

Langtree Community School SEND Information Report 2015-16

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 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 are assessed and small nurture groups run weekly.
- If required, children are offered sessions with our school counselor.
- 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 can put parents and families in touch with our Parent Support Advisor (PSA)
- 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?

Miss Mellody, the Headteacher is also our school's SENCo and has an overview of Children in Care. She attends a SENCo forum in the local learning community twice a term, as well as having received training in changes to the SEN Code of practice and, together with our administrator, Mrs Cook, in revised procedures for information sharing and in systems for accessing Early Help for families.

Our governor with an overview of SEN, Mrs Pat Chappell, assists Miss Mellody with our annual SEN audit, which is 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.

- A number of teaching assistants have had speech and language training. Two members of staff were THRIVE trained and are now working with colleagues in the area to devise their own program of emotional support, which the children have named CWT (Children Working Together).
- 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 is now auditing our provision.
- One of 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.

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.

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, TAC (Team Around the Child) meetings, take place regularly as part of the DAF (Devon Assessment Framework) 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) Email: lorraine.dunn@devon.gov.uk
- 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 pre-school 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.

Oct 16