

‘SEND INFORMATION REPORT’

For Special Educational Needs and Disability (SEND)

1. Introduction

Langstone Infant Academy believes that all pupils should be respected and valued as per our own School Values.

Langstone Infant Academy strives hard to ensure that all pupils:

- Have a wide and balanced curriculum which is differentiated to meet individual needs
- Can learn and make progress according to their individual developmental trends
- Are assessed using appropriate assessment tools and guidelines
- Have equal access to resources, provision and interventions as needed

Special educational provision is educational or training provision that is **additional to or different from** that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within a setting or require involvement of specialist staff or support services.

Our School has a Special Educational Needs Co-ordinator (SENCO) who is responsible for the management of provision and or support for identified pupils with SEND. They will also support teachers and other staff to enable them to provide appropriate assessment and focussed provision for children in their class with SEND.

All teachers are teachers of SEND pupils and as such provide quality first teaching which takes account of the individual needs of all pupils including those with SEN within the classroom.

2. 'Areas of Need' Explained

The 'SEND Code of Practice' 0-25 (June 2014) states that there are four main areas which cover Special Educational Needs & Disabilities. These areas and their meanings are as follows:

Area of Special Educational Need	Relating to difficulties with:
Communication and Interaction	<p>Children may have a delay or disorder in one or more of the following areas:</p> <p>Attention / Interaction skills: May have difficulties ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on task. May need individualised motivation in order to complete tasks. Difficulty attending in whole class. Interaction will not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain a conversation.</p> <p>Understanding / Receptive Language: May need visual support to understand or process spoken language. May need augmented communication systems. Frequent misunderstandings. Repetition of language and some basic language needs to be used to aid their understanding.</p> <p>Speech / Expressive Language: May use simplified language and limited vocabulary. Ideas / conversations may be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sound system. Grammar / phonological awareness may still be poor and therefore their literacy skills can be affected.</p>
Cognition and Learning	<p>Children may have difficulties with the skills needed for effective learning such as use of:</p> <ul style="list-style-type: none"> • Language, memory and reasoning skills • Sequencing and organisational skills • An understanding of number • Problem-solving and concept development skills • Fine and gross motor skills • Independent learning skills • Exercising choice • Decision making • Information processing <p>Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia</p>
Social, Emotional and Mental Health	<p>Children may have difficulties with social and emotional development which may lead to or stem from:</p> <ul style="list-style-type: none"> • Social isolation • Behaviour difficulties • Attention difficulties (ADHD/ADD) • Anxiety and depression • Attachment disorders • Low self-esteem • Issues with self-image
Sensory and / or Physical	<p>These pupils may have a medical or genetic condition that could lead to difficulties with:</p> <ul style="list-style-type: none"> • Specific medical conditions • Gross / fine motor skills • Visual / hearing impairment • Accessing the curriculum without adaptation • Physically accessing the building(s) or equipment. • Over sensitivity to noise / smells / light / touch / taste. • Toileting / self-care.

3. The ‘Waves’ of Intervention available at Langstone Infant Academy.

The school provides a graduated response (plan, do, review) to each child dependent on their level of need. These are often referred to as waves of intervention.

Wave 1: Quality first teaching through differentiation for all pupils.

Wave 2: Additional interventions to support those pupils who are achieving below age expected levels.

Wave 3: Focussed, individualised programmes for pupils working well below age expectation.

	Wave 1 - Whole School Approach - Quality First Teaching	Wave 2 - Targeted Support for Individuals or Small Groups	Wave 3 - Specialised Intervention for those with Additional Needs
Teaching approach:	<ul style="list-style-type: none"> • Access to a varied and stimulating curriculum • Use of different Individualised teaching approaches according to needs • Hands on learning e.g. curriculum days, trips out of school • Good use of visual and practical learning • Removing potential learning barriers for all pupils • Providing support for pupils during learning activities. • A range of technology to support and aid quality teaching • Consideration of differing cultures and beliefs • Differentiated groups of children during lessons. • Small guided groups • Opportunity for guided and independent work • Opportunities to develop positive self- esteem, independent learning, enabling pupils to exercise choice, involvement in decision making and problem solving 	<ul style="list-style-type: none"> • Phonics groups • Catch UP • Better Reading Programme (BRP) • BEAM (fine /gross motor) • Hand gym • 1:1 targeted reading (including comprehension skills) • Handwriting groups • Numeracy support • SENCo involvement which may include observation or assessment • Parent discussion • IEP (Individual Education Plan) 	<ul style="list-style-type: none"> • 5 Minute Box – precision style teaching • 1:1 support for Reading/Writing/ Maths • SEN Support Plan

Communication and Interaction Needs:	Wave 1 - Whole School Approach - Quality First Teaching	Wave 2 - Targeted Support for Individuals or Small Groups	Wave 3 - Specialised Intervention for those with Additional Needs
<ul style="list-style-type: none"> • Speech, Language and Communication • Autistic Spectrum Disorders 	<p>AS ABOVE +</p> <ul style="list-style-type: none"> • Drama / Role play • Outside theatre groups / shows and workshops • Golden Time/Playtime • A range of technology to support learning • Outdoor learning activities • Full inclusion in all school assessment and tasks • Clear verbal instructions / explanations which can be simplified along with visual or concrete support • Visual timetables 	<ul style="list-style-type: none"> • Social Skills group • SENCo involvement which may include observation or assessment • Additional ICT use of audio / visuals • Parent discussion • SEN Support Plan 	<ul style="list-style-type: none"> • Referral to Speech and Language Therapy (SALT) • Support in the classroom from a Teaching Assistant • Social stories • The provision of a workstation and aspects of the TEACHH approach • Referral to Educational Psychology • Referral to Portsmouth SEN Support Partnership (PSENSP) • Application for an Education Health Care Plan (if necessary) • SENCo assessments and monitoring to ensure appropriate intervention and access to learning

Cognition and Learning	Wave 1 - Whole School Approach - Quality First Teaching	Wave 2 - Targeted Support for Individuals or Small Groups	Wave 3 - Specialised Intervention for those with Additional Needs
<ul style="list-style-type: none"> • Moderate Learning Needs • Severe Learning Difficulties 	<ul style="list-style-type: none"> • Access to a varied and stimulating curriculum • Use of different Individualised teaching approaches according to needs • Hands on learning e.g. curriculum days, trips out of school • Good use of visual and practical learning • Removing potential learning barriers for all pupils • Providing support for pupils during learning activities. • A range of technology to support and aid quality teaching • Differentiated groups of children during lessons. • Children taught in sets for Literacy and Numeracy in Years 1 & 2 • Small guided groups • Opportunity for guided and independent work • Opportunities to develop positive self- esteem, independent learning, enabling pupils to exercise choice, involvement in decision making and problem solving • Teaching Assistant (TA) in every class • Lessons differentiated in order to include both sensory and physical disabilities 	<ul style="list-style-type: none"> • SENCo involvement which may include observation or assessment • Parent discussion • SEN Support Plan 	<ul style="list-style-type: none"> • Precision Teaching • 1:1 support for Reading/Writing/ Maths • IEP (Individual Education Plan) • Support in the classroom from a Teaching Assistant • Referral to Educational Psychology • Referral to Portsmouth SEN Support Partnership (PSENSP) • Access to a Specialist Teacher Advisor • Application for an Education Health Care Plan (if necessary) • SENCo assessments and monitoring to ensure appropriate intervention and access to learning

Sensory and Physical Needs	Wave 1 - Whole School Approach - Quality First Teaching	Wave 2 - Targeted Support for Individuals or Small Groups	Wave 3 - Specialised Intervention for those with Additional Needs
<ul style="list-style-type: none"> • Hearing Impairment • Visual Impairment • Multi-Sensory Impairment • Physical Needs • Medical Needs 	<ul style="list-style-type: none"> • After school clubs • Outside play areas/equipment/swimming • A fully inclusive and differentiated class/curriculum approach according to individual needs • Audit of environment to consider adaptations (as required) • Modification of organisation, routine and environment • Access to an area for therapy if required 	<ul style="list-style-type: none"> • Hand gym/BEAM • Handwriting practice • Extra 1:1/small group activities • Targeted small group/individual intervention to address specific needs e.g. self-help skills, touch typing and independence • Physical aids where necessary or where advised by specialists • Parent discussion • SEN Support Plan 	<ul style="list-style-type: none"> • Access and liaison with the OT (Occupational Therapist) • Access and liaison with the Physiotherapist • Liaison with the School Nurse Team and other relevant medical professionals. • Support provided by the Sensory Impairment Service (SIS). • SENCo assessments and monitoring to ensure appropriate intervention and access to learning • Support provided by a Teaching Assistant (TA) if required • IEP (Individual Education Plan) • Application for an Education Health Care Plan (if necessary) • SENCo to lead provision • Completion of a CAF if required. • A suitable place for therapy if required. • Extra support and access to appropriate resources/equipment

Social, Mental and Emotional Health:	Wave 1 - Whole School Approach - Quality First Teaching	Wave 2 - Targeted Support for Individuals or Small Groups	Wave 3 - Specialised Intervention for those with Additional Needs
<ul style="list-style-type: none"> • Challenging Behaviour • ADHD • Attachment disorder • Anxieties 	<ul style="list-style-type: none"> • All pupils can confidently grow in a safe, caring, supportive and purposeful environment that enables the development of relationships based on mutual respect and understanding. • PSHE lessons and activities. • Opportunities for children to talk about any fears, confusion and guilt with adults they can trust. 	<ul style="list-style-type: none"> • Behaviour Logs / Charts • Social skills group • Self-esteem group • Worry Box • Careful attention to grouping children to ensure positive outcomes and avoid clashes. • Additional supervision at transition times. • Regular additional support from an adult to support children's thinking about how to approach a task or activity and to minimise anxiety. • SENCo involvement which may include observation or assessment • Parent discussion 	<ul style="list-style-type: none"> • Access to a counsellor • Referral to CAMHS (Child and Adolescent Mental Health Services) • Completion of EHA (if required) • Application for an Education Health Care Plan (if necessary) • Support provided by a Teaching Assistant (TA) if required. • IBP (Individual Behaviour Plan) • SENCo assessments and monitoring to ensure appropriate intervention and access to learning

4. Commonly Asked Questions

How does Langstone Infant Academy know if children need extra help?

Children may be identified as having SEN through a variety of ways including the following:

- Liaison with pre-school/previous school
- Child performing below age expected levels
- Concerns raised by parent
- Regular Pupil Progress Meetings held between the Class Teachers and Headteacher.
- Concerns raised by teacher for example behaviour or self-esteem is affecting performance
- Liaison with external agencies e.g. physical needs
- Health diagnosis through paediatrician/doctor

As a school we measure children's progress in learning against National expectations and age-related expectations. The Class Teacher continually assesses each child and notes areas where they are improving and where further support is required. As a school, we track children's progress from entry at Reception through to Year 2, using a variety of different methods including National Curriculum levels/age-related expectations and the Early Years Foundation Stage Profile.

Children who are not making expected progress are identified and a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression. The SENCO is involved in these discussions if necessary.

What should I do if I think my child may have special educational needs?

Talk to us – firstly discuss your concerns with your child's Class Teacher (or the Headteacher or SENCO if your child is due to join the school). We pride ourselves on building positive relationships with parents and are always keen to work together to support a child as necessary.

How will Langstone Infant Academy staff support my child?

Our SENCO/Inclusion Manager will closely monitor all provision and progress of any child requiring additional support across the school. The Class Teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. 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 will the curriculum be matched to my child's needs?

Teaching and activities within every lesson are pitched at an appropriate level so that all children are able to access them according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class. However, on occasions it is necessary for work to be individually

differentiated. The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

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

In school we will often use SEN Support Plans or IBP's (Individual Behaviour Plan) 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 the plan. This may involve breaking targets down into smaller steps or using a different approach to ensure progress is made. Children may no longer require a support plan or any additional support when they are achieving within age-expectations.

How will I know how my child is doing and how will you help me to support my child's learning?

The Class Teacher will meet with parents termly (this could be as part of Parents' Evening) to discuss your child's needs, support and progress. If your child has additional support, the review of the previous targets and new targets set will be discussed. For further information the SENCo is available to discuss support in more detail.

We offer an open-door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.

We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

- Your child may have an SEN Support Plan / IBP in place and therefore the targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has complex SEND they may have an EHC Plan (Education Health Care Plan). The provision outlined as part of an EHC Plan will be formally reviewed termly.

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. Children who have SEN Support Plans may participate in the review of their previous targets with their Class Teacher. This in turn can contribute to the new targets.

If your child has an EHC Plan then their views will be informally obtained before a review.

What support will there be for my child's overall well-being?

The Class Teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the Class Teacher can liaise with the SENCo/Inclusion

Manager for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.

What specialist services and expertise are available at or accessed by Langstone Infant Academy?

Our SENCo/Inclusion Manager is fully qualified and completed a statutory additional accreditation to qualify her for the role.

As a school we work closely with any external agencies that we feel are relevant to individual children's needs including:

- Health – including the School Nurse, General Practitioners, CAMHS (Child and Adult Mental Health), Paediatricians, Occupational Therapy, Physiotherapy and the Speech & Language Therapy service.
- Social Care
- Educational Psychology

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 training have staff had or going to have?

- Our TAs have had training in the interventions that they deliver e.g. BRP, 5 Minute Box Precision Teaching
- As a staff we have regular training and updates relating to SEND, medication use and resources/interventions available for our pupils in order to ensure all staff are able to manage pupils accordingly.
- Staff attend training that is relevant to the needs of the children they teach e.g. PELICAN training for those working with a child on the Autistic spectrum.
- We regularly access support from the Portsmouth SEN Support Partnership (PSENSP) which offers outreach support from local special schools.

What are the Governors responsibilities?

One of our Governors has specific responsibility for SEND. She regularly meets with the SENCo to ensure that she is able to keep the governing body informed about the current SEND position within school and any changes in legislation. This has been particularly important with the introduction of the new SEND Code of Practice in September 2014.

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 support to ensure that this is successful.

A risk assessment is carried out prior to any off site activity to ensure that everyone's health and safety is not 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?

Langstone Infant Academy is situated on one level and is fully accessible to wheelchair users. We also have a disabled toilet. Any other resources needed for access may be assessed by Occupational Therapy, Physiotherapy or the Sensory Impairment Service in order for us to ensure ease of access and safety for all.

How will Langstone Infant Academy prepare and support my child to join the school and then transfer to junior school?

We encourage all new children to visit the school with their parents prior to starting when they will be shown around the school and any concerns can be addressed.

We work closely with our feeder pre-schools to find out as much as possible about the children joining us in Reception. The SENCo will attend transition meetings for pupils who are known to have SEND, especially those children involved with Educational Psychology.

We also liaise closely with receiving junior schools regarding children who are making the transition from Year 2 to Year 3. Junior school staff (often the receiving SENCo) are invited to any relevant meetings regarding a child with SEND during the summer term. There are numerous planned transition visits for all of the children joining the school in Year R and the children in Year 2 moving on to junior school. However, for those children that are likely to find the transition difficult, additional visits are arranged as necessary. A 'Social Story' can be used as a tool to support the transition process for those children with high levels of anxiety, communication difficulties or behaviour difficulties.

We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. If your child has complex needs then an Education Health Care Plan review may be used as a transition meeting during which we will invite staff from both schools to attend.

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

We ensure that the needs of all children who have Special Educational Needs are met to the best of the school's ability with the funds available. We will often allocate Teaching Assistants who are funded by the SEN budget to deliver programmes designed to meet groups of children's needs as well as quality first teaching from teachers. The budget is allocated on a needs basis.

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 support is there for improving behaviour, attendance and avoiding exclusion?

As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils. If a child has behavioural difficulties a Pastoral Support Plan (PSP) is written alongside the child and parents to identify the specific issues, put relevant support in place and set targets.

After any behaviour incident we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour. Attendance of every child is monitored on a daily basis by the school Admin staff. Lateness and absence are recorded and reported upon to the Headteacher. Good attendance is actively encouraged throughout the school and rewarded on a termly basis as is improvement in attendance. Families who struggle with attendance and lateness are supported in an attempt to improve attendance and lateness.

Who can I contact for further information?

Your main point of contact would always be the Class Teacher and then following this you may need to speak to the SENCo (Mrs Fran Marshman).

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

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 and / or Miss Page our Headteacher. You may also wish to:

- Look at the SEN policy on our website
- Contact Parent Partnership or the SEN team at PCC.

Who should I contact if I am considering whether my child should join Langstone Infant Academy?

In this instance you can contact the school Admin office to arrange a meeting with either the Headteacher Miss Page or our SENCO Mrs Marshman to discuss how the school could meet your child's needs.

How is the local offer reviewed?

This local offer will be reviewed annually to reflect the changing needs of the children who attend Langstone Infant Academy. Part of this review process will involve contributions from parents.

5. Your SENCO

SENCO/ Inclusion Manager: Mrs Fran Marshman

Working as part of the Senior Management I work closely with all staff in school, parents and outside agencies and colleagues throughout the city. I have the responsibility of co-ordinating the provision made for individual children with Special Educational Needs and Disabilities, English as an Additional Language and Most able pupils and pupils with medical needs.

Support is available through:

- Giving advice on issues relating to any of the above.
- Meeting with parents to discuss any concerns they may have about their child's development or learning difficulties.
- Assessment of individual pupils to identify need and plan appropriate support.
- Monitoring the interventions that are in place and tracking children's progress.
- Co-ordinating referrals that may be made to a range of other agencies such as Educational Psychology and Speech and Language Therapy.
- Liaising with other professionals who are involved in the care of any of our children.

6. Medical Support

We work closely with the School Health Nurse team who regularly hold drop-in sessions on the school site.

If a child has specific medical needs then a protocol is put together by the school nurse in conjunction with parents and the school. This ensures that all school staff know exactly what to do in order to care for that child in school or if a medical emergency was to arise.

If specific training is required around a medical need then this is co-ordinated by the SENCo to make sure that all the relevant staff have the knowledge they require to meet a child's needs.

7. Speech and Language Support

A Speech and Language Therapist is allocated to our school by the Speech and Language Therapy Service based at Battenburg Avenue Clinic.

During visits children will be reviewed and assessed who are already known to the service in order to update their programmes of support. A child who has a speech and language therapy programme will have time in school to regularly work on these targets with an adult. This will often be the Teaching Assistant (TA) based in the child's class. All of our support staff have had recent training in a number of different areas relating to speech and language therapy.

As a school we have contracted a Speech and Language Therapist to work with children we feel need support, who may not meet the criteria for NHS therapy.

8. Current Involvement with Outside Agencies

- Speech and Language Therapy
- Educational Psychology
- School Health Nurse team
- Occupational Therapy
- Physiotherapy
- Sensory Impairment Service
- Child and Adolescent Mental Health Service (CAMHS)
- Portsmouth SEN Support Partnership (PSENSP)