

## **Special Educational Needs Information Report – MAY 2022**

### **Definition of Special Educational Needs:**

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

a) has a significantly greater difficulty in learning than the majority of others of the same age;

Or

b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.'

*SEN Code of Practice (2015)*

### **Definition of Disability:**

Many children and young people who have SEN may also have a disability under the Equality Act 2010, that is: ". . . a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities". This definition provides a relatively low threshold and includes more children than many realise: "long-term" is defined as "a year or more" and "substantial" is defined as "more than minor or trivial".'

### **Introduction:**

At Langdon School we aim to meet the needs of, and include, all pupils within the school, including those with Special Educational Needs and/or Disability (SEND).

The Children and Families Act 2014 requires the Local Authority and schools to publish and review information about what they provide for children with SEND in order that any interested party is fully informed when planning for the appropriate education of a child. This provision is referred to as the 'Local Offer'.

In order to show how we use the Local Offer at Langdon we have agreed a Special Educational Needs Policy which details our approach to meeting the needs of pupils with SEND. To supplement this Policy we also publish this Information Report which answers key questions about SEND, explains how we evaluate our SEND provision and looks at the impact of that provision on pupils with SEND.

### **What types of Special Educational Needs are provided for at Langdon Primary School?**

There are four broad areas of SEND. These are:

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

Where educational provision is additional to, or different from, the education made generally for other children of the same age in school then it can be said that we are providing for a child's individual SEND. This provision may link to one or more of the above areas of SEND.

For pupils with higher level of need, the Local Authority may issue an Education and Health Care Plan (EHCP) and may deal with the admissions arrangements on behalf of our school in order to ensure that the pupil's needs are considered in advance in order that they are appropriately met.

The admission arrangements for pupils who do not have an EHCP do not discriminate against or disadvantage any pupil with disability or SEND.

### **How does Langdon School identify and assess pupils with SEND?**

At Langdon School assessment of pupil learning and progress, alongside assessment of their learning attitude and behaviour, is built into the way we teach. Staff ask questions during lessons, mark work, plan challenges and observe responses. This process is ongoing and happens every day, in every lesson.

Six times a year, however, we formally assess our pupils in order to track their learning and the rate of progress they are making. We particularly focus on assessing the skills that permeate the whole of the curriculum, ie. reading, writing and mathematics.

In addition, at certain key points in a child's primary education there are external tests that help to track progress over a Key Stage or at a point in time, for example, entry to school Baseline Assessments, Year 1 Phonic Check, Key Stage 1 SATs and Key Stage 2 SATs. Where children are making progress at a slower than expected rate or are failing to attain at the level appropriate to their age then we may decide to assess that pupil's learning in more detail.

When we need more insight into how a pupil is learning or if they appear to be having difficulties then we do more individual, specific assessments. These assessments might be conducted by ourselves or with the help of other professionals from the field of education or health such as Educational Psychologists, Specialist Teachers, Speech and Language Therapist or paediatricians. The purposes of these assessments is to understand how a child is learning in order to ensure that we are providing the best opportunities for learning, giving suitable learning tasks and using resources wisely in order to support progress.

Information from all of our assessments help us decide whether a child has a special educational need and will inform what we then do about this. Any provision which is additional or different to that given to the majority of the class is monitored carefully. Many interventions are short term and pupils then make good progress and continue to learn in line with their peers – these children would not be considered to have special educational needs. Where a pupil is not able to maintain good progress without this provision or intervention then we identify the pupil as having a special educational need. We maintain a register of children with SEND and track their learning and progress accordingly.

For pupils with the highest level of need who have an Education and Health Care Plan (EHCP), we assess progress against the criteria laid out in this plan at least once a year and at key transition points in consultation with parents and relevant outside agencies eg. health, social services, educational psychology or specialist teachers. The outcomes of this assessment and annual review determines future provision for the individual child.

## **How do parents know if their child has been identified as having SEND?**

Langdon School is a very open community and parents and staff regularly have informal discussions about children's wellbeing, learning and progress. This is often the first point at which a parent may be asked about or informed of any difficulties that their child may be having in school.

Where we feel that a child has a more long term or challenging need then teachers and the Special Educational Needs Coordinator will meet with the parents to hold a formal discussion about the difficulties the child is experiencing, the strategies we are employing to address these and how effective they are. This meeting might take place at one of our termly Learning and Progress or Parent Consultation Meetings or at another mutually convenient time.

Because we operate in partnership with our parents, sometimes parents bring information to staff about their child's learning to us. We will then act upon this promptly, ensuring the assessments are used to help give more information about the pupil's learning.

Parents also receive written reports about their child's learning and progress each term – Continuous Assessment Reports and the Annual Report. These reports detail any difficulties the child might be having, whether the pupil is accessing strategies to address these and their learning and progress assessment outcomes against the national expectation for the age of the pupil.

## **How do we make provision for pupils with SEND?**

The SEND Code of Practice (2014) makes it clear that 'all teachers are teachers of pupils with special educational needs'. As such, we ensure that the quality of teaching at the school is at least good or better (Ofsted Outcome for Quality of Teaching and Learning 2016 – Good). Staff partake in relevant training to ensure that their teaching skills are up to date and engage in specific training at certain points in order to hone their knowledge and skills should they encounter pupils with a particular need in their class, for example, those with language difficulties, specific learning difficulties such as Dyslexia or Dyspraxia or Autistic Spectrum Disorders.

Each class has a teacher and a teaching assistant who work in close partnership to meet the needs of all pupils. Both teachers and teaching assistants work with the whole class, groups and individuals in order to address individual need. We also use the Head Teacher/SENCo and employ an additional teacher to work with groups and individuals on short and longer term interventions.

We work closely with other agencies which can provide advice and support should we require it. The Local Inclusion Forum Team is often the forum for asking for this support and through it we can access the services of Specialist Teachers, Speech and Language Therapists, Special School Advisers and Educational Psychologists. We also have close links with medical professionals who are also able to assess and advise individual pupils in order to inform our work with them. We access specific training from these agencies should we consider them relevant to the needs of our pupils.

Provision for pupils with SEND might take the form of equipment or resources that are needed for the child to access the classroom, playground or learning situations. We allocate

a budget for SEND and this is used whenever we need to add to our equipment. Some learners for example, need to use ICT in order to maximise their learning in writing. For these pupils we ensure that our ICT equipment is up to date and that it is always accessible for them to use in lessons.

### **How do we teach and support children with SEND?**

Quality first teaching, differentiated for individual pupils, is the first step in ensuring that children learn well and make good progress. Currently we, Ofsted and the Local Authority consider the teaching to be good or better. We monitor it regularly and often to ensure that this is the case almost all of the time. Children with SEND are included in whole class lessons for a good deal of the day, and certainly for all English and Mathematics lessons. They may work directly in these lessons with the class teacher, the teaching assistant or independently on a task which is suitable to the ability.

From time to time the class teacher may provide an additional intervention to pre-teach a skill ready for the next lesson, or to address any gaps or continued lack of understanding following a lesson, in order to ensure that a child does not fall behind. Some interventions are run in the classroom and some are run whereby the children are withdrawn to work in another room, perhaps in a small group or individually. Both teachers and teaching assistants lead the interventions according to the needs of the child and the skills they have gained through training.

Some pupils have long term, severe or complex needs and may need a more individualised approach for more of the time. This type of support is available where barriers to learning and progress cannot be overcome by quality first teaching or short term interventions alone. The work that they do may be informed by the advice of the school SENCo or outside professionals and may be supported by additional High Needs Funding and/or monitored with an EHCP for those with the highest level of need.

### **How do we ensure that our school is accessible to children with SEND?**

Langdon School is situated on site with several detached buildings with steps leading into them. We continually assess our premises in order to ensure they are fit for use by those with SEND. For example, we have a fully accessible toilet, we have provided ramps or coloured handrails for those who need them, we have ordered bespoke furniture and support structures such as footstools, changing facilities and writing slopes and we have seating plans that allow for pupils to get maximum involvement in the classroom. We ensure that equipment is accessible to all pupils regardless of need, acting upon advice from parents and other professionals.

All pupils are able to access activities in school. We differentiate or adapt them in order that this will be the case for those who have SEND. Our clubs and out of school opportunities are also available to all, unless there is a very strong reason on the grounds of what is best for the children's health or safety not to do so. Again, we will endeavour to offer additional support or adapt activities in order that children can access at least some of them, if they are not able to access them all.

We regularly ask parents to keep us informed of their own and of their children's SEND needs and use the information from their questionnaire responses to inform the premises aspect of the School Improvement Plan.

## **How do we support pupils with SEND when they move on?**

Transitions to school, between classes and to secondary education can cause anxiety for some children and their parents, but particularly those who have additional needs. We try to minimize this anxiety in a number of ways.

When children enter school at the age of four or five, we have several sessions where they come to school to 'stay and play', either with, or when they are ready to, without a parent. Our staff conduct home and nursery or playgroup visits to see the child in their familiar settings and to gain valuable information about their needs from parents and staff. This helps us make provision for when the child starts school, including organising staffing levels, support systems and equipment as well as liaising with other professionals who might be working with the child or family. When we reach September the children come into school with their parents for a one to one session to meet the staff and then have three weeks of part time attendance to gradually ease them into the school day. As a result of this gradual entry to school we find that our new entrants settle very quickly and begin learning happily from day one.

When a pupil moves class we have a transition programme which lasts a few weeks. This allows pupils to get to know their new teacher, teaching assistant and peer group in their new classroom. They will have at least two full days with their new class. It also allows staff to build relationships with the pupils, to observe their needs in learning and in social situations and then to plan how to best meet the child's individual need when they transfer permanently. Staff liaison occurs to ensure that records of learning and progress, strategies used and any other key information is passed on and used to inform planning for the new term. Parents have an opportunity to meet with the new and old member of staff before transition in order to discuss any aspects of their child's move to a new class. They also have a 'meet the teacher' session early in the new year when they can raise any issue related to their child's wellbeing, learning or progress, including their SEND.

For children transferring to the secondary phase we liaise closely with local secondary school staff to ensure that they are fully apprised of a child's need, learning, progress and of any support strategies that may be useful to help the child settle quickly. Pupils meet a key Year 7 staff member in our school in the term prior to transfer in order that they have at least one familiar face that they recognise on arrival to their new school. All children attend the regular transition sessions held by the secondary schools. In addition to this, vulnerable pupils have the opportunity to attend small group or individual sessions in their secondary school with Langdon School staff supporting them. In school we do preparation for moving on to secondary in class throughout Year 6, focusing particularly on independence skills and how to organise your own learning time.

## What is the impact of our work with pupils with SEND?

The following information is based upon the statutory end of Key Stage and school in-Key Stage assessments that we do. It is based on end of year performance outcomes for July 2019 which is our latest set of data.

**In 2020 because of the coronavirus/Covid-19 response, end of Key Stage statutory assessments were suspended and for this reason there is no assessment data for 2020 or 2022.**

Impact Criteria	Outcomes	Commentary and Evaluation
Percentage of SEND pupils on roll	Langdon Primary School 28.41% (risen from 17.6% in 2020-21) National Average for Primary Schools 12.2% (based on figures from Jan 2021; 2022 figures not released until June 2022)	This percentage of pupils with SEND is higher at Langdon than the national average.
Percentage of pupils with an EHC Plan	Langdon Primary School 1.1% National Average for Primary Schools 3.7%	In line with a national increase in the percentage of pupils with and EHCP
Incidence of need type	Specific Learning Difficulty 4% Moderate Learning Difficulty 28% Severe learning Difficulty 0% Profound and Multiple Learning Difficulty 0% Social, Emotional and Mental Health 0% Speech, Language and Communication Needs 40% Hearing Impairment 0% Visual Impairment 0% Multi-Sensory Impairment 0% Physical Disability 8% Autistic Spectrum Disorder 20% SEN support but no Specialist Assessment of type of need 0% Other Difficulty or Disability 0%	Total number of pupils with SEND = 25  Significant rise in the number of pupils with SLCN (in line with national profile) and ASD

<p>Key Stage One outcomes for pupils with national comparators (10 pupils) <b>2019 DATA</b></p>	<p><b><u>Reading, Writing, Mathematics Combined Score</u></b>  Year 2 – Expected Standard 75%  Year 2 – Greater Depth Standard 25%</p> <p><b><u>Reading</u></b>  Year 2 – Expected Standard 80%  National – Expected Standard 75%  Year 2 – Greater Depth Standard 40%  National – Greater Depth Standard 25%</p> <p><b><u>Writing</u></b>  Year 2 – Expected Standard 70%  National – Expected Standard 69%  Year 2 – Greater Depth Standard 30%  National – Greater Depth Standard 15%</p> <p><b><u>Mathematics</u></b>  Year 2 – Expected Standard 80%  National – Expected Standard 76%  Year 2 – Greater Depth Standard 30%  National – Greater Depth Standard 22%</p>	<p>This year pupils were in line with the national average in Reading.</p> <p>This year pupils were in line with the national average in Writing.</p> <p>This year pupils were in line with the national average in Mathematics.</p>
<p>Key Stage Two ATTAINMENT outcomes for all pupils, and for pupils with SEND, with national comparators (All pupils 8/SEND pupils 4) <b>2019 DATA</b></p>	<p><b><u>Reading, Writing, Mathematics Combined Score</u></b>  Year 6 – Expected Standard 75%  National – Expected Standard 65%  Year 6 SEND – Expected Standard 50%</p> <p>Year 6 – Greater Depth Standard 25%  National – Greater Depth Standard 10%  Year 6 SEND – Greater Depth Standard 0%</p> <p><b><u>Reading</u></b>  Year 6 – Expected Standard 75%  National – Expected Standard 73%  Year 6 SEND – Expected Standard 50%</p>	<p>This year all pupils did better than the national average in the Core Subject combined. No pupils with SEND attained GDS.</p> <p>This year all pupils did better than the national average in Reading, particularly at Greater Depth Standard. 50% of</p>

	<p>Year 6 – Greater Depth Standard 50%  National – Greater Depth Standard 27%  Year 6 SEND – Greater Depth Standard 50%</p> <p><b><u>Writing</u></b>  Year 6 – Expected Standard 75%  National – Expected Standard 78%  Year 6 SEND – Expected Standard 50%</p> <p>Year 6 – Greater Depth Standard 38%  National – Greater Depth Standard 20%  Year 6 SEND– Greater Depth Standard 0%</p> <p><b><u>Mathematics</u></b>  Year 6 – Expected Standard 75%  National – Expected Standard 79%  Year 6 SEND – Expected Standard 50%</p> <p>Year 6 – Greater Depth Standard 75%  National – Greater Depth Standard 27%  Year 6 SEND – Greater Depth Standard 50%</p> <p><b><u>English Grammar, Punctuation and Spelling</u></b>  Year 6 – Expected Standard 75%  National – Expected Standard 78%  Year 6 SEND – Expected Standard 50%</p> <p>Year 6 – Greater Depth Standard 50%  National – Greater Depth Standard 36%  Year 6 SEND – Greater Depth Standard 0%</p>	<p>pupils with SEND attained GDS, significantly above national figures.</p> <p>This year all pupils did better than the national average in Writing, particularly at Greater Depth Standard. No pupils with SEND attained GDS.</p> <p>This year all pupils did significantly better than the national average in Mathematics. 50% of pupils with SEND attained GDS.</p> <p>This year all pupils did better than the national average in Grammar, Punctuation and Spelling, particularly at the Greater Depth Standard. No pupils with SEND attained GDS.</p>
<p>Key Stage Two PROGRESS outcomes for all pupils, and for pupils with SEND, with national comparators (All pupils 8/SEND pupils 4) <b>2019 DATA</b></p>	<p><b><u>Reading Progress Score</u></b>  All Year 6 +1.89  National 0.00  Year 6 SEND +3.17</p> <p><b><u>Writing Progress Score</u></b>  All Year 6 +2.00</p>	<p>This year pupil progress in all three subjects for pupils with SEND was in line with the national average.</p>



	<p>National 0.00 Year 6 SEND -0.32</p> <p><b><u>Mathematics Progress Score</u></b> All Year 6 +0.87 National 0.0 Year 6 SEND -1.43</p>	
Staff training for SEND	<p>HT/SENCo – Holds Advanced Certificate – Special Educational Needs in the Ordinary School</p> <p>Class teachers – Sounds Write Training (4x teachers) Every Lesson Counts in the Foundation Stage (1x teacher) Talk for Writing (4x teachers)</p> <p>TA – Every Lesson Counts for Teaching Assistants (1x TA) Sounds Write Training (all TA staff) Language Link Training (1x TA) Language Through Colour Training (1x TA)</p> <p>Teaching assistants attend all in-school and collaboration training provided for teaching staff.</p>	<p>Teaching in the Foundation Stage is consistently Good.</p> <p>All staff deliver Sounds Write across the school. Year 1 and 2 Phonics Check, Year 6 GPS show that spelling outcomes are in line with national and local figures for all children.</p> <p>Year R intervention using the Language Link programme has resulted in the participants making good progress, with almost all working at age appropriate levels by the end of the year. Those that are not have been referred to Speech and Language Therapy for further assessment.</p> <p>Support for pupils with SEND in class is good – verified by Ofsted, LA School Improvement Adviser and Collaboration Peer Reviews.</p>
Attendance <b><u>2019 DATA</u></b>	<p>Whole school sessions missed due to overall absence 4.3% National average for primary schools 4.8%</p> <p>School SEND sessions missed due to overall absence 5.6%</p>	

	<p>National average for primary schools 4.8%</p> <p>Whole school persistent absentees (10% or more sessions) 13% National average for primary schools 4.8%</p> <p>School SEND persistent absentees 5% (5 pupils) National average for primary schools 4.8%</p>	<p>Overall absence for pupils with SEND is higher than in all other primary schools. This figure reflects pupils who were advised to shield from March 2020 – Sept 2020 and periods of self isolation due to coronavirus/Covid-19.</p> <p>Persistent absenteeism for all pupils is higher than all pupils absenteeism in other primary schools. Figures this year reflect periods of self isolation due to coronavirus/Covid-19.</p> <p>Persistent absenteeism for SEND pupils is higher than all pupils absenteeism primary schools. Figures this year reflect periods of self isolation due to coronavirus/Covid-19.</p>
Behaviour	<p>Permanent exclusions occurring in the last 12 months – 0 Fixed term exclusions occurring in the last 12 months – 0</p> <p>Detentions occurring in the last 12 months – 0</p>	<p>All pupils, including pupils with SEND, exhibit good behaviour in class and in school.</p>

**Total allocation of funding for SEND for financial year 2021-2022**

Notional SEN Factor	IDACI	£10337	<p><b><u>What we spend the SEN funding on:</u></b></p> <ul style="list-style-type: none"> <li>• 4x F/T Teaching assistants to release teachers to work with pupils with SEND and to support pupils with SEND in each class.</li> <li>• 2x HNF Teaching assistants to work with pupils in receipt of HNF and/or have and ECHP</li> <li>• Release time for the HT to do SEN related work in role as SENCo.</li> <li>• Resources to support children with SEND in the classroom eg. additional computers and software for those with Dyslexia.</li> <li>• Assessments by outside professionals such as Educational Psychologists, Speech and Language Therapists, Occupational Therapists</li> <li>• Counselling services</li> <li>• Resources for use in classrooms</li> <li>• Staff SEND training costs</li> </ul>
	Looked After Children	£0	
	Low Cost, high Incidence SEN	£17414	
	English as an additional language	£0	
	Lump Sum	£121386	
	<b>Total (with London Fringe if applicable)</b>	<b>£149137</b>	
School Contribution per Pre-16 Pupil		£0	
HNF Element 3 Top Up		£37126	
HNF Notional SEN Top Up		£13112	

**Total allocation of funding for SEND for financial year 2020-2021**

Notional SEN Factor	IDACI	£8522	<p><b><u>What we spend the SEN funding on:</u></b></p> <ul style="list-style-type: none"> <li>• 3x F/T Teaching assistants to release teachers to work with pupils with SEND and to support pupils with SEND in each class.</li> <li>• Release time for the HT to do SEN related work in role as SENCo.</li> <li>• Resources to support children with SEND in the classroom eg. additional computers and software for those with Dyslexia.</li> <li>• Assessments by outside professionals such as Educational Psychologists, Speech and Language Therapists, Occupational Therapists</li> <li>• Counselling services</li> <li>• Resources for use in classrooms</li> <li>• Staff SEND training costs</li> </ul>
	Looked After Children	£0	
	Low Cost, high Incidence SEN	£16589	
	English as an additional language	£1874	
	Lump Sum	£120084	
	<b>Total (with London Fringe if applicable)</b>	£147069	
School Contribution per Pre-16 Pupil		£0	
HNF Element 3 Top Up		£0	
HNF Notional SEN Top Up		£0	