour policy
• Behaviour Support Service
• Behaviour Plan
• Social skills group

Support/supervision at unstructured times of the day including personal care

• Access to Teaching Assistants
• Access to clubs e.g. Rainbow club

Planning, assessment, evaluation and next steps

• Regular reviews with parents
• Pupil progress reviews
• Provision maps
• All lessons differentiated to take account of individual needs

**Access to Medical Interventions**

• Use of Individualised Health Care Plans
• Referral to Paediatrician
• Referral to CAMHS (Child Adolescent Mental Health Service via Bromley Wellbeing)
• Access to whole staff training if required.

**Increasing Accessibility**

Please see the website for the separate Accessibility Plan.

**External Agencies**

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include the following:

• Educational Psychology
• Speech and Language
• School Nursing Team
• Occupational Therapy
• Inclusion Support and Advisory Team
• Bromley Wellbeing
• Community Paediatricians
• Social Eyes (Social Communication Support Service)

**How will the school help my child with transition?**

Children and young people with SEND can become particularly anxious about “moving on”, whether this be between classes, to a new year group of to a different school. We supporting key transitions in the following ways:

**From pre-school to Early Years:**

• Home visit at the beginning of September
• Transition meetings
• Additional SENCO visit where pupil has SEND
• ‘Meet the new teacher’ day
• ‘Play and Stay’ sessions
• Liaise with outside agencies where appropriate
• Offer additional familiarisation visits

**When moving to another school:**
We will contact the school SENCO and share information about special arrangements and support that has been made to help your child achieve their learning goals.

We will ensure that all records are passed on as soon as possible.

**When moving classes in school:**

An information sharing meeting will take place with the new teacher. Class provision maps ensure that every child who receives additional and/or different teaching to ‘Quality First Teaching’ will be identified to the next teacher.

**Staffing Expertise: How do staff at LPPS ensure they are best able to meet the needs of all children?**

Our SENCO is a qualified teacher and has the SENCO accreditation in accordance with the SEND Code of Practice.

An ongoing programme of training is in place to ensure that teachers and teaching assistants have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND. All staff receive regular safeguarding and child protection training.

Our SENCO actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEND.

The school also seeks advice and guidance from local special schools to review, evaluate and develop provision for pupils who have the more complex needs.

**Complaints procedures**

All complaints relating to children with SEND should follow the school’s complaints policy.

**Further Information/ Useful contacts**

- **Information, Advice and Support Service (IASS)**
  [http://www.bromley.gov.uk/info/8/special_educational_needs/64/information_advice_and_support_service_iass](http://www.bromley.gov.uk/info/8/special_educational_needs/64/information_advice_and_support_service_iass)

- **Bromley Parent Voice:**
  [http://www.bromleyparentvoice.org.uk/](http://www.bromleyparentvoice.org.uk/)

- **Bromley Wellbeing Service:**

- **Bromley Mencap:**
  [https://www.bromleymencap.org.uk/](https://www.bromleymencap.org.uk/)
• **Dyslexia Association of Bexley, Bromley, Greenwich & Lewisham:**
  http://dyslexiawise.co.uk/

• **Bromley Local Offer**
  Further information about support and services for students and their families can be found in the Bromley Local Offer Web link.
  http://bromley.mylifeportal.co.uk/lbb-local-offer.aspx