**Langley Fitzurse CE Primary School**

**SEN Information Report September 2018**

This report sets out what help we can provide and other provisions we can offer for pupils with Special Educational Needs and/or Disabilities or Medical Conditions (SEND/M)

We are an inclusive school and we will do our very best to make sure all children will be given a learning experience which will:

‘Amaze, Excite, Inspire’



If your child has any additional needs when they start school please let us know so that a support plan can be put into place immediately. The school’s Special Educational Needs Co-ordinator – SENCO is Mrs Nathanson. The SEND Governor is Mr Liam Parkinson.

If your child is identified as having any additional needs whilst they are at school we will plan together and have regular meetings to ensure we meet your child’s learning needs.

We try to ensure that parents are well informed about all we do at school. Here are links to some key policies: Add links

Wiltshire Council – Local Offer

SEN Policy

Equality Policy

Equality Information

Disability / Accessibility Arrangements

Medical Conditions Policy

On the following pages we list what services we can provide, support or signpost to. Our teachers and teaching assistants take every opportunity to keep up to date with all areas of need and are trained in many areas. If your child has needs additional to those listed below, please come in and chat with us to see how we can best meet your child’s needs.

**General Information & frequently asked questions:**

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| What is the percentage of pupils with SEN in school? | For 2018-19 = 14% (National average, July 2017, 14.4%) |
| What is the Admission Policy for children with SEND? | This is in line with the Admission Policy for all children at Langley Fitzurse without discrimination. We are prepared to make reasonable adjustment to ensure a smooth introduction in consultation with parents. |
| For which kind of special educational needs is the school able to make provision? | Please see Provision Map. |
| Is the school wheelchair friendly? | Yes (also see Accessibility Policy) |
| Can you arrange special diets? | Most dietary requirements, such as gluten/dairy free, can be catered for by our school cook after discussing your child’s needs |
| Who will be responsible for my child’s day to day needs? | Primarily the class teacher, but they will work closely with any designated TA and the SENCO |
| Will my child be included in all curriculum areas? | We always will endeavour to make this possible; however, this might depend on the complexity of your child’s needs. Adjustments to support your child access the curriculum will be made whenever possible |
| Will my child be able to go to after school activities and trips? | Yes, we will endeavour to adapt provision within reasonable requirements |
| SEN children are more likely to be bullied – what do you have in place to make sure this does not happen? | Behaviour and Discipline Policy  Anti-bullying policy  Disability-Equality policy  SEN Policy  In addition, we use a Buddy System between Rec/Y6 pupils. We use Pupil Voices, School Council and Worship Council. Classes use PSHE and SMSC, as well as Circle Time and ‘Time to Talk ‘to pre-empt any issues and/or address occurring issues. |
| Who makes the decision about how much support my child will have? | This will be done in co-operation with parents, school staff and outside agencies. Support will be matched to pupil’s needs and will range from differentiated tasks within the classroom to group or individual interventions. |
| How are SEN being identified, assessed and reviewed? | If a child arrives with an IEP or Support Plan from pre-school, this will be reviewed and adapted. If the child has a CAF, SARF or DART, a multi-agency hand-over meeting will take place. If a child scores below the 30-50 months category in the Early Years Foundation Profile baseline, they will be monitored and agencies will be involved after consultation with parents.  Every term the school reviews a pupil’s progress to identify pupils who don’t make expected progress. Twice yearly (September and March) pupils undertake a spelling test (SWIST) and the Suffolk Reading Test.  In addition, when a concern is being raised either by the teacher or the parents, the WGRSS (Wiltshire Graduated Response to SEND Support) might be used to assess a child’s needs more specifically. If necessary, outside agencies will be involved in supporting the child. |
| Are parents and carers involved in planning, assessment and review of needs? | Yes. Children with an EHCP (Education, Health and Care Plan) will have an annual review to which parents, teachers and outside agencies will be invited. Children with other, identified educational needs will have a Support Plan. Support Plans are being reviewed termly, targets updated and parents informed. |
| How will school keep me informed about my child’s progress? | Progress reports will be sent out twice a year. In addition, parent consultation evenings will be held. |
| Who should I talk to if I have a concern about my child in school? | Firstly the class teacher. In addition, the SENCO and head teacher. |
| What will happen when my child moves to their next school? | Transition activities are in place throughout Y5 and Y6, i.e. pupils visiting their new school for planned activities as well as teachers from Secondary School coming to LF to teach or lead a project. The class teacher and SENCO will be in touch with the SENCO of the next school and parents will be involved in discussions re. provision for their child. |
| What about other transitions? | Children coming from pre-school will have an Induction timetable. Some of our teachers regularly visit pre-school settings and Kington Tots are beginning to visit the school for short activities. Before the end of a school year, children are introduced to their teacher for the coming year during a ‘Moving up’ Day. |
| What is a ‘One Page Profile’? | All children with additional support will create their ‘One Page Profile’. This allows them to voice, what they feel they are good at, what makes them happy and where they feel they need support. These will be kept in the classroom and therefore be easily accessible for supply or other teachers. Some children in KS1 will be supported to create their ‘One Page Profile’. |
| What is a Support Plan? | Children in need of some intervention will have a Support Plan. Support Plans describe what intervention is taking place, how often it happens and record, how the child is progressing. Support Plans will be shared and discussed with parents termly. |
| What training do staff receive and how is this evaluated? | We are always endeavouring to give staff the most up-to-date training available relating to your child’s needs and to keep up to date with current developments. |
| Who do I contact if I am not happy with the support or education my child is getting? | In the first place, always come and talk to us to see whether we can improve provision. Talk to the class teacher, SENCO or head teacher. If you would like to contact a governor, please do so through the school office. |
| We are very keen to hear how you think we can improve our service, so feel free to contact the school SENCO and tell us what you think! | |

**Provision Map September 2018**

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| In our school we make provision for all pupils with special educational needs and disabilities (SEND). A pupil has SEND where their learning difficulty or disability calls for special educational needs provision that is provision from, and additional to, what is normally available to pupils of the same age. Learning difficulties or disabilities fall into 4 areas. We know that some children will have difficulty in more than one area and will do our best to meet their needs. The table below explains those areas, and the support our school can give. Please be aware that this reflects the needs of the pupils currently on roll. Catch up and SEN provision will reflect pupil needs, resources and available staff. | | | |
|  | **All pupils** - Quality first teaching is provided for all our pupils on a daily basis and will address the majority of pupils needs. | **Catch up** - This provision is targeted and is additional to what is provided for all children. This is normally in the form of small group interventions to accelerate progress of learners. These are not primarily for children with Special Education Needs and they do not have to be on the Code of Practice to access these. Children will be identified through data analysis and/or teacher request. | **SEN** - This is targeted and personalised teaching for children with SEN who are identified as requiring additional support. This will be put into place for children who are not making progress through wave 1 or 2 provision. |
| Cognition and Learning | Differentiated curriculum planning, activities and outcome; Quality first teaching;  Increased visual aids, modelling (WMIG-What makes it good), visual time-tables;  use of electronic devices (laptops, ipads, audio equipment, visualisers) | Phonics Programme (Sound Discovery)  In Class support by TA  Maths Catch up Programme (Rapid Maths) | Sound Discovery  Educational Psychology Services assessment and advise |
| Communication & Interaction | Differentiated curriculum planning, activities and outcome, e.g. simplified language when discussing WALT;  Increased visual aids/modelling;  Visual timetables;  Structure school and class routines; | In Class Support with focus on Speech and Language  Time to talk/Counselling  Lego Club  Equine assisted therapy  Playtherapy | Individual Speech and Language sessions following targets set by Speech and Language Therapist  Time to talk/Counselling  Lego Club  Equine assisted therapy  Playtherapy |
| Social, Emotional & & Mental Health | Whole School Behaviour Policy  Whole School/Class Rules  Class Reward System  Circle Time, PSHE, SMSC | Individual Reward System  Home-School Book  Social Stories  Time to talk/Counselling  Lego Club  Equine assisted therapy  Playtherapy | Educational Psychology Services assessment and advise  Counselling  Individual Reward System  Lego Club  Equine assisted therapy  Playtherapy |
| Sensory & Physical Needs | Flexible teaching arrangements  Staff aware of implications of physical impairment  Pencil grips | Eurythmy Movement  Exercises,  -Access to equipment e.g. pencil grips, writing slopes, overlays.  Additional Handwriting Practise  -Small group fine motor skills development  Time to talk/Counselling  Lego Club  Equine assisted therapy  Playtherapy | School Nursing Team support |

**Explanation of the intervention programmes we use:**

**Sound Discovery, also known as ‘Snappy Crocs’: Sound Discovery**® is a clear, structured synthetic phonics literacy programme known for its simplicity and effectiveness. Its key features are: A fast paced interactive teaching structure which keeps pupils motivated and focused. It is multi-sensory and great fun!

**Time to talk:** This is a counselling service for children who want support to manage a difficult situation in their lives. It usually happens in blocks of 6 sessions and is entirely confidential. Usually, the sessions take place at school during school hours.

**Eurythmy Movement Exercises:** Movement is a fundamental activity of life. Eurythmy exercises are appropriate to support cognitive and motor development, which often will affect a child’s reading and writing ability. They are of a very fundamental and elementary nature, they aim to help a child establish a connection between his inner and outer world. The exercises focus on improving balance and co-ordination as well as developing a sense of rhythm and direction.

**Garden of Dreams:** This is a programme designed to help children express their emotions and recognise that their opinions are valued in safe, supportive and friendly environment. It consists of 8 sessions, run once a week, each lasting about 1 hour. Children learn various breathing and visualisation techniques to help them feel calm and relaxed.

**Lego Therapy:** Lego Club is a social skills intervention based around collaborative Lego Play. Each activity promotes verbal and non-verbal communication, collaboration, joint problem solving, joint creativity and joint attention to the task in a fun and encouraging environment.

**Equine Assisted Therapy:** Horses make great companions for therapeutic imput because they can mirror and respond to human behaviour. Being herding animals, they rely on an acute stream of sensory data to sense safety or danger; they can also hear the human heartbeat within four feet, and research on heart-rate variability indicates that horses have a profound ability to synchronize their own heartbeat with that of human beings. Equine therapy, puts people and horses together along in a safe environment designed to promote emotional growth and learning.

Contacts that may be of help:

Wiltshire Council – 0300 456 0100

Special Educational Needs & Disability Service – Single Point of Contact: 01225 757 985

Wiltshire Local Offer - <https://www.wiltshirelocaloffer.org.uk/>