



# Landulph School

## Special Educational Needs Information Report



At Landulph School, we are an inclusive school where the children and adults know each other well. We take pride in our pastoral care and supporting all children to achieve their very best in all areas of the curriculum regardless of their ability or specific needs. In order to do this, we track children closely and support children throughout their time here at Landulph.

We strongly believe that quality first teaching is vital and for some children, there are occasions when further additional support may be needed to help them achieve their targets.

**The Special Educational Needs Co-ordinator is:**  
Mr Robin Spencer

**The Special Educational Needs Governor is:**  
Linda Hobley

### **Roles & Responsibilities of the special Needs Co-ordinator (SENCO)**

A SENCO is responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children with SEND (Special Educational Needs & Disability). The SENCO liaises with staff to monitor the progress of pupils and plan further interventions where progress is slower than expected. Links are set up with a wide range of external agencies that are able to give more specialised advice and services. If you have any concerns regarding SEN matters, do not hesitate to contact the SENCO.

There are many SEN terms that are abbreviated which can lead to confusion. Below is a glossary of the most used SEN terms.

APP	Attendance Advisory Practitioner	ISR	In School Review
ADD	Attention Deficit Disorder	KS	Key Stage
ADHD	Attention Deficit & Hyperactivity Disorder	LAC	Looked After Child
ASD	Autistic Spectrum Disorder	LA	Local Authority
ASDAT	Autistic Spectrum Disorder Assessment Team	MLD	Mild Learning Difficulties
BESD	Behavioural Emotional & Social Difficulties	NC	National Curriculum
CAF	Common Assessment Framework	OT	Occupational Therapist
CAMHS	Child & Adolescent Mental Health Service	SaLT	Speech & Language Therapy
COP	Code of Practice	SEN	Special Educational Needs
CP	Child Protection	SEND	Special Educational Needs & Disability
DCD	Developmental Co-ordination Disorder	SENCO	Special Educational Needs Coordinator
EAL	English as an Additional Language	SpLD	Specific Learning Difficulty
EP	Educational Psychologist	TAF	Team around the Family
FSM	Free School Meals	VI	Visual Impairment
HI	Hearing Impairment		
IEP	Individual Educational Plan		

### **What is a local offer?**

First introduced in the Green Paper (March 2011), the local offer identifies services available to support disabled children, children with SEN and their families in Cornwall. To find Cornwall's local offer follow the link below:

[www.cornwallfisdirectory.org.uk](http://www.cornwallfisdirectory.org.uk)

### **What are the different types of SEND catered for at the school?**

Landulph School will endeavour to meet the needs of all children whom the Local Authority place in mainstream education. Every effort will be made to ensure that reasonable adjustments are made where necessary to cater for students with physical or learning disabilities.

In deciding whether to admit a child with learning difficulties, the Governing Body must be satisfied that the school can genuinely meet their needs as individuals and can at the same time continue to meet the needs of other children.

### **What shall I do if I think my child may have SEN?**

The class teacher is the initial point of contact for responding to parental concerns. The class teacher will then liaise with the SENCO and a way forward will be established in collaboration with the family.

### **How does the school identify and assess pupils with SEND?**

We know when pupils need extra help if:

- concerns are raised by parents/carers and/or teacher and/or child;
- limited progress is being made;
- standardised assessments highlight areas of difficulty;
- There is a change in the pupils behaviour or progress.

If pupils have previously been identified with SEND, we work with professionals who have had prior history with the child and use information already available to support their needs.

We assess children in a wide range of ways including:

- Observational, formative assessment in class
- Marking and analysing children's recorded work
- Completing standardised tests
- Formally assessing children regularly, at least termly
- Reviewing children's self-assessment comments through a child-teacher dialogue in books and orally

### **How does the school assess and review the progress of children with SEND?**

- As a school we track and analyse your child's progress in learning against age-related expectations on at least a termly basis
- The class teacher continually assesses your child and notes areas where they are improving and where further support is needed.
- Pupil Progress meetings are held each term with the class teacher and headteacher. In these meetings children who are not making at least expected progress are highlighted and an intervention plan is created.
- Where specific needs are apparent, the school has a range of assessments which can be used to explore a child's strengths and difficulties in more detail.
- Each child is provided with an SEN Intervention and Support Plan targeting particular areas of need which are assessed and reviewed regularly.
- The SENCO reports to the Governing Body. We have a Governor who is responsible for SEN, who meets regularly with the SENCO and attends meetings where possible, and whom also reports back to the Governing Body.

### **How does the school evaluate the effectiveness of its provision for children with SEND?**

In addition to the information in the previous section above, the following systems are in place:

- Termly SEN review meetings occur between the SENCO/SEN TA and class teacher to review individual's progress, current provision and future provision
- Regular monitoring of SEN provision in classrooms occurs by the SENCO/Headteacher
- Regular monitoring of SEN provision in interventions occurs by the SENCO/Headteacher

- Entry and exit data is recorded for children taking part in interventions to evaluate impact and effectiveness

### **What is the school's approach to teaching children with SEND?**

We passionately believe that all teachers are the teachers of children with SEND. High Quality Teaching is a non-negotiable for every child in our school. There is an expectation that teachers will be highly aware of the learning needs of all children and will differentiate effectively their teaching strategies and resources.

The SENCO will liaise with external professionals where appropriate and will work with staff to ensure that every child is able to access the curriculum.

### **What adaptations to curriculum, teaching and the learning environment are available?**

- High quality class teaching.
- All learning opportunities are highly differentiated
- Support with managing and understanding behaviour
- Support with health needs and/or disabilities
- Whole school curriculum adaptation to support inclusion
- Specialist teaching and interventions (group or individual as appropriate) including Phonological Awareness, Speech and Language support and nurture groups.
- Precision teaching (highly focused learning programme)
- Consideration as to how children learn best and planning activities to meet this.
- Collaborative working with external agencies as required
- Teacher/TA support to meet the needs of those children who have planned interventions in place, including those who have undergone statutory assessment.
- Visual resources personalised and used to meet individual needs e.g visual timetables, 'Now and Next' boards, Task Management boards and visual timers
- ICT resources personalised and used to meet individual needs e.g computer programs, dictation software and special education needs Applications for tablets
- Sensory resources personalised and used to meet individual needs e.g chewy resources, weighted toys and ear defenders
- Motor needs resources personalised and used to meet individual needs e.g wobble cushion, writing slope and pencil grips
- Specialist equipment as needed in response to individuals needs and from external advice

### **What support is available for improving social and emotional development of children with SEND?**

- There is a separate Spiritual Moral Social Cultural Policy that should be read in conjunction with this information report that all staff adhere to.
- Children work through a systematic PSHE programme based on Twinkl from the Foundation Stage through to Year Six.
- We commission the services of an Educational Psychologist, CAMHs and other external agencies when appropriate.

### **How does the school involve children in meeting their SEND needs?**

- Children are routinely asked to self-assess and reflect on their learning achievements as well as thinking of a next step during the course of their daily learning journey.
- Children who have an Intervention Plan review their progress with adults in school on an informal and very regular day-to-day basis.
- Children who have an Intervention Plan review their progress at review points through the year (half termly) at an age-appropriate level. Children's viewpoints are recorded by the child or adult if appropriate.
- Children attend (if appropriate) SEND termly review meetings.
- Children attend Parents' Evening meetings (Autumn and Spring term).
- Children review their learning targets on an ongoing basis.

- All children are provided with the opportunity to be voted onto the School Council and as well as holding other positions of responsibility, by their class or school or within the Multi Academy Trust.

### **How does the school involve parents/carers in meeting the needs of children who have SEND?**

- You are welcome to make an appointment to meet with either the class teacher, SENCO/Headteacher at any time throughout the year to discuss how your child is getting on. We can offer advice and practical ways that can help to support your child at home.
- Parents/Carers are invited to termly SEND planning and review meetings where current provision will be reviewed and new provision plans made.
- You will always be given copies of your child's SEN Intervention Plan as well as any reports from external agencies.
- Regular contact happens between home and school
- Parents/Carers are invited to Parents' Evening meetings (Autumn and Spring term)
- If your child has a statement, EHCP (Education Healthcare Plan), formal meetings will happen at least annually and a report will be written and shared with you.

### **How accessible is the school to children with SEND?**

- Physical accessibility
- Facilities for personal care including accessible disabled toilet facilities are in the Class 1 cloakroom
- Specialist teaching areas
- Our school has an adopted Accessibility Plan
- Quiet spaces within the classroom have been provided to provide a safe space where children can retreat if necessary

### **What extra-curricular activities are available for children with SEND?**

At Landulph School we are proud to be able to offer a very wide range of extra-curricular activities and off-site visits that happen throughout the year. These are available to every child, including those with SEND.

### **How will the school support children with SEND to change classes or move onto a new school?**

- Teachers liaise with parents/carers sharing information and preparing the pupil in advance of the move
- Teachers and the SENCO pay particular attention to preparing pupils with SEND for transfer to the next class or secondary school
- We run a transition programme for all children in the final half term of the summer term where the children meet their new class teacher/TA/classroom for one afternoon weekly for 5 consecutive weeks. This includes preschool children joining us in September
- Information is shared from primary SENCO to secondary SENCOs prior to transfer
- We encourage all new children to visit the new school/class prior to starting
- Where appropriate additional visits can be arranged (at times with a staff member)
- Where appropriate specifically tailored transition programmes will be put in place to support a smooth transition. Often secondary schools also run transition packages for more vulnerable children.
- We can write 'social stories' for children if transition is likely to be challenging
- For transition to EYFS (Early Years Foundation Stage) see EYFS policy
- If your child has an EHCP, a review will be used as a transition planning meeting to which we will invite staff from the new school
- Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher

### **How are school staff trained and supported to work with children with SEND?**

- Within the school we have a culture of sharing good practice and expertise. This enables us to ensure that staff have the skills needed.
- We work closely with external agencies to support staff training and development of expertise.
- We aim to ensure we have a variety of skills among our staff body and staff receive training when required.
- We identify training needs and call on the services of specialist providers in line with our school development plan as and when is needed.

#### **What support and training is available to parents and carers?**

- Parent learning support groups
- Training/home support offered by external agencies
- Signposting to external agency support groups

#### **What external support services can I access?**

Below are contact details/websites to Cornwall's parent support services:

[www.cornwallfisdirectory.org.uk](http://www.cornwallfisdirectory.org.uk)

[www.cornwallsendiass.org.uk](http://www.cornwallsendiass.org.uk)

[www.cornwallfoundationtrust.nhs.uk](http://www.cornwallfoundationtrust.nhs.uk)

[www.spectrumasd.org](http://www.spectrumasd.org)

Please contact the school for any personalised support services

#### **What is the complaints procedure?**

Our complaints procedure can be found on our website.

We hope this information has answered any queries you may have. Please do not hesitate to contact the school if you have any further questions.

Written: September 2022

Author: Miss Florence Neeves

Date agreed by Governors: November 2022

Review Date: October 2023

Updated: April 2023 with new SENDCO named