

## Langtree Community School SEND Information Report 2019-20

Please read this report in conjunction with our **SEND Policy** and **Special Educational Needs and Disabilities Statement**

### How do we make provision for children with Special Educational Need or Disabilities?

We currently have 12 children on our SEN register, 2 of these have Education Health Care Plans. We pride ourselves on caring for the overall well-being of all children. We do this in a number of ways.

- Children's emotional well-being is assessed and small nurture groups run weekly.
- We offer support in personal/intimate care where needed.
- We administer medicines in accordance with our policy.
- We work on pastoral support plans with individual children and create bespoke behaviour plans as needed, in liaison with the Behaviour Support Team.
- We use a variety of one-to-one and small group interventions for Literacy and Maths.
- We have ramps and disabled access to most areas of the school, along with visually contrasting handrails, door handles and light switches. In some parts of the school we have highlighted changes in gradient through child-friendly pavement paintings.
- We have a disabled toilet and additional specialist equipment has recently been acquired under professional advice.
- Our Admissions Policy is fully inclusive and, when offering school places, we do not discriminate on the grounds of SEN or disability.
- We are able to refer children to the Speech and Language Therapy Service and work in liaison with the school health team to support this.

### What specialist support is available?

Mr Smale, Headteacher, is also our school's Designated Safeguarding Lead and has an overview of Children in Care. Miss Bellew is our SENCo. She attends a SENCo forum for local schools each term, as well as undergoing training for her role. Our administrator, Mrs Cook, has also been trained in revised procedures for information sharing and in systems for accessing Early Help for families and in the use of the 'Right for Children' system.

Our governor with an overview of SEN, Mrs Helen Tucker, assists Mr Smale with our annual SEN and Safeguarding audits, which are reported to the Local Authority to ensure that we are meeting our responsibilities, and to the rest of the Governing Body.

Over time, staff have received training in identifying needs of individual pupils and planning appropriate support for them.

- Most of our teaching assistants have had speech and language training.
- One member of staff was THRIVE trained and has worked with staff in school to devise our own program of emotional support, which the children have named CWT (Children Working Together). A further member of staff has recently been trained as an ELSA (Emotional Literacy Support Assistant) and Attachment-Based Mentor.
- Three teachers and 5 members of the support staff have been coached by the Educational Psychologist and Behaviour Support Specialists in meeting the specific learning needs of children with anxiety, behaviour difficulties, Asperges and Autism.
- All staff have also been trained to provide one-to-one Maths and Literacy support through MyTY Maths and Precision Teaching.
- Our Early Years Supervisor has a particular interest in the development of strong Early Communication skills and audits our provision regularly.
- One of our teaching assistants has been coached by an outreach worker from the Queen Elizabeth School, in Crediton and is able to support children with specific literacy difficulties and dyslexia, and
- All staff have been briefed on the difficulties facing children with Glue Ear.
- All staff have received EH4MH training including 'An Introduction to Mental Health', 'Attachment Patterns' and 'Normal Magic'.
- One TA has recently attended the Devon Enhanced Autism Programme training.

Over the last two years, we have accessed advice and support from:

- the Communication and Interaction Team,
- Advisory Teachers for Visual and Hearing Impairment,
- Speech and Language Therapists,
- CAHMS,
- Occupational Therapists,
- Physiotherapists,
- Behaviour Support Team,
- the Educational Psychologist
- the County's Inclusions Officer
- Early Help.

### **Parental and child involvement**

Parents are always welcome to discuss the progress of their children, and can contact the Class Teacher or SENCo to make an appointment. Where appropriate, TAF (Team Around the Family) meetings, take place regularly as part of the 'Right for Children' process. Where appropriate, the views of the child will be sought during or after these meetings, in order that they can share their own views on their education. Each term, the progress of all children in the school is assessed in reading, writing and maths. This allows children who may not be making expected progress to be clearly identified, and the progress of children who are receiving interventions can also be monitored. Children with more severe or complex needs, may work towards more short term targets.

### **What support services are available?**

- Educational Psychology Service, Civic Centre, North Walk, Barnstaple, EX31 1EG, Tel: 01271 388700
- Babcock LDP offer a number of support services and can be contacted on 01392 387239
- Parent Support Advisor - Lorraine Dunn - [Tel:07966388061](tel:07966388061) or referral via school.
- Speech and Language Therapists – referrals via school.
- Devon Parent Partnerships, 01392 383080

### **How do we support transition between phases in Education?**

- Our Foundation staff work closely with the rest of the school staff and with other preschool settings if appropriate prior to children starting school. Concerns are brought to the SENCo's attention and where necessary the SENCo will arrange a further meeting.
- Class teachers of children joining from other schools receive information from the previous school. If there is an SEN issue the SENCo will telephone to further discuss the child's needs.
- When children transfer from our school we will pass on any relevant information. In the case of transfer to Secondary School the SENCo will meet with the named Secondary SENCo to discuss provision. Where relevant, bespoke transition arrangements will be made to support the child with their transition either to our school or to their next school.

### **Complaints**

Parents are encouraged to approach the school at an early stage with any concerns. There is a formal complaints procedure should they feel their concerns have not been addressed. This procedure is available on the website.

### **What should you do if you think your child may have Special Educational Needs?**

In the first instance, you should contact your child's class teacher to discuss your concerns.

Further meetings may involve the SENCo, and together all parties will discuss the best way forward for your child.

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