

SEN Information Report **Sept 2017 – July 2018**

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Dedicated SEN time: full time contract

Local Offer Age Bands: Primary (4-10 years)

Local Offer Contribution:

<https://www.sloughfamilyservices.org.uk/kb5/sloughcst/directory/localoffer.page?directorychannel=5>

<https://www.sloughfamilyservices.org.uk/kb5/sloughcst/directory/service.page?id=f75rO8rFwW4>

Whole School Ethos

At our school we focus on preparing children for life. We do this through our teachers who make learning imaginative, creative and inspiring. This motivates children to want to learn and make progress on their learning journey. We lay down firm foundations by giving numeracy and literacy a high priority. Art, drama, music, dance and sport also feature highly to provide every child with the opportunity to find their talents and shine.

We want every child to be a good citizen, a confident communicator respectful of those whose views are different from ours, discerning and kind-hearted. We want them to challenge themselves and to be highly motivated to achieve their best, working towards being independent.

The school is committed to the aim of improving outcomes for all children including those with SEN and disabilities. The school is also committed to making reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information. We use our best endeavours to reduce barriers to progress for all children, including those with medical conditions to support full inclusion in all school activities, through close collaboration with health and social care professionals and a productive partnership with the Local Authority and other outside agencies. The school believes in a multi professional approach to meeting the needs of all vulnerable learners.

The School Priorities for SEN are defined through our annual dialogue across the school contributing to our provision management approach. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning.

We make it a point to discuss aspirations with ALL our learners.

Roles and Responsibilities

The SENCo

The SENCo will:

- Work with the Head of School and SEN Governor to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of the SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Head of School and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEN up to date

The SEN Governor

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Head of School and SENCo to determine the strategic development of the SEN policy and provision in the school.

The Head of School

The Head of School will:

- Work with the SENCo and SEN Governor to determine the strategic development of the SEN policy and provision in the school.
- Have overall responsibility for the provision in the school

Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to the classroom teaching.
- Working with the SENCo to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow the SEN policy

Definition of SEN

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools [SEN Code of Practice, 2015, p15].

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' [SEN Code of Practice, 2015, p16]

The kinds of special educational need for which provision is made at the school (SEN Code of Practice, 2015, 6.28-6.35):

Langley Hall Primary Academy is a mainstream Free School. The school does not have a resource base, but there is a commitment to using its best endeavours to secure special educational provision for the most frequently encountered (high incident) needs (for example: Dyslexia, Dyspraxia, Speech & Language, Learning difficulties etc) that fall within the four broad areas of need (SEN Code of Practice [2015, 6.28 – 6.35]):

- Communication and Interaction,
- Cognition and learning,
- Physical & Sensory
- Social, Emotional and Mental Health.

Some special educational needs are less familiar to the school, or require higher levels of support. The school uses its best endeavours to secure special educational provision for pupils for whom their

need is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need outlined above. This will entail planning for support utilising the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

The school also currently provides for a few low incidents, high needs pupils with an Education, Health and Care Plan (4 pupils) with the following areas of need:

- Communication and Interaction :
 - Speech, Language Difficulties
 - Autistic Spectrum Disorder

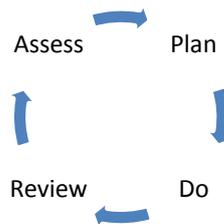
The admission arrangements for pupils without an Education, Health and Care Plan (EHCP) do not discriminate against or disadvantage disabled children or those with special educational needs. All children with SEN but without an EHCP are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.

The admission of pupils with an Education, Health and Care plan is made through consultation from the Local Authority with the school’s Governing Body.

In the case of a pupil with an EHCP where the school is no longer able to meet the special educational needs of that pupil, the school will work alongside the parents and local authority to enable the transition to an alternative named school to be as smooth as possible

Information about the policy for identification, assessment and implementation of support for pupils with SEN (SEN Code of Practice, 2015, 6.14 – 6.56).

Underpinning ALL our provision in school is the **graduated approach** cycle of: Assess, Plan, Do, Review.



All 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 (SEND Code of Practice 2015: LHPA Teaching & Learning Policy)

Concerns may be raised by teachers (current and former), parents/carers, external agencies or the pupil themselves in line with the school’s SEN Policy. (**Reference:** SEN Policy 22.01.2019). Parents should raise/discuss concerns initially with their child’s teacher. This then may result in a referral to the school SENCo (see contact details above) in line with the school’s SEN policy. Individual Learning Plans with specific targets for the pupil are agreed in collaboration with parents termly.

Assess:

On a daily basis, teachers monitor and assess pupils' progress using formative assessment methods. Teachers should work closely with any teaching assistants or specialist staff, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching (SEND Code of Practice 2015).

Three times a year pupils undertake standardised assessment in Reading and Mathematics. They also complete a Writing assessment that is standardised internally.

A range of other assessments may also be used for pupils at various points through the year:

- Phonics screening check
- Speech Link
- Language Link
- Boxhall Profile
- Strengths & Difficulties Questionnaire
- Pupil views

Parent views and aspirations for their child will be sought as part of the assessment process. Pupils identified as requiring special educational provision which is additional and different to what is normally available will be deemed to have a special educational need. All teaching and support staff are made aware of the special educational needs of the pupils.

Cognition & Learning:

Pupils are identified as having learning difficulties if they have scored 84 or below in Maths or/and Reading standardised assessment. Specific or severe learning difficulties are identified through referral to Educational Psychology or Specialist Teacher services following parental consent.

Communication & Interaction:

Teachers raise concerns during pupil progress meetings for issues around peer interaction and communication, where resources and strategies normally available have been consistently employed but progress is inadequate. Following observation by the SENCO and parental consent for referral to Speech & Language Therapy Services, professional assessment may be sought to identify special educational needs. Recommendations are incorporated in the individual learning targets where appropriate and additional /different strategies and resources identified.

Children with the highest need are withdrawn to work with a Speech & Language Therapist; commissioned by the school. The therapy is run on a fortnightly cycle either in small groups or 1 to 1. The therapist guides a Learning Support Assistant to carry out specific activities between sessions, working on speech sound production difficulties or communication and attention needs.

Social, emotional and mental health:

Teachers raise concerns during pupil progress meetings for any issue relating to social, emotional and mental health behaviours, where resources and strategies normally available have been consistently employed but progress is inadequate. To be able to identify pupils' needs and match them with an appropriate programme, pupils and class teachers complete a strengths and difficulties questionnaire.

Following observation by the SENCO and parental consent for referral to Educational Psychology services, professional assessment may be sought to identify special educational needs. Recommendations are incorporated in the individual learning targets where appropriate and additional /different strategies and resources identified. Where appropriate, further referrals to other external professionals (such as CAMHS or other Family Services) are made.

Sensory and/or physical needs:

Information about pupils' sensory and/or physical needs is available on school intranet system. Every class teacher can access this information instantly. Strategies and reasonable adjustments are put in place to support pupils with physical needs.

Plan:

Data obtained from all means of assessment is used to decide on support that children require enabling them to reach their potential. Data provided by class teacher is analysed by the SENCO and will form the basis for choosing the most appropriate intervention programmes of targeted support.

Do:

The first and most important steps in responding to pupils with or without special educational needs (SEN) is through high quality teaching, differentiated for individual pupils (SEND Code of Practice 2015).

We have high expectations for every child or young person in our care and regularly review and record what we offer as part of our Quality First Teaching and intervention provision that is additional to or different from that made generally for others.

Provision is delivered through quality first teaching and additional small group interventions. The school and senior leadership team promote quality first teaching following the advice from a combination of sources ('Mainstream Core Standards', Kelsi.org.uk and 'Inclusive Quality First Teaching', Wigan.gov.uk) on how to adapt the curriculum and the learning environment for pupils with special educational needs to ensure best practice in quality first teaching.

The SENCO collates the list of children who meet criteria for support which is additional to and different to that provided through Quality First Teaching and these pupils are allocated to appropriate interventions groups run by Learning Support Assistants and class teachers.

The SENCO has implemented a cycle of three interventions in the academic year 2017 - 2018.

Parents are informed about the interventions and individual targets that are put in place for their child via the school reporting systems and are invited to raise any questions at the start of term and at events such as Parents' Evenings.

In the 2017 – 18 academic year SEN pupils took part in a variety of small group or individual interventions:

- Numeracy Intervention
- Reading Intervention
- Phonics boosters
- 1:1 literacy sessions
- 1:2 Active literacy groups
- Handwriting Intervention
- Talk 4 Writing
- Social skills group
- Personal emotional skills
- Speaking and Listening skills
- LEGO based social and communication skills therapy
- Movement support
- 1:1 Psychotherapy
- Littlebridge online software for EAL/SP&L
- Speech & Language Therapy
- 1:1 Specialist Teacher

Review:

We have internal processes for monitoring quality of provision and assessment of need. These include: weekly reports on interventions submitted by facilitators, LSAs running interventions are observed by SENCO and appropriate training is put in place.

After the termly standardised assessment cycle Teachers and SENCO analyse the impact of each intervention using both qualitative and quantitative data. The analysis will examine both progress and attainment levels compared to those achieved nationally for pupils with the same prior learning level. This information forms the basis of the action plan. After each assessment/review data analysis the SENCO arranges the next round of interventions.

Pupils who take part in social interventions complete questionnaires focused on their learning and overall experience. The pupils' responses are also analysed. Data and its analysis are presented termly to the Governing Body and inspected by external moderators such as Ofsted. Reviews include the views of pupil, parents and teachers to help inform the process of identifying whether adequate progress is being made.

The SEN Code of Practice (2015, 6.17) describes inadequate progress thus:

- 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

The SEN register is a working document which is monitored regularly and revised as necessary.

Pupils making good progress and able to sustain this without additional and different resources will not be identified with special educational needs and their names will be removed from the SEN register.

Pupils that make good progress, but need continued support to sustain good progress, will continue to be identified as having a special educational need and remain on the SEN register.

Where pupils continue to make inadequate progress despite the high quality provision put in place, additional support is planned through discussion at pupil progress meetings and in consultation with parents. Following consent from parents, further assessment tools and advice from external advisors may also be sought, eg:

- Additional Boxall profiles and Strengths and difficulties questionnaires
- Dyslexia screening online assessment
- Additional Speech Link assessment
- Additional Language Link assessment
- Referral to Local Authority Support Services
- Referral to Social Services
- Referral to Educational Psychologist
- Referral for Specialist teacher assessment
- Referral to Health partners such as Speech & Language assessment, Occupational Therapy assessment, Mental Health assessment (through NHS, CYPIT and CAMHS portals)
- Referral to Specialist outreach services from other schools
- Referral to Private therapists – Play therapy, counselling services
- Referral to Private Speech & Language therapy

The more detailed assessments that external agencies provide helps the school to understand what additional resources, or alternative approaches are required to facilitate the pupil in making better progress. These recommendations will be shared with parents and appropriately included in the Individual Learning Plan to be implemented, reviewed and refined/revised if necessary following each cycle of intervention.

N.B. For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care plan (EHCP) being provided.

Pupils with an Education Health and Care Plan (EHCP) will have an annual review of the provision to evaluate the effectiveness. Review outcomes are recorded by the local borough who manages the ongoing requirement for an EHCP.

Pastoral care

The school offers a variety of pastoral support for pupils. This includes:

An evaluated programme of Lifeskills and philosophy that aims to prepare children for life and equip them with knowledge and understanding of kindness, truthfulness and helpfulness encourages all members of the school community to work and live together harmoniously. The school community follows the 'Golden Code' for behaviour and the consequences and restoration of unhelpful behaviour is managed in line with the school's behaviour policy.

The school has a strong spiritual, moral, social and cultural ethos that underpins all education experiences. Teachers prioritise the development of each individual, taking opportunities as they arise to instruct and guide so that children are adequately prepared to take their place in society. This is promoted not only through all the subjects of the curriculum, but through the development of positive attitudes and values.

Training for the whole school on growth mind-set supports the positive ethos to develop emotional resilience through every conversation adults have with pupils throughout the day.

Small group led interventions to support pupil's well-being are delivered to targeted pupils and groups. These are identified on the class provision maps and aim to support improved interaction skills, emotional resilience and well-being.

Pupils who find outside class times difficult are supported by a playground buddy system and play rangers. Those with the higher needs are given the opportunity to seek a 'key' adult with whom they feel confident to seek support from.

Children with more complex needs can access 1:1 support from a psychotherapist and an Educational Psychologist commissioned by the school, for a specified number of sessions.

The school has achieved the Achievement for All and Gold Sports Mark awards and is currently working towards Healthy Eating and Well-being Awards, which evidence the work undertaken within the school to support pupils' well-being and mental health.

Consulting with children, young people and their parents:

Parents are encouraged to support their child's learning and engage in the process via newsletters and resources and information available on the school Laser system and school website as required (www.lhpa.co.uk). Further ways of engaging family support and dialogue with the school is done through:

- Action/Event with those involved.
- Coffee mornings for Parents
- Parents evenings for Parents and class teachers twice a year
- Parent workshops on how to support their child's learning (for example - phonics, reading, maths, SATs, learning platform and outdoor learning)
- 1:1 meeting Parents, pupils and LHPA staff as required
- Pupil and parent voice questionnaires

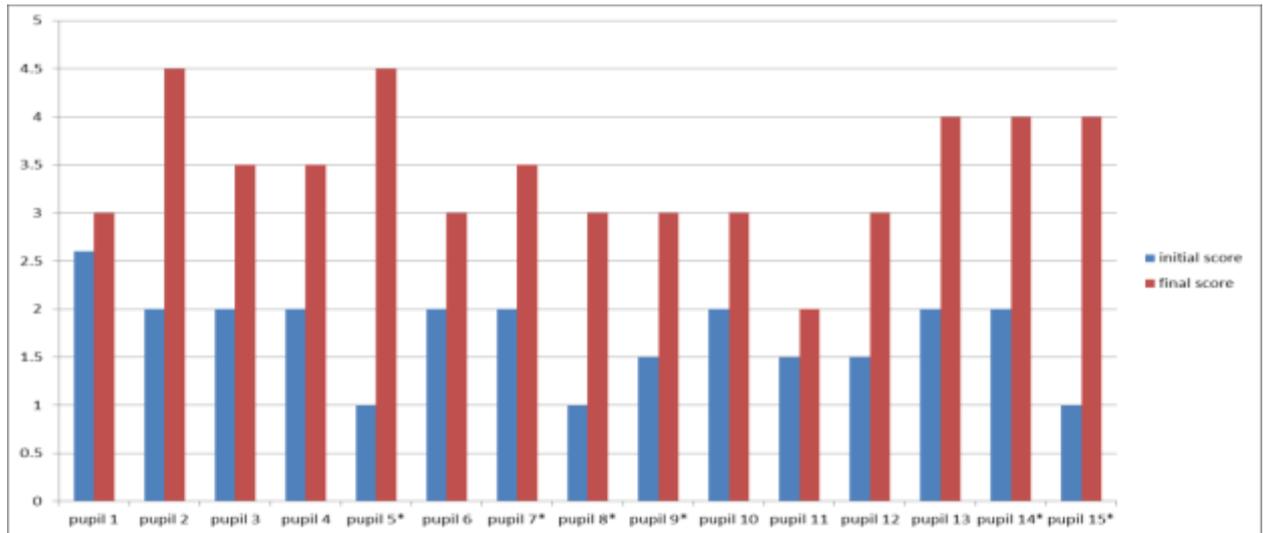
Evaluating effectiveness of SEN provision:

The effectiveness of SEN provision is measured using both qualitative and quantitative data. Qualitative data gathers the views on how successful the provision has been (using a 1 – 5 rating scale) in enabling them to attain their outcomes. Quantitative data is used to examine both progress and attainment levels compared to those achieved nationally for pupils with the same prior learning level.

1. Communication and Interaction

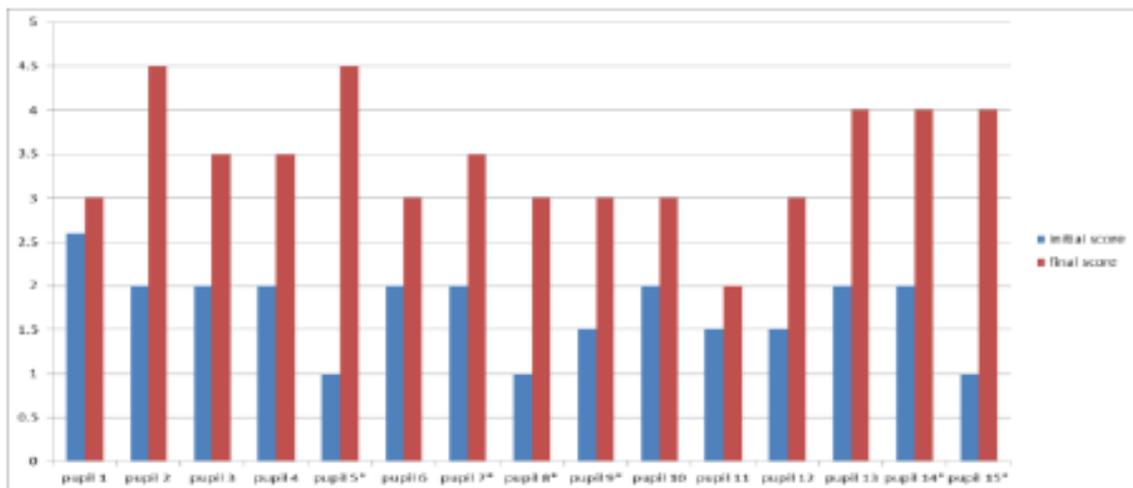
The impact of Speaking and Listening intervention was measured by comparing progress that children made against their personalised targets. In order to compile this information the class teachers/LSAs delivering sessions were asked to rate out of 5 if pupils achieved their individual targets. The target sheets were completed at the start and end of the block of intervention.

The graphs below shows progress made by individual pupils against their targets from September 2017 – July 2018.



1 = target not achieved, 3 = partly achieved and 5 = achieved. On average pupils made 2.5 points of progress. Pupils marked with an asterisk accessed the intervention for one term.

Progress made in speech & language therapy sessions September 2017 – July 2018 (Class Teacher rating)



Rating taken at the beginning of September 2017 before speech & language therapy began and again in July 2018 at completion of a block.

2. Cognition and learning

Progress and attainment measured using standardised assessments in Reading Comprehension and Numeracy and through writing trackers.

3. Social, emotional and mental health

Pupils with SEMH needs access Social and Personal Emotional Skills Groups that focus on building the following skills:

- To identify core emotions
- To know it is ok to share your feelings
- Discover strategies to manage overwhelming feelings
- To identify how another person is feeling through observation recall
- To identify what is good or bad manners
- To discuss good and bad choices in different situations
- To discuss the characteristics of a good friendship
- To think about situations and different perspectives
- To learn to problem solve when things aren't going right
- To explore ways of keeping calm when under different types of pressure
- To understand about short term and long term goals
- To be aware of how personal goals affect others
- To have strategies for resilience
- To learn how to manage your emotions around changes in your life – both positive and negative
- To develop resilience and learn how to say 'No' to bullying.

The sessions are delivered by teachers and Learning Support Assistants. The effectiveness of the sessions is similarly evaluated through a rating out of 5 as to whether pupils achieved their individual targets. The target sheets were completed at the start and end of the block of intervention.

4. Sensory and/or physical needs

Progress is measured through teacher assessment and discussion with the Head Teacher and SENCo.

Outcomes of Interventions:

The year group data, highlighted below, outlines attainment made by pupils taking part in Maths, Reading and Writing interventions.

In order for a child to have good attainment they stay in the same standardised band. Pupils have good attainment if they remain in the same standardised band, as the test difficulty increases every term.

For a child to have exceeding attainment it means they moved to the higher standardised band.

Summary of outcomes following the third round of interventions for 2017-18 (Summer Term 3):

School data trends

- Of the 76 children receiving SEN support, by the end of the summer term (July 2018), 29% (22 children) had exceeded expectations and moved out of SEN status. They are now working at age appropriate levels in one or more areas across subjects.
- 85% have made expected and above progress in Reading, 86% expected and above progress in Numeracy and 83% expected and above progress in Writing. However, they continue to work below average in one curriculum area or other (Data taken from the summer assessments). This represents approximately 7.5% of the total school population. Of these, 4 children had EHCPs in place.
- In KS1 the proportion of pupils receiving SEN support who met the expected standard in reading was -34% lower than children with no SEN support. This represents a 40% improvement on last summer showing that the gap is diminishing.
- In KS2 the proportion of pupils receiving SEN support who met the expected standard in reading was 55%. This represents a gap of - 39% compared to children with no SEN support. This is an improvement on last year and shows the gap has diminished by 21%. Their progress was lower than similar pupils nationally and compared to non-SEN pupils in the cohort.
- 100% of SEN in Year 1 passed their phonics screening.

Year group data

- Reception –43% exceeding attainment in writing. 71% making expected progress in writing.
- Yr 1 – all working towards or exceeding in writing, all working towards or expected in reading and numeracy. 100% made expected or exceeded progress in all subjects.
- Yr 2 –. 50% working at expected or above in reading and writing. 100% working towards or above in numeracy. 67% made expected progress in writing, 75% made exp and above progress in numeracy, 67% made exp and above progress in reading
- Yr3 –. 100% working towards or above in reading and numeracy. 99% working towards or above in writing. 100% making expected or exceeding progress in all subjects.
- Yr 4 –. 100% working towards or above in reading and numeracy. 56% working towards or above in writing. 89% expected or above progress in numeracy. 100% expected progress in reading. 67% expected or exceeding progress in writing.
- Yr5 –100% working towards or above in reading and numeracy. 47% working towards or above in writing. 82% expected or above progress in numeracy and writing. 88% expected or above progress in reading.
- Yr 6 –75% working at exceeding expectations in reading. 83% working towards or above in writing. 100% working towards or above in numeracy. 83% making expected or above progress in numeracy. 92% making expected or above progress in writing. 83% making expected or above progress in reading.

Changes in the SEND register in 2017 – 2018

Number of pupils on the SEND register in the academic year 2017 – 2018

- Issue 1 (19.09.2017) – 69 pupils
- Issue 2 (02.01.2018 – post November 2017 assessments) – 76 pupils
- Issue 3 (14.03.2018 – post March 2018 assessments) – 78 pupils
- Issue 4 (05.07.2018 – post July 2018 assessments) – 76 pupils

Pupils with medical needs:

Pupils with medical needs have a detailed Individual Care Plan, compiled in partnership with appropriate medical professionals and parents and if appropriate, the pupil themselves.

All medicine administration procedures adhere to the guidelines within 'Supporting pupils at school with medical conditions' (DfE) 2015 and the schools Medical, Medicine and Accident Policies.

Staff development

Mainstream schools have duties to use best endeavours to make the provision required to meet the SEN of children and young people. All schools must publish details of what SEN provision is available through the information report and co-operate with the local authority in drawing up and reviewing the Local Offer. LHPA Local Offer is available on:

<https://www.sloughfamilyservices.org.uk/kb5/sloughcst/directory/service.page?id=f75rO8rFwW4>

Schools also have duties to make reasonable adjustments for disabled children and young people, to support medical conditions and to inform parents and young people if SEN provision is made for them (p. 58 of SEN Code of Practice 2015). SENCO introduced an intervention cycle that responds to pupils' assessments results.

In the last two years' school staff have received a range of training at three levels; awareness, enhanced and specialist.

Awareness training has been provided to all staff on:

- How to support pupils with dyslexia and literacy difficulties
- How to support pupils on the autistic spectrum
- How to support pupils with challenging behaviours
- Childhood anxieties
- Growth mindset

Enhanced training has been provided to Senior Learning Support Assistants and the SENCo on:

- Leading a Lego therapy session
- Leading a Nurture Group
- Attachment and Mental Health issues
- Attendance at the termly SENCo Network workshops

Specialist training has been provided for the SENCo on:

- The school has regular visits from SEN specialist teachers and the Behaviour Support Team (SEBDOS) who provide advice to staff to support the success and progress of individual pupils.
- A privately commissioned Speech Language Therapist visits fortnightly to support targeted pupils. These programmes are then delivered in the intervening weeks by a trained Learning Support Assistant.

- The Governor with specific responsibility for SEN has completed the SEN Governor training and is a trained Specialist Teacher.

Where a training need is identified beyond this we look for a provider who is able to deliver it (for example, the Educational Psychologist, Speech and Language Therapy Services, Slough Borough Council Local Offer). The cost for 'awareness' training is covered by the Notional SEN funding. For highly specialist training the school will make a request for High Needs Block funding from the Local Authority.

Staff deployment

Pupils who are struggling with learning and emotions are withdrawn to take part in a number of tailored interventions. Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes; to gain independence and be prepared for adulthood from the earliest possible age.

Learning Support Assistants are deployed to support in class learning in the morning during literacy and numeracy sessions. Senior LSAs might be asked to deliver small group teaching. In the afternoon thirteen learning Support Assistants are timetabled to deliver intervention sessions. The afternoon section of Learning Support Assistants timetables changed three times in the last academic year as they were involved in three rounds of interventions.

Play rangers are deployed during break and lunchtimes to facilitate inclusion and prevent bullying.

Children who have an Education, Health and Care Plan are supported by 1:1 Learning Support Assistants and are withdrawn for targeted interventions when appropriate.

Specialist equipment/facilities:

The school makes its best endeavours to access assistive technology for higher needs pupils (that are additional to and different from that generally available) to support their learning. Where external advisors recommend the use of equipment or facilities which the school does not have the school will make best endeavours to purchase it using the Notional SEN funding, or seek it by loan. For highly specialist equipment the school will make a request for High Needs Block funding from the Local Authority.

Accessibility of school environment:

Our Accessibility Plan describes the actions the school has taken to enable access to the environment, the curriculum and to printed information available via the school website.

Langley Hall Primary Academy is a Free School operating from two sites: the Upper School in Station Road, Langley for years 3-6 and the Lower School in St Mary's Road, Langley for

Reception classes and years 1-2. All classes for September 2018 are full. We maintain a waiting list for pupils wishing to join if any vacancies arise.

The maximum number of pupils for the whole school in 2017-18 is 738, of which 421 are in Upper School, and 317 in Lower School. There are 4 classes of entry with 104 children per year group. The number of children in each class is set at 26/27, with permission of the Department for Education, because space is severely restricted. Our School's founder has more than 30 years of educational experience and has a firm belief that 26/27 is the optimal class size for achieving good educational results. Parents have always accepted places at the School on the basis that classes are restricted to 26/27 pupils, mostly because of building constraints but also on educational grounds. The Upper School site is small, permitting only a relatively small playground area and extremely limited parking and dropping off facilities. There are slightly better traffic facilities at the Lower School site. The Upper School Hall is too small to accommodate all the Upper School children at one time. There is no room for any additional classes at either site.

The Trustees, Governors and Senior Leadership Team of the School are of the firm opinion that putting additional pupils into the classrooms would be detrimental to the health and safety of all pupils and difficult to manage due to lack of space. The Secretary of State for Education approved the School on the basis of 26/27 children per class and our funding agreement was set up accordingly.

One toilet at Upper School has been adapted to ensure accessibility for visitors with a disability. There is a lift in place at the Upper School for access to first and second floor. Lower School has a ramped access and ground floor toilets.

All clubs, trips and activities offered to pupils at Langley Hall Primary Academy are available to pupils with special educational needs either with or without an Education, Health and Care Plan.

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities. The school will use its best endeavours to use the resources available to it, to provide additional adult support to enable the safe participation of the pupil in the activity within the normal school hours.

School Partnerships and Transitions

A number of strategies are in place to enable effective pupils' transition. These include:

On entry:

- A planned introduction programme is delivered in the summer term to support transfer for pupils starting school in September.
- Parents/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

Transition to the next school:

- The transition programme in place at destination secondary schools provides a number of opportunities for pupil and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND.
- The annual review in Y5 for pupils with an Educational, Health and Care Plan begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies (e.g. SENDIASS within Slough Borough) to ensure information is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCOs of both schools will liaise to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred directly to the school they have been enrolled, following notification from the parents.

Complaints

Our complaints procedure is available upon request.

Support Services for parents of pupils with SEN include:

Information, Advice and Support Services (SENDIASS) offers independent advice and support to parents and carers of all children and young people with SEND and will direct visitors to their nearest IAS service (<http://www.slough.gov.uk/schools-and-learning/slough-send-information-advice-and-support-service-sendiass.aspx>)

For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this service is located here

<https://www.sloughfamilyservices.org.uk/kb5/sloughcst/directory/advice.page?id=IIQkiWTD6F8>

Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. Information on this process is available here (<https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>)

Challenges in 2017 - 2018

2017 -18 priorities listed below are a result of consultation with all stakeholders.

Priority 1	Effectiveness of Leadership & Management
Governors and leaders at all levels will stringently monitor and review processes and practices thought the school in order to develop a platform to move from good to outstanding.	

The desirable outcome was:

- Governors and school leaders will be able to identify outstanding elements in school practice.

Priority 2	Quality of Teaching, Learning & Assessment
Through rigorous monitoring and evaluation, staff will consolidate Quality First Teaching practices that will enable more pupils to exceed in their learning.	

The desirable outcome was:

- Consistently good or outstanding teaching will be reflected through curriculum, practice and pedagogy.

Priority 3	Personal Development, Behaviour & Welfare
The whole school community will be committed to modelling and promoting high expectations of behaviour, wellbeing and welfare so that all pupils feel safe, happy and ready to learn.	

The desirable outcome was:

- All staff, parents and pupils will conduct themselves well in and around school, following established routines.

Priority 4	Outcomes for Pupils
Through detailed and regular data analysis, we will ensure all children make expected or better progress, rapidly intervening to diminish any difference in learning outcomes and to improve the attainment of the most able.	

The desirable outcome was:

- Teachers will provide challenge for all pupils, increasing the percentage of pupils meeting or exceeding expectations.

Priority 5	Effectiveness of Early Years
Building on current good practice the Early Years team will be challenged and supported by the senior leadership team to continually strive for outstanding practice across all areas of the Early Years provision.	

The desirable outcome was:

- There is a whole school understanding of the EYFS curriculum and its impact on future learning. Continuous provision is consistent across the cohort and interventions in place to target identified needs.

To obtain a copy of the School Development Plan please contact school by e-mail: info@lhpa.co.uk
 SEN related challenge in 2017 – 2018 was the continued implementation of new Code of Practice. SENCO compiled a new SEN register that is reviewed regularly. The referral system was put in place that allows teachers raise any concerns regarding pupils' achievement and/ or emotional wellbeing. The cycle of intervention was set up that aims to support pupils who achieved below age expected standards. To ensure quality assurance Learning Support Assistances are observed by SENCO and further to an individual feedback, appropriate support was put in place.

Further development

Our strategic plans for developing and enhancing SEN provision in our school in 2016 – 2017 included:

1. Further targeted training for Learning Support Assistants that would enable them to be even more effective when delivering interventions.
 Learning Support Assistants accessed in house training focused on how to support specific learning difficulties, autistic difficulties and challenging behaviours. Learning Support
2. Continue involvement from outside agencies: Educational Psychologist, Speech & Language Therapists, ASD outreach and Specialist Teachers.
 SENCO has established good working relationship with the external agencies and the support they provide will carry on in the next academic year.

SEN priorities for 2017 – 2018

1. Teachers to provide clear planning with S.M.A.R.T. targets to LSAs for teacher directed support/interventions.
2. Ongoing CPD - LSAs to be trained in skills and strategies in supporting SEN children.
3. Staff to be advised in ways to support identified pupils through a commitment to Quality First Teaching

Legislation and guidance

This policy and information report is based on

- The SEND Code of Practice (January 2015). The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)
- Equality Act 2010
- Mental Capacity Act 2005
- Schedule 1 of the Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.
<http://www.legislation.gov.uk/ukxi/2014/1530/contents/made>)
- Supporting pupils at school with medical conditions December 2015
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/638267/supporting-pupils-at-school-with-medical-conditions.pdf)

- SE7 Local Offer: Framework and Guidance (<https://se7pathfinder.files.wordpress.com/2013/10/se7localofferframeworkfinal.pdf>)
- Glossary (A glossary of SEND terms is included in the appendices of the SEND Code of Practice)
- Mainstream Core Standards
 - www.Kelsi.org.uk/pupil_support_and_wellbeing/targeted_support/inclusion/inclusion_and_achievement/publications_and_documents.aspx (Developed by Kent County Council)
 - <https://www.wigan.gov.uk/Docs/PDF/Resident/Education/Educational-Support/TESS/QFT-Checklist-Primary-Class-Strategies.pdf> (Developed by Wigan Council)

Relevant school policies underpinning this SEN Information Report include:

- SEN Policy
- Teaching & Learning Policy
- Positive Behaviour Policy
- Anti-Bullying Policy
- SMSC Policy
- Accessibility Policy
- Complaints Policy
- School Admissions Policy

Monitoring arrangements:

The SEN Policy and Information report will be reviewed by the SENCo and Executive Head every year. It will also be updated if any changes to the information are made during the year. It will be approved by the Governing Body.

The report was presented to Mrs Sally Eaton (Executive Head) on 27 July 2018 and approved on 1st September 2018.

Updated 27 July 2018