



Church Langton CE Primary School

SEND INFORMATION REPORT

September 2024



School Name:	Church Langton Church of England Primary School
Address:	Church Langton CE Primary School Stonton Road Church Langton Market Harborough LE16 7SZ
Telephone Number:	01858 465479
Name of Head teacher:	Lucy Anderson
Name of SENDCO	Jenny Eshelby
Head teacher's contact details:	landerson@clp.learnat.uk
Website address:	https://www.churchlangton.leics.sch.uk/
Age Range of students (start and finish) to include Post 14 onwards where relevant):	Primary 4-11 years
Date of Last Inspection:	April 2022
Outcome of last inspection:	Good
Specialist designated unit / additional learning support department	None
Total number of pupils with Special Educational Needs and Disabilities (SEND)	26
Total number of pupils receiving additional learning support	40

Section 1 – The kinds of special educational needs for which provision is made at Church Langton CofE Primary School.

Church Langton CofE Primary School is an inclusive, mainstream primary school which makes provision for a wide range of children with special educational needs and disabilities. The school site is all on one level so there is ease of access for children and adults in wheelchairs or with mobility difficulties.

There are 4 main areas of need.

- **Communication and interacting** – Some children and young people have speech, language and communication difficulties which can impact their ability to make sense of language or to understand how to communicate effectively with others.
- **Cognition and learning** – Some children and young people learn at a slower pace than others of their age, have difficulty in understanding parts of the curriculum, with organization and memory skills, or have a specific difficulty affecting one particular aspect of learning.
- **Social, emotional and mental health difficulties** – Some children and young people have difficulty managing their relationships with other people. They may be withdrawn, behave in ways that hinder their own or other children's learning or that have an impact on their health and well-being.
- **Sensory and/or physical needs** – Some children and young people have visual and/or hearing impairments or a physical need that means they must have additional ongoing support or specialized equipment.

Some children or young people may have special educational needs that cover more than one of these areas.

Section 2 – Information about policies for the identification and assessment of pupils with special educational needs at Church Langton CofE Primary School.

On our website we have our Special Educational Needs and Disabilities policy, it states that: -

A pupil has SEND where their learning difficulty or disability calls for special educational provision to be made for them, that is provision different from or additional to that normally available to pupils of the same age.

For some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop.

Teachers and support staff are trained to recognise possible indicators for SEND.

Class teachers will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings. Class teachers then make regular assessments of progress for all pupils, identifying, in particular, where pupils are making less than expected progress given their age and individual circumstances.

Where a pupil's progress is causing concern, this may be characterised by progress which:

- 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 the child and their peers
- widens the attainment gap

Identifying and adapting teaching to meet pupils' needs is a process that is in place for all pupils.

Our first response to a pupil's learning will always be quality first teaching which will be targeted at areas of difficulty. If a pupil's progress continues to cause concern, the pupil will be monitored by gathering evidence compared to the work of their peers - this will include the views of the parents and the pupil. During the information gathering period, adaptations within the classroom, interventions and/or reasonable adjustments will be put in place to secure better progress.

At Church Langton CE Primary School, the SENDCO has access to a range of different assessment materials which she will use to help identify strengths and weaknesses of the child's learning profile. This includes literacy, maths, phonics

assessments and other more specific screeners, such as for dyslexia and sensory needs. In accordance with the 2014 SEND Code of Practice, this follows the graduated approach of 'Assess, Plan, Do, Review'. Support, strategies and interventions will then be put in place, details of which will be documented in a provision plan (for those children who are not on the SEND register but who have been highlighted as not making expected progress) or for those children on the SEND register in their individual learning plan.

If a pupil continues to make less than expected progress or continues to work at levels substantially lower than that of their peers despite support and interventions then an external agency will be involved. The SENCo will work in conjunction with the class teacher to gather evidence and decide which external agency would best fit to suit the individual needs of that pupil.

Section 3 – Information about policies for making provision for pupils with special educational needs whether or not pupils have Education Health and Care (EHC) Plans:

(a) How Church Langton CofE Primary School evaluates the effectiveness of its provision for such pupils.

Targets are set for every child on the SEND register, as well as those children where potential barriers to learning have been identified. These targets are specific, measurable, achievable yet challenging, relevant and time bound (SMART). As such, they ensure pupils with SEND are focusing on the key aspects of their learning that will support them the most, and that expectations remain high whilst realistic and encouraging. These targets therefore form the basis for evaluating the effectiveness of our provision for pupils with SEND.

Teachers

- have high expectations for all pupils and are responsible for ensuring that children with special educational needs or disabilities (SEND) make good progress
- review progress made in relation to each pupil's targets at least every 10 weeks, as well as reviewing the effectiveness of any interventions provided
- listen with interest to the pupils in their class so that they have a good understanding of each pupil's views and perspectives in relation to their learning, interests, needs and provision
- meet with parents to discuss progress and consider appropriate next steps.

SENDCo

- has discussions and gathers information from the class teachers, pupils and parents to consider progress and the effectiveness of provision for each pupil with SEND
- monitors progress made against targets
- monitors the teachers evaluative work (see above) and supports them where necessary

School leaders

- use a system of pupil progress meetings to review the progress of all children, including those with SEND
- monitor the work of the SENDCo and teachers through triangulation of observations, learning walks, drop ins, work scrutinies and discussions

We know that we will achieve excellence in our provision for pupils with SEND and therefore educational inclusion by continually reviewing what we do. We consistently ask ourselves these key questions:

- do all our children achieve their best?
- are there differences in the achievement of different groups of children?
- what are we doing for those children who we know are not achieving their best?
- are our actions effective?

Governors

- the governors provide strategic oversight of the school's SEND provision, meeting with the SENDCo to discuss provision and carry out joint learning walks

If the school judges that the impact on learning is not sufficient, we will seek advice from external agencies, from other schools and from our school improvement advisor in order to improve our provision for pupils with SEND. The parents of the pupil with SEND will be involved throughout.

(b) The arrangements for assessing and reviewing the progress of pupils with special educational needs at Church Langton CofE Primary School.

Pupils with SEND along with their peers are assessed termly and their outcomes and progress in learning are measured against national age-related expectations. The class teacher continually assesses each pupil and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry to school using a variety of methods. Children who are not making expected progress are identified through regular scrutiny of assessment data and in progress meetings between the class teacher and senior leaders. Discussions take place about why individual children are experiencing difficulty and this information is used to update in class support as well as interventions. This information will be shared with parents each term. This will give parents the opportunity to record their concerns, be updated on their child's progress/attainment and help to agree outcomes for the pupil in order to prepare them for the next phase of education.

As noted above (3a), pupils with SEND are set personalised SMART targets every 10 weeks. These form a key part of the assessment process for pupils with SEND, especially for those pupils whose learning is below the key stage. When the

targets are reviewed, comments are made against each target to show what progress the child has made. If the target has not been met, the reasons for this are discussed and the target may be adapted into smaller steps or a different approach may be tried to ensure the child is able to make progress. The class teacher or the SENDCo may meet with parents or carers to discuss how to support the child with useful strategies. If outside agencies or the Educational Psychologist have been involved, suggestions and programmes of study are often provided that can be used at home. Some children with SEND may not need this level of support and instead just need reasonable adjustments made to the classroom practise to enable them to access the curriculum. These are documented in a One Page Profile. All staff working with them will be aware of this.

Parents and carers are welcome to make an appointment at any time to meet with either the class teacher or SENDCo and discuss their child's progress, as well as to seek advice, information and practical ways to help children at home. We believe children's education should be a partnership between parents and teachers and so we aim to communicate well and regularly, especially where children have complex needs.

(c) Church Langton CofE Primary School's approach to teaching pupils with special educational needs and providing additional support when required.

When a pupil has been recognised as having SEND, the first step is to target their areas of difficulty through quality first teaching, adapted that the pupil can access the learning and their individual needs are addressed. All staff members have high expectations of all pupils, regardless of their needs.

As Ofsted stated:

"Disabled pupils and those who have special educational needs make good progress. They often receive extra help so they clearly understand their learning and make small steps towards their targets. They develop confidence in their abilities because staff make sure pupils do not become over-reliant on their support."



Pupils on the SEND register have a one-page profile and learning plan. These provide details of the views of the pupils, key provision details, reasonable adjustments, and individualised targets. They will also show the progress made towards the previous set of targets. For those pupils who require additional support and intervention, this will be planned by the teachers, SENDCO and Learning Support Assistants.

Working together, the SENDCO, class teacher, parents and child (where appropriate) select appropriate support and intervention to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness. This is delivered by staff with sufficient skills and knowledge. This SEND support takes the form of a four-part cycle (assess - plan - do - review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what strategies support the pupil in making good progress and securing good outcomes. This is known as the 'Graduated Approach'. More detailed approaches, more frequent reviews and more specialist expertise may happen in successive cycles to match interventions to the special educational needs of a child.

For children with more complex needs, who may need Top Up funding or a Request for Statutory Assessment, in which the Local Authority undertake a full assessment of the child's need to ascertain whether they need an Education, Health and Care Plan, a SEND Support Plan (Local Authority document) will be written. This details any advice given by an external agency, health needs, social care needs, agreed outcomes, and provision (Educational, Health and Social Care).

(d) How Church Langton CofE Primary School will adapt the curriculum and learning environment for pupils with special educational needs.

Our Mission Statement talks about the commitment the school has to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- providing other curricular opportunities outside of the National Curriculum to meet the needs of individuals or groups.
- using information from specialists to help support in class learning. (This includes speech and language therapy and mobility training.)

Throughout the curriculum, we will make any reasonable adjustments required to ensure that all children can access all elements of the learning.

All teachers are provided with information about the needs of individual pupils so that they can plan the learning within the curriculum to ensure that all pupils are able to make progress.

We have also chosen to use a curriculum for our history, geography and science called CUSP for a number of reasons and not least because of its firm foundations in evidence led pedagogy that is known to support pupils with SEND. The approach uses Cognitive Load Theory and Rosenshine's principles of instruction as its starting point. Elements of this approach that support pupils with SEND particularly well are:

- activating prior learning to build schema with carefully made connections (germane cognitive load)
- ensuring vocabulary is explicitly taught alongside core concepts in a pre-

- teach element of the lesson
- using clear models and scaffolds that are gradually reduced
- ensuring deliberate practice
- reducing split attention by using knowledge notes in front of the children as a point of reference (not just on the board)
- having clear routines to lessons (again to reduce cognitive load but also supporting pupils who find routines helpful, for example, many autistic children)
- deepening understanding for all pupils, including those with SEND
- ensuring cognitive load is focused on intrinsic elements and not extraneous or germane

All teachers are committed to ensuring that the environment, both physical and social, supports pupils' well-being and sets them up in the best way to learn. Further training through our commitment to the Trust wide SEND training this year will take this further.

(e) Additional support for learning that is available to pupils with special educational needs.

We aim to give all our children the best opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their children.

The task for the teachers is to fully engage all children in the learning process, and for those children who find learning more challenging, the approaches need to be adapted to enable this engagement to be possible. We do this in a number of ways. For example:

- by varying the resources that children can use, e.g. use of different coloured paper (typically for those children with dyslexia traits)
- using alternative means of recording if handwriting is an issue
- visual resources for those children who need extra visual support e.g. use of concrete manipulatives to support number sense, pictures to support vocabulary used in lessons, visual timetables to support predictability and therefore regulation.

We also have several evidence based interventions that can be implemented to meet the pupil's individual needs, balancing this with the learning time that would be missed in the classroom.

In addition, reasonable adjustments can be made to learning environments where necessary, including the use of ramps, disabled toilets, aids for learning e.g. laptops and specialist chairs.

When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs through a bespoke curriculum.

(f) How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs.

We are fully committed to promoting equal opportunities throughout the school and children with SEND have access to the same clubs and activities as those children without SEND. Risk assessments are carried out and the same opportunities are offered to children with SEND who may need additional support with the activity. Reasonable adjustments will be made to support pupils as necessary.

(g) Support that is available for improving the emotional and social development of pupils with special educational needs.

At Church Langton CE Primary School, we provide pastoral support through class teachers and teaching assistants for all pupils including those with SEND. Our PSHE curriculum is comprehensive and supports all children's emotional and social development.

For those who need more than our universal offer, we have staff trained in emotion coaching to support pupils' emotional wellbeing, and evidence-based programmes, recommended by our linked Educational Psychologist to support social communication, friendships, self-esteem and confidence. These support children both on and off the SEND register. During lunchtimes, we also provide a nurture club.

If required, we also have a School Nurse that the SENDCo will make a referral to for additional support and advice for individual pupils.

Section 4 – The name and contact details of the SEND coordinator.

The SENDCo is Mrs Jenny Eshelby, NASENCo qualified.

Contact details are given at the start of the document.

Section 5 - Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

The school's SENDCo has experience as both a teacher, senior leader and headteacher in both specialist settings and primary schools. She attends the LEARN-AT SENDCo Network meetings and is a member of NASEN to keep up to date with local and national developments in SEND. The Headteacher is also a qualified SENDCo.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake an induction process on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

Teachers, Learning Support Assistants and Teaching Assistants attend regular training and subject related network meetings provided through our membership of LEARN-AT. The academy is committed to providing high quality training to equip staff with appropriate skills and knowledge necessary to support all pupils effectively.

As well as universal training, the training needs of staff are identified through the school's self-evaluation process and performance management process as well as individual pupils' needs.

The school has access to a range of external services to support both staff and pupils, as detailed below:

- Educational Psychology
- NHS Children's Therapy Team (Speech and Language/Occupational Therapy/Hearing Impairment/Visual Impairment)
- School Nurse
- Specialist Teaching Service – Cognition and Learning
- Autism Outreach Team
- ADHD Solutions
- Inclusion team (local authority)
- Assistive Technology Service

- Education Inclusion Service specialist teachers (Oakfield)

The academy subscribes to Partners in Psychology educational psychology service. The Educational Psychologist (EP) works directly with pupils whose needs are felt to be quite considerable and have not responded significantly to the interventions put in place for them. This involvement is planned at regular review meetings. To understand the pupil's educational needs better, the psychologist meets or telephones parents and gives feedback after the assessment has been completed. They will then offer advice to the school and parent/carers on how best to support the pupil.

Below are some examples of the training some staff have recently received:

- Attachment and trauma
- Autism awareness
- Precision teaching
- Culture and Beliefs in relation to SEND
- Target writing
- Emotion coaching
- Cued articulation
- Dyslexia awareness
- Functions of behaviour
- Every teacher as a teacher of SEND
- Training in systems for SEND

Section 6 – Information about how equipment and facilities to support children and young people with special educational needs is secured.

The school building for pupils is all on one level and is accessible to wheelchair users through the front entrance and classroom entrances. There is one disabled toilet. There is a disabled parking bay in the car park and other accessible parking at the front of the school.

Specialist IT equipment including laptop computers and iPads are provided to support access to learning for pupils with learning difficulties. Where appropriate and in consultation with parents and carers, staff members take advice from specialist external agencies to procure specialist resources to support pupils with SEND.

We have an Equality Policy and, where feasible, we make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adhere to The Equality Act 2010 and is available on the school website. We liaise with the Specialist Teaching Service to ensure the classroom environment is suitably prepared for pupils with specific learning needs, visual and hearing impairments.

Section 7 – The arrangements for consulting parents/carers of children with special educational needs about, and involving such parents/carers in, the education of their child.

The school works closely with parents and carers in the support of those children with SEND. We encourage an active partnership through an ongoing dialogue with parents and carers. The home -school agreement is central to this. Parents and carers have much to contribute to our support for children with special educational needs.

Parents/carers attend parents evenings well. Parents of pupils with SEND are welcome to speak to teachers at any point in the term, and appointments can also be made with the SENDCo. Parents are always welcome to discuss their child's needs and provision with us. Where external support is required, we involve parents in our referral process, seeking their voice and ensuring their support in the process.

Parents of pupils with SEND are also invited to provide feedback to us through a regular 'check in' form that is sent by the SENDCo. This allows them to share areas they would like targets to relate to, as well as to raise concerns (if they haven't already). Copies of learning plans, including targets and provision, are always shared with parents and parents are welcome to discuss these with the teacher if they feel it is necessary.

Section 8 – Arrangements for consulting young people with special educational needs about, and involving them in, their education.

Pupils are asked to comment on and review their progress at the end of each term. Those on the SEND register are also actively engaged in writing their one page profiles. Prior to annual reviews, they will review these again and update them. They are also invited to the annual review and if they attend, will share the document with the adults present in a way that suits them. Where they do not attend, the document is still shared to ensure their voice is clear from the outset of the meeting.

The ideal that we aim for is to ensure our approach leads up to 'real participation', where the children have an idea of the areas of difficulty and where they want to be by the end of KS2. The younger the child and the earlier the stage of their development, the more adult initiated this will be.

If a child is referred to the Educational Psychology Service, their views will also be recorded as part of the Educational Psychologist's report.



Section 9 – Arrangements made by Learn Academies Trust and the governing body at Church Langton CofE Primary School relating to the treatment of complaints from parents and carers of pupils with special educational needs concerning the provision made at the setting.

We strive to provide a good education for all our children. The head teacher and staff work very hard to build positive relationships with all parents and carers. However, the school is obliged to have procedures in place in case there are complaints by parents or guardians. The following policy sets out the procedures that the school follows in such cases.

We deal with all complaints in accordance with procedures laid down by the Learn Academies Trust. If the school and academy itself cannot resolve a complaint, those concerned can refer the matter to the LA.

If a parent is concerned about anything to do with the education that we are providing at our school, they should, in the first instance, discuss the matter with their child's class teacher. In our experience, most matters of concern can be resolved positively in this way. All teachers work very hard to ensure that each child is happy at school, and is making good progress; they naturally want to know if there is a problem, so that they can take action before it seriously affects the child's progress.

Where parents or carers of a pupil with SEN feel that a situation has not been resolved through contact with the class teacher, or that their concern is of a sufficiently serious nature, they should make an appointment to discuss it with the SENCo or headteacher. The SENCo/ headteacher considers any such complaint very seriously, and investigates each case thoroughly. Most complaints are normally resolved by this stage.

Should any parents or carers have a complaint about the headteacher, they should first make an informal approach to the chair of the governing body, who is obliged to investigate it. The governor in question will do all s/he can to resolve the issue through a dialogue with the school, but if parents or carers are unhappy with the outcome, they can make a formal complaint by making it in writing addressed to the Chair of Governors.

Section 10 – How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

The governing body have a designated governor in charge of SEND at Church Langton CE Primary School. This governor meets with the SENDCo and is updated in all matters pertaining to SEND at our school. This includes being kept informed of any bodies that are working with the school to assist with particular children.

Examples of specialist agencies used by and that are available to be used by the school

- Educational Psychology
- NHS Children's Therapy Team (Speech and Language/Occupational Therapy/Hearing Impairment/Visual Impairment)
- School Nurse
- Specialist Teaching Service – Cognition and Learning
- Autism Outreach Team
- Inclusion team (local authority)
- Assistive Technology Service
- Education Inclusion Service specialist teachers (Oakfield)
- STEPS, social services and counselling services

Section 11 – Contact details of support services for parents and carers of pupils with special educational needs.

The first point of contact to raise concerns and seek advice and support about a child is the class teacher. Parents and carers can also arrange a meeting with Mrs Eshelby (SENDCO) or the Headteacher, Mrs Anderson, via the school office.

Telephone: 01858 456479 or Email: office@clp.learnat.uk

With the exception of those listed below, the SENDCo will make any referral necessary to those organisations listed above and can also signpost parents and carers to other organisations where they need to make the referral themselves or do so through their GP.

For STEPS, social services and counselling services, the headteacher will make any referral necessary.

Further sources of support and advice include.

- Parent partnership [Welcome | SENDIASS \(sendiassleicestershire.org.uk\)](#)
01163055614
- Independent advice ([IPSEA](#)) [Independent Provider of Special Education Advice](#)
- Social care – supporting families [Social care and supporting families | Leicestershire County Council](#)
- Leicestershire Local Offer [What is the Local Offer | Leicestershire County Council](#)

Section 12 – Arrangements for supporting pupils with special educational needs in transferring between phases of education.

We recognise that transitions can be difficult for all children, especially those with SEND so we take steps to ensure that any transition is as smooth as possible.

When a pupil with SEND is due to transfer to the next phase of education e.g. KS2 to KS3, All the information on the specific details of the individual needs of the pupil will be communicated to the next school's SENDCo. The teacher will discuss with the new school the provision currently in place. Information is typically requested and sent in March/April and the new school will then organise any meetings with parents they deem necessary.

Extra support is also available leading up to the transfer to the child's new school. The secondary school typically arrange for all pupils with SEND to have an additional visit where their questions can be answered in a small group situation. This usually takes place in June. We will always support these visits. It is possible a SEND assistant from the transfer school and any external agencies who are already involved, to visit the child prior to transfer.

All pupils are prepared for their transition to secondary. Further programmes of support can be offered where appropriate for individuals e.g. through the autism outreach programme or emotion coaching.

If a child has complex needs then an EHC Plan review is used as a transition meeting to which staff from both schools are invited, alongside any external specialists involved in the child's education and care. This usually takes place in the first half of the autumn term in a child's last year at his/her current setting.

For any pupil transferring mid year to another school, we will ensure the SENDCo has the relevant information and will discuss with them any provision currently in place. We will also authorise any visits that the parents wishes their child to attend and support these as appropriate to the individual child.

For pupils moving to us, we liaise closely with the pupil's current school and ensure we have the information needed to support them as soon as they come to the school. We encourage visits to the school and for the child to spend time with their peers and teacher before attending full time.

We have good relationships with our feeder Early Years and liaise with them in advance of the children starting at Church Langton CofE Primary. Staff from reception visit pupils in their nursery settings in the term prior to starting as well as carrying out home visits.

If the child is moving classes in school, we ensure that all information is passed on to the new class teacher in advance and a discussion about the needs of all pupils takes place at a transition meeting. All SEND Learning Plans are shared with the new class teacher.

Section 13 – Information on where the local authority’s local offer is published

Information about the Local Authority's Local Offer can be found by following this link:

<http://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/about-the-local-offer/what-is-the-local-offer>