

Langstone Infant School



SEND Information Report

Introduction

At Langstone Infant School, our core value “*Be excellent everywhere*” leads us to value all of our pupils and strive to meet their needs. This may mean that something different or extra needs to be done to support those children who have Special Educational Needs and Disabilities (SEND) in order that they can still:

- **Have access to a wide and balanced curriculum;**
- **Learn and make progress according to their individual developmental trends;**
- **Become confident individuals living fulfilling lives.**

All teachers are teachers of children with SEND and, as such, provide quality first teaching input which takes account of the particular individual needs of pupils within the classroom. The responsibility for the progress of all children remains with the class teacher but they may ask for advice and support from the Special Educational Needs Co-ordinator within the school.

Area of Special Educational Need

The Special Educational Needs and Disabilities Code of Practice: 0 - 25 Years, recognises four areas of need:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health Difficulties**
- **Sensory and/or Physical needs**

Children may have needs in one area or have a range of needs across all areas that need extra support to ensure that they achieve their best.

Communication and Interaction

This may be a delay in a child's listening or speaking skills, their ability to communicate and interact with their peers.

Children with an Autistic Spectrum Disorder including Asperger's may have needs in this area.

Cognition and Learning

Some children learn at a slower pace even with appropriate differentiation, which will lead to a moderate or severe learning delay. Others may have specific learning difficulties such as Dyslexia.

Social, Emotional and Mental Health Difficulties

Some children may be withdrawn or display disruptive behaviour caused by underlying issues such as anxiety or depression. Others may have disorders such as Attention Deficit Hyperactive Disorder (ADHD).

Sensory and/or Physical needs

This will include children with visual, hearing or multi-sensory impairment and those who need support with fine and gross motor skills or other disability that means they need support with movement or self-help skills such as toileting.

School's Core Offer

The following is a list of some of the ordinarily available provisions that are available to all our children to support them in their learning.

- Quality first teaching and learning
- A varied and stimulating curriculum that is planned to support children with different learning styles
 - Differentiated lessons to meet the needs of ability in the class
 - Differentiated Home Learning tasks
 - Hands on learning and school trips to deepen children's understanding
 - Provision of good visual learning materials through the use of ICT
 - Consideration of different cultures and languages
 - Small group work to reinforce or extend learning
 - Pupil Conferencing to support and extend individuals
 - Quality marking of work with targets for improvement
 - A behaviour policy that rewards good behaviour through Golden Time
 - An attendance policy that celebrates and rewards good attendance
 - Visual Timetables

Levels of Support

- At Langstone Infant School we monitor the progress and attainment of all children on a regular basis and arrange opportunities for parents to meet with class teachers to discuss this twice a year.

If a child is not making the progress we would expect, an early discussion will be had with the parents and where suitable with the child. At this time the desired outcomes for the child will be agreed along with the views and wishes of both parents and child. It will then be agreed if the child's needs can be met by adapting normal practice within the school (Core Offer) or whether something additional or different is required.

SEN Support

If a child does not make enough progress with the school's Core Offer; parents, class teachers and the SENCO will meet to discuss whether the child has a Special Educational Need and to decide whether the child's name will be placed on the SEN register. At this time careful consideration will be made as to how best to meet the needs of the child, choosing from a range of more specialised interventions. This is not a complete list as advice and new research make other interventions available. Children who are not thought to have a Special Educational Need or disability may also access these services at certain times.

Available Interventions

- Individual Education Plans
- phonics groups
- reading comprehension groups
- handwriting groups
- Individual Behaviour Plans
- Every Child a Reader
- Building Reading Potential
- SEN Support Plans
- Individualised Spelling Lists
- Precision Teaching
- Daily Speech and Language Support
- Transition work for next school/class
- Pastoral support group
- social skills groups
- fine motor skills support
- gross motor skills support
- playground support
- home-school link book
- physical aids such as ear defenders/sloping desk supports/wobble cushions etc.

Frequently Asked Questions and Answers

Click on the links.

[How does school know if children need extra help?](#)

[How accessible is the school environment?](#)

[How will my child be able to contribute their views?](#)

[What should I do if I think my child may have special educational needs?](#)

[How is the decision made about what type and how much support my child will receive?](#)

[What specialist services and expertise are available?](#)

[Who can I contact for further information?](#)

[How will my child be included in activities outside the classroom including school trips?](#)

[How will school staff support my child?](#)

[What should you do if you feel that the Local Offer is not being delivered or is not meeting your child's needs?](#)

[What are the Governors responsibilities?](#)

[How do we know if the support or strategies used have had an impact?](#)

[How is the local offer reviewed?](#)

[How are resources allocated and matched to children's special educational needs?](#)

How does school know if children need extra help?

Children may be identified as having SEN through a variety of ways, for example:

- Liaison with Nursery/pre-school
- Child performing below age expected levels and not making expected progress.
- Concerns raised by parent
- Through termly Pupil Progress Meetings held between the Teachers/SENCO and Headteacher
- Concerns raised by teacher for example behaviour or self-esteem is affecting performance
- Health diagnosis through paediatrician/doctor

As a school we measure children's progress in learning against age related expectations.

Class teachers continually assess the children and note areas where they are improving and where further support is needed. As a school, we track children's progress from entry in Reception Year through to Year 2, using a variety of different methods.

Children who are not making expected progress are picked up through our Pupil Progress Review meetings with the class teacher, SENCO and Head / Deputy Headteacher. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.

What should I do if I think my child may have Special Educational Needs?

Talk to us – contact your child’s class teacher first.

If you require more information contact our SENCO - Mrs Marshman via the school office.

How will school staff support my child?

Our SENCO/Inclusion Manager closely monitors all provision and progress of any child requiring additional support across the school.

The class teacher ensures that work is pitched at an appropriate level so that all children are able to access it, according to their specific needs, either as an individual or as a group. The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

There may be a Teaching Assistant (TA) working with your child either individually or as part of a group, if this is seen as necessary by the class teacher.

How do we know if the support or strategies used have had an impact?

In school we may use Individual Education Plans (IEP) or Individual Behaviour Plans (IBP) or Special Educational Needs (SEN) Support Plans to set targets and review progress. We can use these targets to monitor pupils progress academically against national age expected levels and update or adjust them. This may involve updating the targets into smaller steps; using a different approach to ensure progress is made; or ceasing the intervention.

If your child has an IEP, IBP or SEN Support Plan in place, they will have SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets. The expectation will be that the child will achieve the targets by the time they are reviewed, you will be invited to take part in the review process.

If your child has complex SEND they may have an Education Health Care (EHC) Plan which means that a formal Annual Review will take place to discuss your child's progress and a report will be written. This can also be done at a six monthly interim review if changes to circumstances occur or concerns arise.

How will my child be able to contribute their views?

We value and celebrate each child being able to express their views on all aspects of school life. This can be carried out through the School Council or during PSHE lessons, which give the children a forum for any issues or viewpoints to be raised.

Children who have IEPs (Individual Education Plans) discuss and set their targets with their class teacher and the SENCo. If your child has an EHC Plan or an Annual Review of their EHC Plan then their views will be obtained before any meetings.

What specialist services and expertise are available to school?

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: *Multi-Agency Behaviour Support (MABS)*; Health including: *School Nurse, General Practitioners, Child and Adolescent Mental Health Service (CAMHS), Paediatricians, Occupational Therapist (OT)* and the *Speech & Language Therapy (SALT)* service. We also work very closely with *Social Care* and the *Education Psychologists*.

Should your child require any form of involvement with an outside agency then the school would immediately inform you and obtain permission from parents to pursue any kind of professional intervention.

What are the Governors responsibilities?

We have a Designated Governor for Inclusion, who meets with our SENCO on a regular basis to discuss changes in provision, needs in school, current concerns and the budget.

With this information the Governors are then also able to agree priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make progress.

How will my child be included in activities outside the classroom including school trips?

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary adult support to ensure that this is successful wherever possible.

A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised.

In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

How accessible is the school environment?

The school comprises of single storey buildings and was built in the 1930's. It is wheel chair accessible and provision is made with disabled parking bays and disability access toilet and shower facilities.

Other resources needed for access may be assessed by the Occupational Therapy and Physiotherapy service in order for us to ensure ease of access and safety for all.

The school is able to liaise with Ethnic Minority Achievement Service (EMAS) who can at times assist us in supporting our families with English as an additional language.

How are resources allocated and matched to children's special educational needs?

We ensure that children who have Special Educational Needs have their needs met to the best of the school's ability with the funds available.

We will often allocate staff to deliver programmes designed to meet groups or individuals needs.

How is the decision made about what type and how much support my child will receive?

The Class Teacher alongside the SENCO will discuss the child's needs and what support would be appropriate.

Different children will require different levels of support in order to bridge the gap to achieve age expected levels.

This will be through on-going discussions with parents.

What should you do if you feel that the Local Offer is not being delivered or is not meeting your child's needs?

The first point of contact would be your child's Class Teacher to share your concerns.

You could also arrange to meet Mrs Marshman our SENCO/Inclusion Manager and/or Miss Page, Headteacher.

You may also wish to look at Portsmouth City Council's [Local Offer](#) or contact [Parent Partnership](#) or the [SEND Team](#).

How is the local offer reviewed?

This Local Offer will be reviewed annually to reflect the changing needs of the children who join and are developing in our school.

Part of this review process will involve contributions from parents.

Parents of children with SEN are invited to help us review our Special Education Needs Information Report, along with members of the Governing Body.