Langshott Primary School

Special Educational Needs

Information Report (SIR)

2026-2027

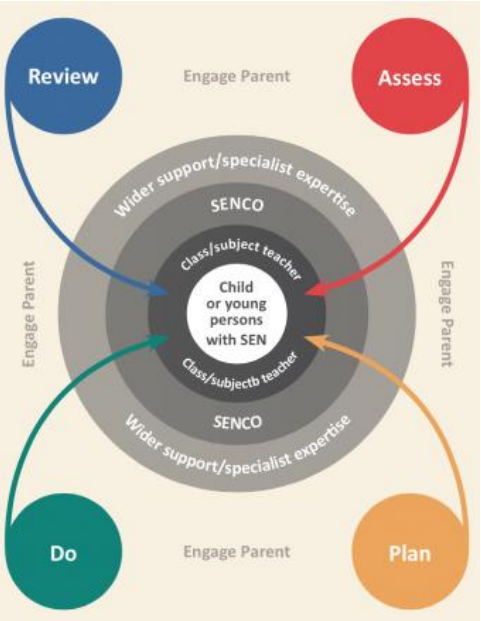
SEN SCHEDULE	RESPONSE
Q1) ***the kinds of special educational needs that are provided for***	We are a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). This SEN Information Report (SIR) conforms to the SEN (Information) Regulations Clause 65 and the Schedule Regulation 3. The Surrey County Council Local Offer can be found at the Surrey County Council website **https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page** where parents/carers can access specific information about resources, advice and provision for children with SEND. (Special educational Needs and Disability.) Staff have been trained so as to be able to cater for learners who may have difficulties with:

Cognition and Learning	
Communication and Interaction	
Social, Emotional and Mental Health	
Sensory and/or Physical	

We liaise with Early Years and Primary Settings and identify needs and share the relevant information. We seek to match provision to need and ensure effective dialogue occurs between the school and parents or

	carers. We closely monitor the impact of interventions through regular meetings and tracking of pupil progress in our staff meetings and SEND meetings. Our SENDCo leads on this aspect and the head teacher shares this information with governors. All the information is shared with class teachers and support staff, so all members are aware of the child's need. We make reasonable adjustments to our practices so as to comply with the Equality Act (2010). We have staff that have training in the following areas: • Emotion Coaching and the Window of tolerance • Writing and phonics (in-house training) • Precision Teaching approach • Literacy for All • Social Stories • Occupational therapy resource pack • Sensory processing • Autism and ADHD • Fine and Gross Motor Skills (in-house) • Receptive and Expressive language • Colourful semantics • Resilience toolkit • ELKLAN • Zones of Regulation • Forest Schools • Resilience toolkit • Rosenshine's 10 principles • Drawing and talking • EAL

		We use the EEF 'Five a day' recommendations to support inclusive teaching and to embed the key principles.
Q2) ***policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENDCO***	In order to identify who may have special educational needs we follow the SEND support arrangements as set down by Surrey Children's Services in response to the new SEND Code of Practice 2014. The process begins with high quality teaching and the parent/carer, child and school identifying a concern through the cycle of Pupil Progress Reviews. A complete flow diagram can be accessed through the SENDCo and can be discussed at the first meeting with the parent/carer in order to clarify the complete process. It is based upon the Assess, Plan, Do and Review cycle (Graduated Response). Children needing extra intervention are identified at Pupil Progress Review meetings, team meetings and this data is used to analyse progress and attainment relative to age expectations and from baseline assessment levels. Meetings to share concerns are held with the parents/carer, child, class teacher and SENDCo where the overall development of the child is discussed. We are always available to discuss any concerns you may have about your child's learning or progress. We will keep you fully informed to ensure your child is given timely and appropriate support. We have regular staff meetings to discuss progress, engagement and conduct of learners within the school. Decisions are then made as to the most appropriate steps to take in order to support the learner, these decisions tie in with the school's graduated approach to meeting needs. The progress of all pupils is monitored also by the use of continuous target setting and assessment, such as: • moderation of children's work and assessments/ talking to the child • taking into account previous history – academic, behavioural and medical	

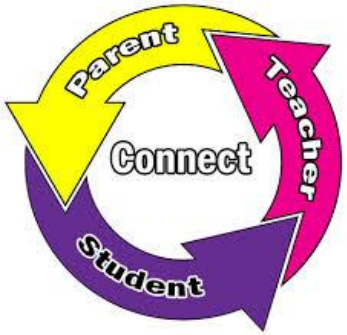
	• monitoring emotional well-being through observations of behaviour and discussions with the child The whole process identifies those children who may require additional support, which would then be discussed with parents/carers and child. If parents have concerns, they can: • Talk to class teacher / SENDCo (Special Educational Needs Co-ordinator) /be signposted to outside agencies / in-school referral to relevant agencies. The school has a SEND policy which can be found on the school website. The SENDCo is Mrs Hiral Mehta (hiral.mehta@langshott.surrey.sch.uk) and the contact number is (01293 776341).
Q3) ***arrangements for consulting parents of children with SEN and involving them in their child's education***	We regularly share progress feedback with all our learners and their families. Parents are sent children's individual support plans termly and we ensure they are aware of targets the children have. We have two parent consultation evenings in the autumn and spring terms, with a full progress report in the summer term. We have an open-door policy at school, and parents can discuss any concerns they may have about their child's progress. At such meetings (and through other means) we clearly share what can be done by families at home to supporting the learning at school. This is also reinforced by generic updates on the

	curriculum which we share though our newsletter and/or website. We hold a number of curriculum evenings/learning events throughout Foundation Stage, Key Stage 1 and 2 to help families understand what learning is expected and how they can best support their child's need. We have home learning tasks to support parents with children's learning at home. Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place. We are linked to the Children's Centre; YMCA team and we signpost courses or training which parents can access at the centre. We have an active Friends of Langshott parents' group where parents can become involved in school life. We also have parent governors who can take an active role in the overall running of the school including financial management, curriculum development and whole school improvement. We have a recently appointed home school link worker, who is making strong links between parents and school community. To help in developing reading we have parent volunteers who came in to school and support learners with their reading. Parent helpers also come into school to support us with swimming, trips, enrichment weeks and activities in the classroom. We regularly involve parents and families in discussions about their child/young person's learning, needs and aspirations. We seek and welcome feedback at every opportunity. We encourage our parents to involve themselves in every aspect of our school. Our Governing Body includes Parent Governors and representatives and parents can be nominated into this role. We welcome the support of all our parents, and encourage them to be as involved as possible. We are also in partnerships with other schools in the local authority and can have access to Oakwood Sports Centre.
Q4) ***arrangements for consulting young people with SEN and involving them in their education***	As part of our Pupil Progress Review meetings, any lack of progress is addressed through an appropriate intervention. This applies to all children but if however, a continuous lack of progress is identified then the SENDCo liaises with key staff in the school about where there are specific concerns about the learning. From this discussion together with the SENDCo, a plan is agreed and the parent/carer informed. Following the sharing of information, decisions are made as to the most appropriate type of support to put in place for the learner.

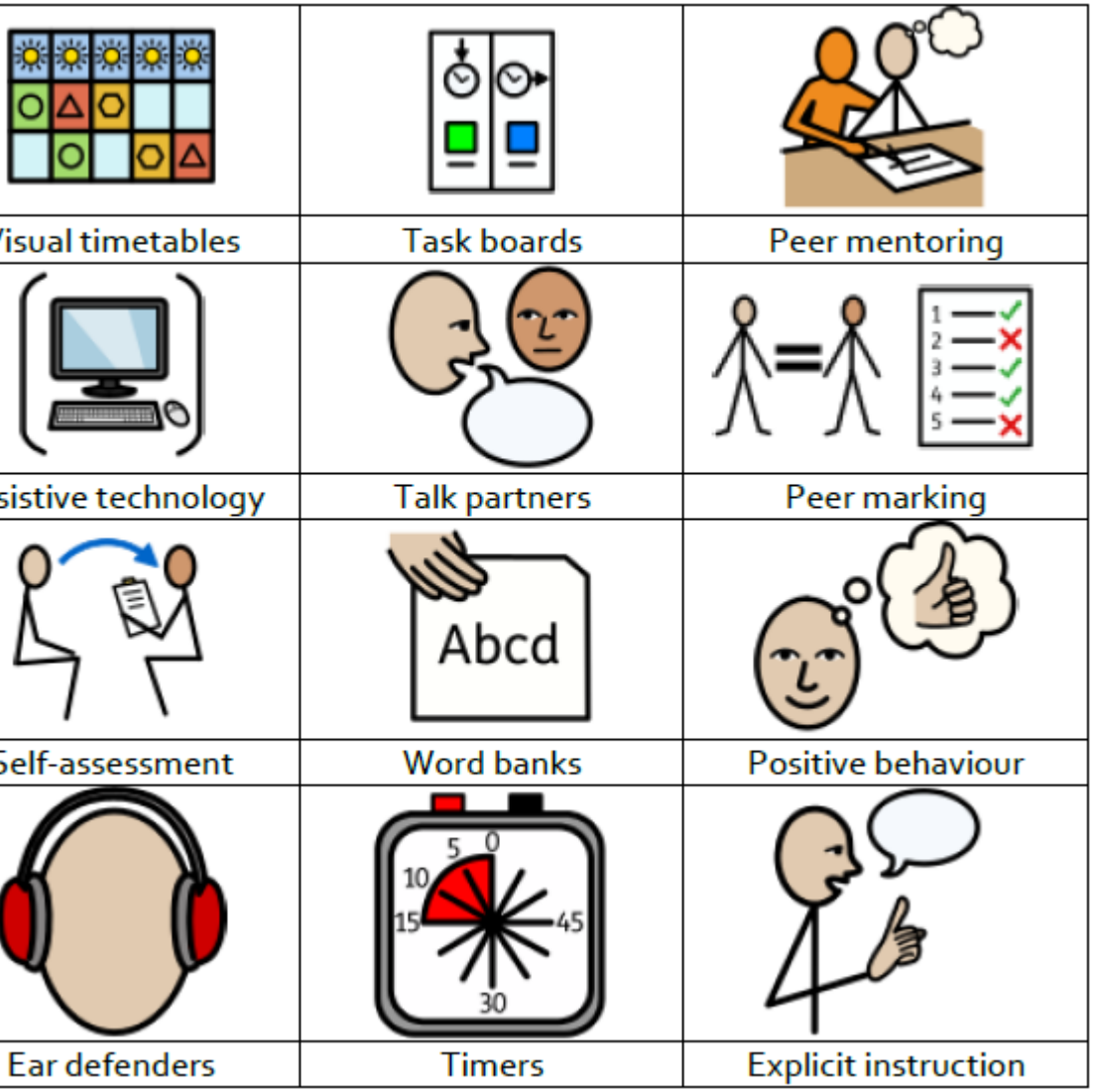
	Learners are then spoken to regarding progress/concerns with a one-page profile being completed. One-page profiles are produced in consultation with learner so that teaching staff have a clear overview of the whole child. We feel that it is important to have the views of the learner so that they feel involved in their own learning. Resources are prioritised based upon need. The needs are also identified by; • Behavioural and Emotional assessment and tracking progress • Monitor and review the effectiveness of the provision • Screening tools In response to data and impact tracking and working with the learner, their families and other staff, the SENDCo considers a variety of options for suitable provision before deciding on a course of action. We put in Individual Provision/Support Plans to support children and give them achievable targets. The provision identified is discussed with teaching staff and support staff. We communicate this to the parents and carers. All of the interventions are monitored for impact and outcomes are defined at the start of any intervention.
Q5) ***arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review***	We have high expectations for all children and children with SEND are expected to make good and better progress according to their baseline assessment levels even though these may be below age expected levels. During our assess, plan, do and review cycle we will look at the actions needed to support a learner towards their outcomes and highlight what each stakeholder (parent/carer/outside agency/class teacher Teaching Assistant/SENDCo) can do in order to make a positive contribution. Parents and staff share information via: • Parents Consultation evenings • Individual Support Plans (ISPs) sent to parents detailing specific targets and provision • Review meetings with SENDCo and outside agencies working with the child • Information sharing and information gathering via individual meetings with class teacher and Learning mentors as required

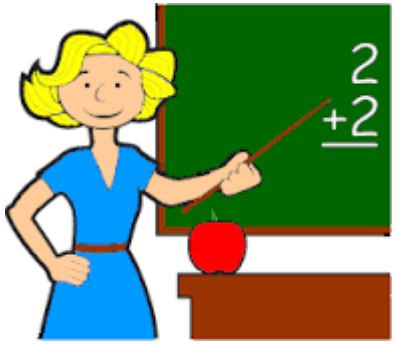
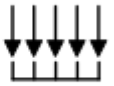
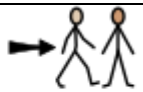
	Parents are supported through: • Home observations & Early Years pack • Website • Curriculum Meetings • Signposting to study / revision guides and similar differentiated materials • KS1 & KS2 curriculum workshops • Transition and Induction for new and existing parents • Through our newsletter • Virtual platforms (google classroom) • Marvellous Me • Home School link worker During our assess, plan, do and review cycle https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/site.page?id=6soPrqIr3vA We will look at the actions needed to support a learner towards their outcomes and highlight what each stakeholder can do in order to make a positive contribution.
Q6) ***arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society***	Parents are invited in to discuss the next stage of the young person's development. Guidance and signposting for advice are given during the meeting so that each stakeholder can take an active part in preparing for the next stage of education or employment. We have robust Induction and Transition programmes in place for welcoming new learners to our setting. We have play dates, transition mornings, throughout the summer term for our youngest children coming in. We hold meetings with staff at our local playgroups and nursery settings as well as secondary schools. During these meetings we share an overview of our learners who have SEND. Good practice is shared so that transition to the next phase is made easier. Visits to the local school are also organised and we fully encourage all our learners to attend induction days. Where we know there is likely to be high levels of anxiety, we send staff along for parts of the induction day. We have many opportunities for children to see their new classrooms and new teachers.

	We have open mornings, nights and afternoons for parents to come in and see their new teachers too. We also hold transition afternoons for children to spend time with their new teachers. Bespoke programmes are developed for our children and young people with special needs. Our monitoring cycle of provision identified which aspects of our environment help children learn and this information is passed on in transition. We have very good relationships with all our feeder settings as well as settings children move onto including secondary schools. We hold further transition meetings for vulnerable groups as they are approaching secondary schools.
Q7) ***the approach to teaching children and young people with SEN***	We adopt a graduated approach to meeting needs, through quality first teaching our staff make reasonable adjustments to help include all children, not just those with SEND. This can be seen in our interventions that occur in every year group. High quality Teaching includes what every child can access e.g., human resources, differentiated activities, resources, use of simple language, writing frames, illustrated dictionaries, visual timetable, visual cues,

	multi-sensory approach etc. We take a holistic school approach to supporting learners through our differentiated curriculum, emotional coaching, and opportunities for children to share and talk. Pupils in the Foundation Stage are supported through: • Child Initiated Learning resulting in observations and assessment • Key workers, i.e.: the child is part of small group • Home School Link Worker • Home visits • Prospective parents' evenings / taster sessions • Home contact books/ KS2 planners • Parent workshops • Intervention based on needs (i.e. language, emotional well-being) • Adaptive teaching work and all high quality teaching and learning opportunities • P.E. curriculum • Use of Widgit throughout school
Q8) ***how adaptations are made to the curriculum and the learning environment of children and young people with SEN***	All staff differentiate approaches and resources so as to support access to the curriculum. We have an Accessibility Plan which shows how adaptations are made not only to the physical environment but to the curriculum and how information is accessed by learners and their parents. Our website is compatible with software, which would be used by those with visual impairment. The needs of each child at Langshott are matched by: • Correct level of language used with child including differentiated questioning • Circle time and PSHE lessons (Jigsaw) • Individualised & personalised learning including individual timetable/scaffolded learning/ work stations, • Differentiation matched to levels and ability and high expectations • Focus group teaching for academic & emotional work

	• Children working in pairs and having talk partners • Interventions and 1:1 support • A variety of teaching styles incorporating VAK (visual, auditory and kinaesthetic) • Using Rosenshine's principles and the EEF '5 a day' approach to supporting all pupils • Provision mapping-matching provision to need • Access to language translation websites (non-English speakers) • Outdoor learning • Opportunities to get children involved through school council, Eco-council, Pupil Voice, Spanish ambassadors, Prefects/ Head boy and girl The school is accessible via: • Wheelchair access on the ground floor. • Disabled toilets / changing room and parking • Smart board at correct heights for age group / visualisers / visual timetables in every classroom • Variety of different sized furniture • Outside agencies consultation regarding accessibility • Accessibility Action Plan and Equality Policy We also use the Surrey OAP (Ordinarily Available Provision) available to all. We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.

	
Q9) ***the expertise and training of staff to***	We have staff within the school who have been trained in;

support children and young people with SEN, including how specialist expertise will be secured 	Emotion Coaching  	 Literacy for  All  Project
	 Writing +  and phonics  (in-house  training)	 Reading booster
	 Precision  Teaching  approach	 Social Stories
	ELKLAN 	 Occupational therapy  resource pack
	 Legal  framework	 ADHD

	 Zones of Regulation	 Autism

We give additional support to children who have SEN/D and ensure they have learning that is accessible for them. This includes learning mentor support, 1-1 support, pre/ post teaching, boosters and relevant interventions.

We aim to ensure that all staff working with learners who have SEND, possesses a working knowledge of the difficulty to help them in supporting access to the curriculum. Where it is deemed that external support is necessary, we discuss any referrals with parents in the first instance and gain full consent before proceeding with a referral. This academic year the school has worked with inclusive teachers STIP team, the Educational Psychology Service, Speech and Language Therapy (SALT), ASD Outreach team, Race and Equality and Minority Achievement (REMA) and Mindworks Surrey.

The following specialist services and expertise available to the school and parents are;

- PSS (Physical and Sensory Support Service)
- Mindworks Surrey
- SALT (Speech and Language Therapy)
- School Nursing Team (0-19 team)
- OT (Occupational Therapy)
- EP (Educational Psychology)
- Surrey Family Voice
- STIP (Specialist Teachers inclusive practice)
- South East Surrey Services

	• SS (Social Services) • REMA – (Race Equality and Minority Achievement) including Traveller Support Teacher • PRU (Pupil Referral Unit) • Community Paediatrician • CAMHS wellbeing Practitioners • Family Support Workers • YMCA Wellbeing practitioners • NAS (National Autistic Society) • Barnardo's Charity (support for ADHD) The following training is facilitated as required. This year's training has included; • Adaptive teaching strategies and inclusive teaching practice • Screening tools • Various Outreach courses • Various Centralised courses ran by STIPP team of Surrey • Virtual courses provided by SEND station/other providers • REMA training • Expressive, receptive and colourful semantics courses
Q 10) ***evaluating the effectiveness of the provision made for children and young people with SEN***	We review the needs of the learners within the school at Pupil Progress meetings and endeavour to put in place provisions in order to be able to cater for these needs. We also review individual children's progress against specific targets set through outside agency assessments. Some of the funding the school receives may go towards funding training so that in-house provision is more targeted at needs. The SENDCo carries out learning walks and training that include reviewing how provision is delivered and helps in maintaining standards through rigorous quality assurance. Our provision mapping looks at the impact each intervention has had on the progress of each learner. Decisions are made as to whether specific interventions are proving to be effective both in terms of the

	time spent on them and the finance used in providing the intervention. Each year we review the needs of the whole cohort to see if there is a change in the overall make- up of the school. Decisions are then made as to whether any additional interventions need to be put in place. The schools' resources are allocated accordingly by; • Provision mapping – assessment / tracking • Learning mentors with specific expertise matched to child's needs. e.g.: Resilience toolkit / ELKLAN / ASD/SALT/OT/Emotional Support **<u>How equipment and facilities to support children and young people with SEN will be secured:</u>** • We have accessible classes and equipment for all children • Children also have access to Chromebooks and IPad as part of our HQT • Each child has their own personalised learning pack which is stored in the classroom • KS2 children have chair bags in which they store their belongings • Specific resources relating to needs are secured in the classroom (e.g., wedge, sitting cushions, weighted vests/ blankets, fidget aids, ergonomic pencils, headphones, sensory aids, posture aids).
Q11) ***how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN***	Our whole school approach to inclusion supports all learners engaging in activities together. Any barriers to learning or engagement are reviewed with discussions on what can be done to overcome these. We make reasonable adjustments so that learners can join in with activities regardless of their needs. This we do with regard to the physical environment, learning and information sharing. Children create their one-page profiles with their class teacher/ relevant adults. Children with EHCPs are included in the annual review process and have pupil voice. We make reasonable adjustments so that learners can join in with activities regardless of their needs. During this academic year, additional staff accompanied the school trips to British Wildlife Centre, Drusilla's Zoo, Gatton's Park, local walks, and many more. They also went on our residential trips to Bognor Regis and Juniper Hall so that learners with SEND could attend. Registers are taken for all school activities and we actively monitor the engagement of learners across the school. We have a thorough risk assessment when going out on trips or outings. The children are included in the planning and safeguarding

	when on trips. They are part of the discussion and we talk about the ways to keep safe. Outside the classroom, the children are included in:PE provision and use of resources. • Forest Schools • Adapted PE provision • School adapted (structurally) to facilitate full inclusion. • Risk Assessment – includes needs of specific child when outside the classroom and includes 1:1 support if necessary for those with an EHCP • Parental involvement encouraged on school visits • Rules/requests followed by the child supported by the adult • Playground buddies • School council discussion and in class talk • Anti – bullying charter and leaflet
Q12) ***support for improving emotional and social development. This should include*** 	The wellbeing of every child is the key priority of our school. All our staff are regularly trained to provide a high standard of pastoral support. Relevant staff are trained to support medical needs. Most staff have had training for first aid, Epipen, Epilepsy and asthma. We have a medical policy in place. Our behaviour Policy includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff. We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. Learner voice is central to our ethos and this encouraged in a variety of ways and regularly through pupil voice and School council. We also have a head boy/ girl and prefects that are interviewed and chosen. We have trained our staff in emotional coaching strategies and they support targeted children with their emotional, behavioural and social needs. We also use the Zones of Regulation to support children with their emotional regulation. We can also refer children to child wellbeing practitioners. We have trained learning mentors in delivering specific support to children with speech, language and communication needs. We have a zero-tolerance approach to bullying in the school which addresses the causes of bullying as well as dealing with negative behaviours. Our PSHCE programme also looks to develop emotional and

extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying	social development. The school also employs mentors to work with learners to positively focus on social and emotional development. In the first instance, every child has a class teacher who they can talk to in order to share any concerns. We recently received a Silver Mark for Anti- Bullying. We also make referrals to outside agencies including Mindworks, SALT, Child and Mental Health Service (CAMHS)/Paediatrician/Physical and Sensory Support Service (PSS).
Q 13) ***how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families***	As a school, we are concerned with the overall development of the learner, which may necessitate at times working with agencies outside of the school setting. We hold meetings where professionals from outside the school and parents are invited to attend. During these meetings we discuss individual cases where it is felt support above and beyond what the school is able to offer is necessary. In these cases, parents and young people are consulted and parental consent sought so that agencies are able to work in supporting the overall development of the young person. We work with social services, primary care trust workers, child and adolescent mental health teams, parent working partnership, young carers, NSPCC and Child line. We have a particular duty in ensuring that Children in Care including Looked After Children are given the appropriate support and care to help support their progress and engagement in learning. Our SENDCo is Hiral Mehta (hiral.mehta@langshott.surrey.sch.uk) The number is 01293 776341. A personal education plan (PEP) is produced every six months to help support the child to develop holistically. These are now being held electronically – EPEP. The following specialist services and expertise available in school are: • Language specific groups by trained LM/teacher • Before and After School Care • Forest Schools • Drawing and talking

	The following specialist services and expertise available to the school and parents are; PSS (Physical and Sensory Support Service), CAMHS (Child and Mental Health Service), SALT (Speech and Language Therapy), Nursing Team, PT (Physiotherapy), OT (Occupational Therapy), EP (Educational Psychology), NAS (National Autistic Society), Barnardos Charity (Supports ADHD), YMCA Wellbeing practitioner.
Q14) • ***arrangements for handling complaints from parents of children with SEN about the provision made at the school*** • ***Contact details of support services*** • ***Named contacts for school*** • ***School's contribution to the Local offer and links*** 	The SENDCo at the school is Mrs Hiral Mehta (hiral.mehta@langshott.surrey.sch.uk) Contact Number: 01293 776341 The 'Responding to Parents Concerns' policy can be found on the school website and via hard copy at the main school office. The complaints procedure outlines the formal steps the school will take in handling each complaint. In the first instance, if a parent has a concern, they are encouraged to speak to the class teacher. If the matter cannot be resolved at this stage, then the SENDCo will become involved and a meeting convened so as to discuss the nature of the complaint and look for a resolution to the issue. Where a resolution between the parent and school cannot be reached, then parents will be advised to seek external support through the Surrey SEND advice forum. **Contact Details of support services:** Parents can seek further information by; Meeting with the SENDCo via links above, making contact with the SEN Case officer contacting Surrey Children's Services for SEND on 01737 737777, Accessing specialist websites and training for parents – Earlybird Plus (Autistic Society) and SESDA (South East Surrey Dyslexic Association, Early Help services (Red Oak Family Centre) Following links to further forums and websites. https://www.familyvoicesurrey.org/ Surrey Family Voice https://sendadvicesurrey.org.uk/ SEND Advice for Parents https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/discuss_it.page- Surrey Local Forums for parents to discuss and receive support Parents also have access to the LSPA. Details can be found on the Surrey Local Offer Website. Please see links below. Surrey Local Offer https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page

	<u>The Learners' Single Point of Access (L-SPA)</u> The Learners' Single Point of Access (L-SPA) offers help and support if you have a concern about the development and/or learning needs of a child in Surrey. It is open from 9am to 5pm, Monday to Friday, all year round (except Bank Holidays) on 0300 200 1015. The L-SPA will: • Aim to answer your call within 20 seconds. • Will give children the right support and intervention at the right time to help them meet their learning and developmental milestones. • Gives you direct access to information and advice from a multi-disciplinary team of professionals from education, health and social care, including: o Occupational therapists o Specialist teachers o Qualified Social Worker o Speech and Language Therapists o Educational Psychologist **<u>Named contacts within the school for young people/ parents who have concerns:</u>** Head teacher – Sarah Mackintosh Deputy Head teacher- Sonia Isard Assistant Head teacher- Amy Shevel SENCO/ Inclusion Leader – Hiral Mehta Home School Link Worker- Alison Heard PSHE Lead- Sally Lane Computing Lead- - Becky Woods PE & Wellbeing Lead- Siobhan Buchan Please make contact via the school office. They will pass on the information and relevant key persons will make contact.