



Langford Village Academy - SEND Information Report 2020-2021

Name of school	Langford Village Academy
Type of setting	Mainstream Lower School - children aged 4-9
Name of SENCo	Mrs Rachel Siswick
Address	Church Street, Langford, SG18 9QA
Phone number of SENCo	01462 629000
Email of SENCo	Langford-info@bestacademies.org.uk
Website	https://www.langfordvillageacademy.org.uk/

Our Vision and Aims

'Learning, Values and Achievement' is our mission statement.

Learning We believe in a happy, stimulating and safe environment, with an exciting topic-based curriculum so that all the children and adults enjoy their learning.

Values We believe that every member of our school community should feel valued and we encourage everyone staff, children and parents- to value not only each other, but the school and the wider environment.

Achievement We believe that it is every child's right to achieve to the best of their ability (and beyond!) and we provide both the challenge and the support to get them there.

1. What types of SEN do we provide for?

At Langford, we believe that every pupil, regardless of gender, race or disability, has a right of equal access to a broad and balanced curriculum. We strive to ensure that the curriculum is presented in a supportive and stimulating atmosphere, which is child-centred and encourages them to achieve their full potential.

The four main areas of SEND that we provide for are:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health difficulties
- Sensory and /or physical need

2. How do we identify and assess pupils with SEN?

All children are carefully tracked and their progress, attainment and wellbeing monitored continually. Children with additional needs or SEND may be initially identified through a concern raised from parents, baseline assessment on entry, teacher referrals or if they are making less than expected progress, in spite of good quality differentiated classroom teaching.

Limited progress and low attainment do not necessarily indicate that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.



The SENDCo will investigate further with other staff and parents, to assess the needs and next stages, which may include the use of external agencies, such as the Child development Centre or Educational Psychologists.

Early intervention and identification of SEND is important. On entry to school in Reception all children are assessed on a baseline assessment. During our thorough transition programme, emerging individual needs or difficulties can be identified and discussed with parents and provision adapted accordingly.

Some pupils have an Educational Health Care Plan (EHC) which clearly sets out the needs of the child.

If you have concerns about your child's progress or wellbeing please speak to your child's class teacher initially. The SENDCo or Principal are also available if you have ongoing concerns.

3. Who is our special educational needs and disability coordinator (SENDCo) and how can she be contacted?

The SENDCo is Rachel Siswick and can be contacted by phone on 01462 629000 or by email langford-info@bestacademies.org.uk

4. What is our approach to teaching pupils with SEN?

Special educational provision is educational provision that is additional to or different from that made generally for other children of the same age. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. We will take a graduated approach to supporting children with SEND and this is very specifically defined by the local authority's two documents applicable to our age range:

- Draft Guidance on SEND in the Early Years: A Graduated Approach 2014
- Draft Guidance on SEND 5-16: A Graduated Approach (Revised January 2016)

Both of these documents can be found on Central Bedfordshire's website.

The special educational provision in place should follow the four-part cycle:

1. Assess. This could involve a range of methods including, but not limited to, teachers' assessment of pupil progress, attainment and behaviour, results of standardised tests screening and profiling tests, questionnaires of parents and children and observations.

2. Plan. This is likely to involve the SENDCo, working with teachers to plan appropriate provision, which is clearly communicated with all concerned. This may be in class support or more targeted provision. Any planning will have a clear focus on expected outcomes for the child or young person.



3. Do. The SEND Code of Practice places the teacher at the centre of the day-to-day responsibility for working with all pupils, it is imperative that teachers work closely with any teaching assistants or specialist staff involved to plan and assess the impact of targeted interventions.

4. Review. The progress of pupils who are receiving SEN Support should be reviewed termly and teachers should meet with parents three times a year. This may form part of Langford Village Academy's regular tracking processes.

5. How do we adapt the curriculum and learning environment?

We provide a highly structured continued professional development programme which focuses on Quality First Teaching. We focus strongly on a research based approach which reflects current research and pedagogy. Learning environments are designed to provide a communication friendly space that reflects the children's individual needs and stage of development.

Teaching and learning for children with additional needs is personalised through individual support plans. This document outlines individual targets, approaches to learning, group and/or 1:1 work and specific resources. This may mean objectives from the national curriculum are broken down so that progress can be made and measured in smaller steps. Support for children is developed and planned cooperatively with parents and carers.

The site is fully accessible for the pupils currently at the academy and meets all the requirements of the Equalities Act 2010.

6. How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?

We encourage pupils with to take part in the life of the school fully. Support is considered for all activities including trips, sporting events, workshops, clubs and after school care. The support may be the use of teaching assistants or the simplification of tasks or activities to enable access.

7. How do we consult parents of children with SEN and involve them in their education?

We aim to make our curriculum and teaching accessible to all parents and carers. Parents and carers should have a clear view of what their child is learning and the progress they have made. At Langford we ensure communication between home and school through:

- School newsletters
- Class pages on the Website
- Home learning projects
- Parental consultation meetings
- Parent workshops e.g. maths at home, new parents information

If your child is receiving SEND Support (as categorised by the Code of Practice 2014) there will be meetings arranged with parents (at least three times a year) where their needs are reviewed and individual targets set. For children with an EHCP this will be the 'Annual Review' meeting. These review meetings allow for parental and pupil voice.

Parents can request a meeting with the SENDCo at any time during the academic year.

8. How do we consult pupils with SEN and involve them in their education?



Targets and strategies are always shared with the children. We ask pupils for their views on their needs and record this on their Support Plans. Students with SEND have access to extra time if appropriate during assessments. We also survey the children on what they think about their learning experience at school and share this as staff.

9. How will school staff support my child?

In all year groups the class teacher is responsible for targeted teaching and learning that matches the needs and stage of development of all children, this is known as 'Quality First Teaching' or Wave 1 provision. Teachers and Teaching Assistants know the children very well. Planning, teaching and learning builds upon what the children already know, can do and can understand. Class teachers will be regularly assessing pupil progress as part of their normal practice. We use Target Tracker to monitor and record progress and attainment of all children. The data generated by these reports will be scrutinised by the SENDCo after each reporting cycle so that less than expected progress can be highlighted and support put in place.

Those pupils receiving specific SEND support will have their progress tracked and monitored, and this information will be fed back to the pupil and parent. This may include 1:1 or small group work outside of the classroom run by trained Higher Level Teaching Assistants. These interventions are closely monitored by the SENDCo and class teacher.

We will try to use our normal school assessment processes as much as possible so as not to overburden our children with too many assessments.

For pupils who have been identified as needing further specialist support, this will be discussed with you through an initial meeting and referrals to external agencies can be made.

If your child has an EHCP a review will be held annually to look at the progress made against your child's identified targets. All of the professionals involved in your child's care will be invited.

In addition, should you have any concerns or questions throughout the year, you are welcome to arrange an appointment with your child's class teacher, SENDCo or Principal.

10. How do we support pupils moving between different phases of their education?

We know that the first transition into school is fundamental in its effect on further transitions within school and throughout adult life. It is imperative that transition to school is smooth, that all children feel safe, secure and 'at home' when they arrive. In order to ensure a positive experience, we:

- Visit children in their nursery or pre-school
- Offer a home visit for parent and child
- Invite children for Stay and Play visit to school
- Invite parents to an information evening
- Offer an initial part time attendance

For all families, the induction meeting, visits to school and home enable opportunities for us to discuss and understand your child's needs, and any additional concerns about their transfer to school.



For some children with SEND transitions can be particularly difficult. Meeting with parents, staff and SENCo to discuss and plan the transition into school is important. This programme may include extending or repeating visits to school or increased period of part time attendance.

When a pupil with SEND is preparing to transfer to another school, we will put transition activities in place. This may involve additional visits to the new setting.

The transfer to middle school has its own managed programme which every child accesses. As part of transition, pupils are invited to attend an afternoon at the middle school to meet the SENCO and staff who will be supporting them when joining Year 5. SEND paperwork and most recent Support Plans are given to and discussed with the member of staff responsible for the child's support at the receiving school. Where possible a meeting with the new school's SENCo is arranged. We are able to liaise with middle schools to set up additional transition visits for pupils we feel are more vulnerable during this process of change.

For those with a EHC, the Local Authority advises parents and pupils to help them make the transition from lower to middle as appropriate.

11. What support is available for improving the social and emotional development of pupils?

At Langford we are proud of our distinctive ethos and caring atmosphere, where everyone is encouraged to feel part of a strong family, all working together to meet the needs of all our children. We aim for all learners to grow into well-rounded, happy and curious learners in an environment where they feel safe and supported.

We have support groups called 'Sunshine Circles' that are designed to nurture and develop the confidence of pupils. This is run by our Pastoral Lead.

12. What expertise and training do our staff have to support pupils with SEN?

The SENDCo has completed the mandatory training and qualification for the National Award for Special Needs Co-ordination. Teaching and support staff have regular meetings each term to update information about pupils. We have regular training on SEND issues and attend special training as necessary, for example, speech and language training (ELKLAN), ASD, social and emotional well-being workshops, behavioural approaches and as part of our BEST liaison meetings we run training for all staff on different aspects of SEND Practice.

13. How do we evaluate the effectiveness of our SEN provision?

As part of the normal school development and self-review cycle we will carefully examine the data from assessments, pupil views and teacher observations to evaluate the effectiveness of the provision. Staff hold termly meetings to review all children with SEND and pupil progress is monitored at the beginning of each term.

Governors have data available at each meeting to monitor progress and effectiveness of the provision. There is governor for SEND.

14. How do we handle complaints from parents of children with SEN about provision made at the school?



The school has a Parental Complaints Policy which can be found here

<https://www.langfordvillageacademy.org.uk/page/?title=Policies&pid=47>

Parents are able to contact the Principal if they have complaints about the provision made for their children with SEND at the school. If this is inappropriate, parents can contact the chair of governors through the contact details on our website;

<https://www.langfordvillageacademy.org.uk/>

15. What support services are made available to parents?

We draw on a range of local providers such as:

- NHS,
- Union Street Clinic,
- local GPs,
- School Nurse.
- CAMHs
- Children's Social Care
- Early Help Intervention from CBC
- Education Psychology Service
- Outreach service from Ivel Valley School
- ASD specialist teacher from Ivel Valley School
- CHUMS
- Jigsaw Behaviour Support

There are many others that we can access from time to time to help us secure the best possible support for our children. They may come in and help us with assessments, providing advice as needed, or they may be alternative providers.

16. Where can parents access help from other organisations and where can the LA's local offer be found?

Details of organisations and parent partnerships-

<http://www.centralbedfordshire.gov.uk/children/sen-disability/send-partnership/overview.aspx>

The LA's local offer-

https://www.centralbedfordshire.gov.uk/info/15/special_educational_needs_and_disability_-_local_offer

17. Where can the academy's accessibility plan be found?

Our plan for current and future accessibility can be found at:

<https://www.langfordvillageacademy.org.uk/page/?title=Policies&pid=47>