

Langley Park Primary Academy SEND Information Report

At Langley Park Primary Academy we value the abilities of all our students and strive to provide the best education, which ensures that all children can make good progress and achieve ambitious and appropriate goals.

We strongly believe that it is our duty to provide equal opportunities for every child in our care, and to also provide a safe and fully equipped learning environment, which caters for the needs of every student as an individual. We are committed to providing excellent provision for all students with SEND, by providing an ambitious and inclusive Academy curriculum offer, delivered by skilled teachers, and a rich co-curriculum. We aim for all students to be included in all aspects of Academy life and work proactively to eradicate any barriers to inclusion.

The governing bodies of maintained schools and maintained nursery schools, and the proprietors of academy schools, must publish information on their websites about the implementation of the governing body's or the proprietor's policy for students with SEND.

The information published should be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and must include the following:

1) The kinds of SEND that are provided for at Langley Park Primary Academy:

At Langley Park Primary Academy we provide for the following main categories of Special Educational Needs:

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

The range of special needs currently being met within our Academy include: ADHD, anxiety, auditory processing disorder, autism, dyslexia, emotional dysregulation, epilepsy, fine and gross motor skill delay, global development delay, chromosomal disorders, glue ear, hearing impairment, foetal alcohol syndrome, mental health needs, moderate learning difficulties, sensory processing disorder, speech and language needs, social skills difficulties and visual impairment.

2) Policies for identifying students with SEND and assessing their needs:

At Langley Park Primary Academy we review the academic progress of all students six times a year. We use a range of assessment strategies and tools with all the students, at various points in the year. These include Y1 Phonics Screening, Speech Link, Language Link, Spelling Age, Reading Age, and SATs.

Where progress is not sufficient, even if a special educational need has not been identified, extra support is provided to enable the pupil to catch up. Examples of extra support are:

Reading interventions, BEAM, Clever Fingers, Memory Magic, Sensory Circuits, LEGO-Therapy, Numeracy interventions, Nurture and small individual group work. Some students may continue to make inadequate progress, despite high-quality teaching targeted at their areas of need. For these students, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. At Langley Park Primary Academy we are experienced in using the following assessment tools: BPVS, EVT, Ravens, Boxall profile, COPS, LASS and LUCID rapid. We also have access to external advisors for example Specialist Teaching and Learning Service (STLS) and Local Inclusion Forum Team (LIFT).

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEN personalised plan or Record of Outcome, reviewed regularly and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using additional and different resources (but would not be able to maintain this good progress without them) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources, he or she will not be identified as having special educational needs. When there is a change in the identification of SEN, parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

2a) The name and contact details of the SENDCO:

The Inclusion Leader and SENDCO at Langley Park Primary Academy is Mrs Sarah Comins. Mrs Comins can be contacted on 01622250880 or via contactus@langleyparkprimaryacademy.org.uk

3) Arrangements for consulting parents of children with SEND and involving them in their child's education:

All parents of students at Langley Park Primary Academy are invited to discuss the progress of their children on three occasions a year and they receive a written report at least once a year.

In addition, we are happy to arrange additional meetings as necessary. As part of our normal teaching arrangements, all students will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a Year Group Provision Map.

If progress is not made following this provision, we will contact parents to discuss the use of internal or external assessments which will help us to better address these needs. From this point onwards the pupil will be identified as having special educational needs because a special educational provision is being made; the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of students with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible, will also include other agencies involved with the pupil. Information will be made accessible for parents.

4) Arrangements for consulting students with SEND and involving them in their education:

Pupil voice is highly valued at Langley Park Primary Academy and we encourage children, where possible, to take an active role in the evaluation and setting of their targets. Children will be much more successful and driven to achieve a target that they understand and feel accountable for. Students' voice is gathered before annual review meetings by parents and also by school staff, using the Local Authority pupil voice format. The students are also invited to their annual review meetings, where appropriate. If a child is unable to give verbal feedback, a talking mat is used to try and ascertain the pupil's likes and dislikes about school and their learning.

5) Arrangements for assessing and reviewing student's progress towards outcomes:

Every pupil at Langley Park Primary Academy has their progress tracked six times per year. In addition to this, students with special educational needs may have more frequent assessments of reading age, spelling age, etc. The assessments we use at Langley Park Primary Academy include Y1 Phonics Screening, Speech Link, Language Link, Spelling Age, Reading Age and SATs. These tools are used to see if students are increasing their skill level in key areas. If a child is working at a pre-key stage level, we will assess the child's progress using a pre-key stage assessment and the Portage checklist if necessary. This will enable us to track the smaller steps of progress that the child is making. Parents will be kept informed about their child's progress through regular parents' evenings which are held throughout the school year and additional meetings, if necessary.

If these assessments do not show adequate progress is being made, the SEND personalised plan will be reviewed and adjusted. These personalised plans are reviewed at least three times per year, with parents. Parents are encouraged to play an active role in creating the initial plans with the SENDCO and reviewing plans thereafter.

6) Arrangements for supporting students in moving between phases of education and in preparing for adulthood:

At Langley Park Primary Academy we work closely with the educational settings accessed by the students, before they transfer to us, in order to seek the information that will make the transfer as seamless as possible. We have a transition programme which includes transition days, visits to students' nursery placements and transition meetings between the class teacher, parents, nursery staff and the SEND team.

We also contribute information to a students' onward destination by providing information to the next setting. We have a transition meeting with all secondary schools that our students are transferring to. We also take part in the Year 6 to Year 7 transition programme, which is overseen by the Specialist Teaching and Learning Service. Our Year 6 team ensures that students are prepared for secondary school and any new routines which may form part of the secondary school experience.

The Year 6 students are offered guidance with regards to what they might need to pack in their bags, reading bus timetables, time management as well as reading timetables. All students are offered at least one transition day at their new school during Term 6 of Year 6 and students with additional needs may be offered additional transition days to further ease the transition.

7) The approach to teaching students with SEND:

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all students, including those at risk of underachievement.

This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered. *SEN Code of Practice (2014, 6.37)*

At Langley Park Primary Academy, the quality of teaching is judged to be good by Ofsted and the school continues to work closely with the Leigh Academy Trust to further improve this.

We follow the Mainstream Core Standards, advice developed by Kent County Council, to ensure that our teaching conforms to best practice.

In meeting the Mainstream Core Standards, the school employs some additional teaching approaches and strategies, as advised by internal and external assessments. These include one to one tutoring, precision teaching, mentoring, small group teaching and the use of ICT software learning packages.

As part of our budget, we receive 'notional SEN funding'. This funding is used to ensure that a high quality of teaching is maintained and that there are sufficient resources to deploy

additional and different teaching for students requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case. In very few cases, a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resources for students with high needs. The school can apply for Higher Needs Funding from KCC, if it is providing resources costing more than £6000 for a child.

8) How adaptations are made to the curriculum and the learning environment of students with SEND:

At Langley Park Primary Academy we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for students with special educational needs. We also incorporate the advice provided through both internal and external assessments and the strategies described in EHCPs. As a relatively new primary academy, built in September 2016, the learning environment meets the needs of all children, including those with SEN, in the following ways:

wide corridors, carpeted corridors to reduce glare, glass viewing units into all classrooms. The new National Curriculum has been implemented and all staff receive behaviour management training and ASD awareness training as part of their induction. Many staff have also been trained in first aid and attachment as well as dyslexia and ADHD awareness.

Langley Park Primary Academy follows the IB Primary Years Programme and incorporates the five essential elements of the PYP (key concepts, transdisciplinary skills, transdisciplinary themes, attitudes to learning and action) into the learning engagements for all students. This approach to learning provides the foundations for inquiry based learning, through which all children are able to develop their skills and knowledge. The PYP framework is adaptive and inclusive, providing environments for all children to engage through the learner profile attributes and units of inquiry.

9) The expertise and training of staff to support students with SEND, including how specialist expertise will be secured:

Teachers and teaching assistants have had the following awareness training: ASD Awareness, Attachment, Makaton, Sensory Awareness Training. Teachers have also received dyslexia training and ADHD awareness training.

In addition, key staff have attended the following enhanced and specialist training:

Training	Attended By
Peg Feeding	SENDCO, Year 3 Teacher and LSA and Year 4 Teacher and LSA
BEAM	Learning Support Assistants
Boxall Training	EYFS Learning Support Assistant, FLO, SENDCO
Nurture Approaches	Learning Support Assistant, FLO SENDCO to attend in 2023
Sensory Circuits	Learning Support Assistants
Elkan Language Training	Nursery Nurse SRP teachers to attend in 2023
Numicom - basic and advanced level	1:1 Assistant
Scerts Training	SRP Lead Teacher
PECS Training	SRP Staff, Early Years Staff, Year 1 Staff
Crisis Training	Principal, Assistant Principal
Downs Syndrome: Profile Reading and Behaviour	Class Teacher - YR,1,2, 3, 4, PE teacher, Learning Support Assistant
Toe by Toe	Learning Support Assistants
Makaton Training	Teachers and Learning Support Assistants (2021 and annual updates)
Foetal Alcohol Syndrome Training	Whole Staff (2022)
Epilepsy Training	Principal, SENDCO, Teachers and key LSAs (June – September 2023)
IASEND Training	SENDCO and Teachers
Epipen Training	Whole Staff (September 2023)

Where a training need is identified beyond this, we will find a provider who is able to deliver it.

Training providers we can approach are Bower Grove and Five Acre Wood Specialist Teachers, Educational Psychologists, Speech and Language Therapists, Occupational Therapists and nurture groups. The cost of training is covered by the notional SEN funding.

10) Evaluating the effectiveness of the provision made for students with SEND:

Each review of the SEND personalised plan will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

The SEN Code of Practice (2014, 6.17) describes inadequate progress as:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

For students with or without an Education, Health and Care Plan, there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The effectiveness of provision plans will be reported to the governing body.

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This will enable us to track the smaller steps of progress that the child is making. Parents will be kept informed about their child's progress through regular parents' evenings which are held throughout the school year and additional meetings, if necessary.

If these assessments do not show adequate progress is being made the SEND personalised plan will be reviewed and adjusted. These personalised plans are reviewed at least three times per year, with the parents. Parents are encouraged to play an active role in creating the initial plans with the SENDCO and reviewing plans thereafter.

11) How students with SEND are enabled to engage in activities available with students in Langley Park Primary Academy who do not have SEND:

All clubs, trips and activities offered to students at Langley Park Primary Academy are available to students with special educational needs, either with or without an Education, Health and Care Plan. A risk assessment will be carried out and appropriate measures will be put in place to ensure that opportunities offered by Langley Park are available to all who wish to experience them. Where it is necessary, the school will use the resources available to provide additional adult support, to enable the student to safely participate in an activity.

12) Support for improving emotional and social development:

At Langley Park Primary Academy we understand that an important feature of the school is to enable all students to develop emotional resilience and social skills, both through direct teaching, for instance PSHE, tutor time and assemblies and indirectly through everyday conversations adults have with students. At Langley Park we use 'Apple's Friends' and 'Zippy's Friends' to discuss issues such as friendships, relationships and staying safe. These are discussed in a child friendly manner and within the safe environment of the classroom.

Children are encouraged to take an active role in these sessions and ask questions openly.

For some students who require additional help in this area, we also can provide the following:

access to positive play, mentor time with members of the senior leadership team, external referral to CAHMs, drawing and talking therapy, time with Willow - our therapy dog mentor.

Nurture and Hamish and Milo sessions are also available to students at Langley Park Primary Academy. In order to access these services, the class teacher will refer the student to the pastoral team at Langley Park Primary Academy who will triage the referral and decide which service will best meet the needs of the individual student. Students in the early stages of emotional and social development, as a result of their special educational needs, will be supported to enable them to develop and mature appropriately; this will usually require additional and different resources.

13) How Langley Park involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting student's SEND and supporting their families:

Langley Park Primary Academy works closely with a range of other agencies including health services, specialist teachers, Early Help, Social Services and the Local Authority.

Where necessary, the SENDCO and/or FLO can make referrals to the digital front door for social care bodies, health bodies such as Community Paediatricians and therapy services based at Heathside Medical Centre in Coxheath. Referrals can also be made to the school health team and mental health services. Parents will be informed of these referrals and permission will be requested.

The local authority's local offer is published on www.kent.gov.uk and parents without internet access should make an appointment with the SENDCO for support to gain the information they require.

Information, Advice and Support Kent (IASK) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They encourage parents to play an active and informed role in their child's education.

For more information or to get support:

- visit: the IASK website at <https://www.iask.org.uk>
- call: 03000 41 3000
- email: iask@kent.gov.uk

14) Arrangements for handling complaints from parents of children with SEND about the provision made at the Academy:

The normal arrangements for the treatment of complaints at Langley Park Primary Academy are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, SENDCO or Principal to resolve the issue. In the event that the complaint is not adequately addressed by the school, the Chair of the Governing Body can be contacted via governance@latrust.org.uk

If the complaint is not resolved after it has been considered by the Governing Body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an Education and Health Care Plan, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.