



# Church Langton CE Primary School

## SEND INFORMATION REPORT

October 2020

SENCO: Mrs Jennie Edwards (NASENCO qualified)

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UPRN 200003740900

Specialism: Primary 4-11

Head teacher / Principal Mr. Stephen Roddy

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## Inspection details

Date of last inspection 12–13 July 2017

Outcome of last inspection Good

### **Effectiveness of leadership and management is good**

Leaders use additional funds through the pupil premium and for pupils who have special educational needs and/or disabilities to provide suitable resources and extra adult support. This has a positive effect on pupils' personal and academic achievements.

### **Personal development, behaviour and welfare is outstanding**

The school's work to promote pupils' personal development and welfare is outstanding. Staff are very mindful of individual pupils' needs. Strong pastoral care promotes pupils' well-being and meets their social and emotional needs very well.

### **Outcomes for pupils is good**

Pupils who have special educational needs and/or disabilities make good progress. Recently improved provision is having a very positive impact and many of these pupils are now making much better progress than previously

## School Information



### **How we support a parent/carer with a concern, or a young person who is worried about their learning**

Pupils with SEN along with their peers are assessed termly by the class teacher and this information is used to update interventions and the support needed. This information will be shared with parents twice a year at Parents Evenings and also in termly SEND reviews. This will give parents the opportunity to record their concerns, be updated on their child's progress/attainment and help to agree outcomes for the pupil in order to prepare them for the next phase of education e.g. Foundation Stage to KS1, KS1 to KS2 and KS2 to KS3.

Parents who are concerned about their child's learning should initially contact the class teacher. A conversation can take place and next steps can then be decided.

### **Our policies for identifying children and young people with SEND and assessing their needs (including the name and contact details of the SENCo)**

The SENCo is Mrs Jennie Edwards.

## The Role of the SENCo:

- Must have achieved a postgraduate National Award in Special Educational Needs coordination.
- Oversee the day-to-day operation of the SEND policy.
- Coordinates provision for pupils.
- Liaise with parents of pupils with SEND.
- Liaise with Early Years providers, next phase settings and external agencies.
- Ensure that records are kept up to date.

The benefits of Early Identification are widely recognised. Special Educational Needs mean that a pupil requires different from, or additional to, that which is normally available to all pupils. Class Teachers will use their assessments to identify pupils whose progress:

- Is significantly slower than that of their peers.
- Fails to match the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

Our first response to a pupil's learning will always be **quality first teaching** which will be targeted at areas of difficulty. If the gap continues to widen, the pupil will be monitored by gathering evidence compared to the work of their peers - this will include the views of the parents and the pupil. During the information gathering period, interventions will be put in place to secure better progress and a SEN Initial Concerns record will be put into place.

At Church Langton CE Primary School, the SENCO has access to a range of different assessment materials which she will use to help identify strengths and weaknesses of the child's learning profile. This includes literacy, maths, phonics assessments as well as a working memory and dyslexia screener tool. In accordance with the 2014 SEND Code of Practice, this follows the graduated approach of 'Assess, Plan, Do, Review. Support, strategies and interventions will then be put in place, details of which will be documented in a provision plan (for those children who are not on the SEND register but who have been highlighted as not making expected progress) or for those children on the SEND register in their individual learning plan.

If a pupil continues to make less than expected progress or continues to work at levels substantially lower than that of their peers despite support and interventions

then an external agency will be involved. The SENCo will work in conjunction with the class teacher to gather evidence and decide which external agency would best fit to suit the individual needs of that pupil.



### **Our arrangements for consulting parents of children with SEND and involving them in their child's education**

The school works closely with parents and carers in the support of those children with special educational needs.

We encourage an active partnership through an ongoing dialogue with parents and carers. The home-school agreement is central to this. Parents and carers have much to contribute to our support for children with special educational needs.

The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. A named governor takes a particular interest in special needs and is always willing to talk to parents and carers.

We have regular meetings each term to share the progress of special needs children with their parents or carers. We inform the parents/carers of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

There are a range of opportunities for parents to discuss progress including Parents Evenings, SEND review meetings, formal reports and meetings with the class teacher and/or SENCo which can be arranged at any time. Staff are happy to make

themselves available to discuss any pupils including those with SEND, if an appointment is made through the school office.

## **Our arrangements for consulting young people with SEN and involving them in their education**

Pupils are asked to comment on and review their progress at the end of each term and through Annual Reviews for Education and Healthcare Plans.

The ideal is to lead up to 'real participation' where the children have an idea of the areas of difficulty and where they want to be by the end of KS2. Obviously, the younger the child, the more adult initiated this will be.

If a child is referred to the Educational Psychology Service, their views will also be recorded as part of the Educational Psychologist's report.



## **Our arrangements for assessing and reviewing children and young people's progress towards outcomes**

Pupils with SEND along with their peers are assessed termly and this information is used to update interventions and the support needed. This information will be shared with parents each term. This will give parents the opportunity to record their concerns, be updated on their child's progress/attainment and help to agree outcomes for the pupil in order to prepare them for the next phase of education

e.g. EYFS to KS1, KS1 to KS2, KS2 to KS3.

If required, for a child with communication difficulties, a Home/School book will be used for information about things that may have happened at school and for the parent to share any information about things that have happened at home.

At Church Langton C of E (Aided) Primary School, when home learning is set, there is an explanation sheet to accompany it which explains the tasks that need to be completed. For pupils with SEN, if additional learning is to be completed i.e. for their targets on their Individual Learning profile, then the parents will be informed either via the child's homework book or informally by speaking to them. The tasks will be set out clearly so as to maximise learning.

### **Our arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood**

When a pupil with SEN is due to transfer to the next phase of education e.g. KS2 to KS3, the SENCo will arrange for all pupils with SEN to have an additional visit where their questions can be answered in a small group situation. All the information on the specific details of the individual needs of the pupil will be communicated to the next school's SENCo and they will arrange a meeting with the parents so that their concerns will be addressed.

Extra support is also available leading up to the transfer to the child's new school. It is usual practice for an SEND assistant from the transfer school and any external agencies who are already involved, to visit the child prior to transfer.

Timescale - the information is passed to the SENCo of the Secondary School in March/April who will then meet with parents.

The additional visit usually takes place in June and parents may accompany their child if they feel this is appropriate.



## **Our approach to teaching children and young people with SEN**

When a pupil has been recognised as having Special Educational Needs, the first step is to target their areas of difficulty through quality first teaching and this is to be differentiated so that the pupil's individual needs are addressed.

If the pupil requires additional support and intervention, this will be planned by the teacher, SENCO and Teaching Assistant.

The pupil will have an Individual Learning plan which will provide details of the views of the pupil, their attainment over time, key provision details, reasonable adjustments, individualised targets, pupil outcomes and how to support at home.

For children with more complex needs, who may need Top Up funding or a Request for Statutory Assessment, in which the Local Authority undertake a full assessment of the child's need to ascertain whether they need an Education, health and Care Plan, a SEND Support Plan ( Local Authority document) will be written. This details any advice given by an external agency, health needs, social care needs, agreed outcomes, and provision (Educational, Health and Social Care).

All lessons are differentiated at Church Langton C of E Primary School which enables all abilities to achieve in lessons. In every year group, teachers, HLTAs and TAs have been judged to be good at providing a well-balanced curriculum.

As Ofsted stated:

"Disabled pupils and those who have special educational needs make good progress. They often receive extra help so they clearly understand their learning and



make small steps towards their targets. They develop confidence in their abilities because staff make sure pupils do not become over-reliant on their support."



## **How adaptations are made to the curriculum and our learning environments:**

Our Mission Statement talks about the commitment the school has to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and

- groups of pupils;
- o providing other curricular opportunities outside of the National Curriculum to meet the needs of individuals or groups.
- o using information from specialists to help support in class learning. (This includes speech and language therapy and mobility training.)

**We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:**

- o do all our children achieve their best?
- o are there differences in the achievement of different groups of children?
- o what are we doing for those children who we know are not achieving their best?
- o are our actions effective?
- o are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

We aim to give all our children the best opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their children. We also have several evidence based interventions that can be adapted to meet the pupil's individual needs.

When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, teachers use materials from a later key stage, or extend the breadth of work within the area or areas for which the child shows particular aptitude, allowing them to work at a mastery level in that subject.

Reasonable adjustments can also be made to learning environments, including use of ramps and disabled toilets alongside aids for learning e.g. laptops, chairs etc. to ensure that all children are entitled to a broad and balanced curriculum.

## **We recognise that children are individuals and that they learn in different ways and at different paces.**

The task for the teachers is to fully engage all children in the learning process, and for those children who find learning more challenging, the approaches need to be adapted to enable this engagement to be possible. We do this by varying the resources that children can use, e.g. use of different coloured paper (typically for those children with dyslexia traits). Using alternative means of recording if handwriting is an issue. Visual resources will be heavily used for those children who need extra visual support e.g. use of concrete maths apparatus, pictures to support vocabulary used in lessons etc.

## **What is our expertise in school to support children and young people with SEN?**

All staff are able to access training which will best equip them to cater for all pupils regardless of SEN or ability. If extra training is required to meet a particular pupil's needs, the SENCo/Head teacher will inform the member of staff of the relevant training and ensure their participation which will then be cascaded to all staff if appropriate.

If a pupil is to come to our school whose needs we have not encountered before, we will ensure that we have all the current information from parents and the pupil and any agencies that have been involved and ensure that staff have the relevant training to update their skills so that the child's individual needs will be addressed.

The SENCo can access a range of external agencies including Health (Speech and Language Therapist, Occupational Health, Paediatrician, Physiotherapist, Specialist Health Visitor, Diana Service, Audiology), Family STEPs (counselling) and the Specialist Teaching Service.

The following are the training sessions pertaining to SEND that the whole staff have received or are about to receive:

- Epipen and Asthma
- Safeguarding Children in Education Autism Education Trust Level 1 and 2 Emotional Wellbeing
- 'R' Time

- Downs Syndrome Training (all staff)
- A large number of our staff have also been trained to administer Insulin to diabetic children.
- Team Teach Training
- Speech and Language Training

Every half term the SENCo runs a teacher meeting which allows time for staff to discuss their pupil's needs as a whole as well as delivering specific SEND training. The focus of the training is identified by the teacher questionnaire at the beginning of the year as well as any recent additions of needs to the SEN register.

### **How do we evaluate the effectiveness of the provision made for children and young people with SEN**

Interventions are monitored by the SENCo, Senior Leadership Team and SEN Governor. The progress of pupils with SEND is analysed termly by the SENCo and SLT. This information is shared with the Governors through a SEN Governor who has regular updates from the SENCo.

If the school judges that the impact on learning is not sufficient, we will seek advice from external agencies and from other schools in order for the best fit intervention and support for that individual pupil to be implemented. The parents of the pupil with SEND will be involved at every stage.

The Senior Leadership Team use the APTGO audit and planning tool designed by the Eastern Leadership Centre to regularly review the effectiveness of provision within the school.



## **How are children and young people with SEN enabled to engage in activities with children who do not have SEN?**

We are fully committed to promoting equal opportunities throughout the school and children with SEND have access to the same clubs and activities as those children without SEND. Risk assessments are carried out and the same opportunities are offered to children with SEND who may need additional support with the activity.

<https://www.churchlangton.leics.sch.uk/vocational/music/>

<https://www.churchlangton.leics.sch.uk/sport/>

## **How do we provide support for improving emotional and social development including pastoral support**

At Church Langton CE Primary School, we provide pastoral support through class teachers and teaching assistants for all pupils including those with SEND. We also have a trained ELSA (Emotional Literacy Support Assistant) who works with children both on and off the register to support their emotional needs.

If required, we have a School Nurse that we can contact for additional support and advice. We also use the support of the Reality Youth Project for counselling if/when needed and can refer to the Duty Officer for Social Services via the Designated Senior Person.

<https://lcceis.inthehive.net/eis/laservices/healthandsafety/Pages/Administration-of-Medicines.aspx>

We are bound by Code of Practice for administering medicines. This is regularly updated and informed into school via the EIS and email.

All members of staff receive Safeguarding training annually.



## **Arrangements for listening to the views of children and preventing bullying**

Pupils are asked to comment on and review their progress at the end of each term and through Annual Reviews for Statements/Education and Healthcare Plans.

The ideal is to lead up to 'real participation' where the children have an idea of the areas of difficulty and where they want to be by the end of KS2. Obviously, the younger the child, the more adult initiated this will be.

If a child is referred to the Educational Psychology Service, their views will also be recorded as part of the Educational Psychologist's report.



## **How we involve other bodies, including health and social care, LA support services and voluntary sector organisations**

The governing body have a designated governor in charge of SEND at Church Langton CE Primary School. This governor meets regularly with the SENCo and is updated in all matters pertaining to SEND at our school. This includes being kept informed of any bodies that are working with the school to assist with particular children. The governor in turn is also able to suggest that particular children may be referred to an outside agency for support and may suggest one of the following bodies:-

- Educational Psychology Service - Accessed through the SENCo via the EPS Referral Process.
- Health Services - Accessed through the SENCo via SPA Referral.
- Specialist Teaching Services - Accessed through the SENCo via Referral.
- Specialist Assessment for Dyslexia and other Specific Learning Difficulties - Accessed through the SENCo via Referral.
- Family STEPs/Social Services/Counselling - Accessed via the Headteacher.

- o Autism Outreach - Accessed after diagnosis through the SENCo.

## **Contact details for the support services for parents and carers of these pupils, including those for arrangements made in accordance with Section 32 (Children and Families Act 2014)**

Educational Psychology Service - Accessed through the SENCo via the EPS Referral Process.

Health Services - Accessed through the SENCo via SPA Referral.

Specialist Teaching Services - Accessed through the SENCo via Referral.

Specialist Assessment for Dyslexia and other Specific Learning Difficulties - Accessed through the SENCo via Referral.

Family STEPs/Social Services/Counselling - Accessed via the Headteacher.

Autism Outreach - Accessed after diagnosis through the SENCo.

## **Arrangements for handling complaints**

We strive to provide a good education for all our children. The head teacher and staff work very hard to build positive relationships with all parents and carers. However, the school is obliged to have procedures in place in case there are complaints by parents or guardians. The following policy sets out the procedures that the school follows in such cases.

We deal with all complaints in accordance with procedures laid down by the LA. If the school and academy itself cannot resolve a complaint, those concerned can refer the matter to the LA.

If a parent is concerned about anything to do with the education that we are providing at our school, they should, in the first instance, discuss the matter with their child's class teacher. In our experience, most matters of concern can be resolved positively in this way. All teachers work very hard to ensure that each child is happy at school, and is making good progress; they naturally want to know if there is a problem, so that they can take action before it seriously affects the child's progress.

Where parents or carers of a pupil with SEN feel that a situation has not been

resolved through contact with the class teacher, or that their concern is of a sufficiently serious nature, they should make an appointment to discuss it with the SENCo or headteacher. The SENCo/ headteacher considers any such complaint very seriously, and investigates each case thoroughly. Most complaints are normally resolved by this stage.

Should any parents or carers have a complaint about the headteacher, they should first make an informal approach to the chair of the governing body, who is obliged to investigate it. The governor in question will do all s/he can to resolve the issue through a dialogue with the school, but if parents or carers are unhappy with the outcome, they can make a formal complaint by making it in writing addressed to the Chair of Governors.

### **How we contribute to the publication of the local authority's local offer.**

Information about this school's Local Offer and other SEN information is published on the school website [www.churchlangton.leics.sch.uk](http://www.churchlangton.leics.sch.uk)

Information about the Local Authority's Local Offer can be found by following this link:

<http://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/about-the-local-offer/what-is-the-local-offer>

