



Langold Dyscarr Community School
Special Educational Needs and Disabilities
Information Report



QUESTIONS AND ANSWERS FOR PARENTS/CARERS

We hope you find this information report helpful. If you have any questions or wish to discuss anything in the report please contact our special educational needs co-ordinator (SENDCo), Gemma Barlow – 01909 730396.

What kinds of special educational needs and disabilities do we make provision for?

Langold Dyscarr Community School (school) welcomes children with all kinds of Special Educational Need and / or Disability (SEND) and makes sure that they are included in all aspects of school life.

As with all children who are part of our school community, we aim to develop strengths, support them in overcoming difficulties and encourage progress in all aspects of their development. This report, along with our equalities policy, accessibility plan, behaviour policy and SEND policy, provides more information about how we aim to do this. You can find these policies on via website <https://www.langold-dyscarr.org/>

We are experienced in supporting children with:

- Cognition and learning needs
- Communication and interaction needs
- Sensory, physical and/or medical needs
- Anxiety related needs
- Social, emotional and mental health needs

How we recognise children who may need extra help and what you can do if you think that your child may have SEND:

We place great emphasis on identifying SENDs early so that we can help children as quickly as possible. All children have an individual pattern of strengths and difficulties and may respond better to some teaching approaches than others. Your child's teacher will take account of this by looking carefully at how they organise lessons, learning resources and the classroom. They will match these to your child's learning style and level of ability. This is called adapting the curriculum.



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We do not assume that just because a child is making slow progress or that their teacher is providing different activities, that a child has SEND. Your child's teacher will assess all children in the class to identify those who require additional support which is over and above the usual range of approaches and provision in the classroom. They will do so through observation and through monitoring of progress. For further details of this process see question 3.

All school staff have been trained to identify and support children with SENDs as part of their professional development. Help for children with SEND is made using a step by step graduated approach. The graduated approach recognises that children learn in different ways and may have different levels of SEND.

Based on the information they have collected; your child's teacher will decide upon the support which may help your child. This could include:

- changing aspects of the learning environment e.g. a quieter area to work in, use of an 'I need help' card or visual timetable;
- additional teaching support, as part of a small group;
- use of particular teaching materials e.g. Numicon, a talking tin, writing slopes;
- making sure that the work that your child is asked to complete in class is matched to his or her level of ability and presented in a way which helps your child to learn.

Your child may be given the opportunity to work in a special group or a special activity to encourage development of skills in a particular area. These groups and activities include:

- English or mathematics targeted groups;
- Nessy Intervention
- Whole Word Reading
- 5 Minute Box
- Toe by Toe
- Power of 2 Maths
- Talking Time
- SNIP Spelling
- Colourful Semantics
- Stiles Tiles
- And any other strategy that the teacher may find beneficial.

Some children require more intensive, individualised support for their social, emotional and behavioural needs and may participate in interventions such as:



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- ELSA support
- Bright Sparks
- ELSA strategies to help children achieve personal targets
- Health Families Team referral
- Early Help referral
- General Development Assessment
- Art Therapy

Every class has a timetable identifying the children taking part in which groups. Groups may be led by your child's teacher teaching assistant. Some children may also receive regular support from services outside of the school such as the Speech and Language Therapy Service, the Visual and Hearing Impairment Service, Cognition and Learning, Communication and Language or The Primary Bassetlaw Behaviour Partnership.

If your child is in receipt of extra funding, they will have a personal timetable of support. This is likely to be a mixture of within class support for their understanding and participation in class activities, small group support and one to one support. They may also receive regular support from services outside the school, such as the Schools and Family Specialist Service.

Help may be required at any stage of the graduated approach for a short time, or for the whole of your child's education.

How we evaluate the effectiveness of our provision for pupils with SEND:

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year.

The SENDCo in collaboration with the class teacher will decide the action required to help the pupil progress. These actions might include:

- Use of different teaching and learning styles.
- Suggestions for work for teacher/teaching assistant (TA) to use with the pupil.
- Provision of alternative learning materials/special equipment.
- Group support, including using Wave 2 interventions.
- Staff development/training to undertake more effective strategies.
- Access to local authority (LA) support services for advice on strategies, equipment or staff training.

These interventions will be recorded and monitored through the use of O-Track, B Squared and provision maps. It is important to see the impact of the intervention, to evaluate its effectiveness and to question why if it does not move the pupils forward.



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Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

Termly the school's data for vulnerable children is monitored by the SENDCo. Achieving Potential meetings with class teachers take place to discuss and implement relevant intervention/support for those individuals or groups of children who are not meeting expectations.

Pupil Passports are updated termly to reflect the above so that all staff are aware of the priorities for these children. These are discussed with parents termly to identify their priorities for their children.

There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENDCo and information is gathered from different sources such as child and parent surveys/ teacher and staff surveys/parents evenings/ consultation evening/feedback forms/school forums.

Evidence collected will help inform school development and improvement planning.

How we will let you know how your child is doing and how we can help you to support their learning:

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENDCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. If a child is not progressing or making improvements, then meetings can be scheduled more frequently to monitor and set targets.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Advice on how parents can help children at home is available at any time via class teachers or SENDCo

How we approach teaching pupils with SEND:

We believe that high quality teaching is the most effective way of supporting children in their learning.

- Additional needs are quickly identified and addressed.
- Our Teaching Assistants work alongside and support individuals and small groups.



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- Interventions are closely chosen to match the needs of the children and implemented by highly qualified and effective TAs.
- Positive behaviour strategies encouraged throughout the school, through The Langold Way.

How we match the curriculum and learning to your child's needs:

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with the child's parents for other flexible arrangements to be made. Which may include small group teaching, on an individual basis or through our enhanced provision in the Flower Bees class.

Quality first teaching and clear adaptations are key. Children's areas of need are identified, and work is planned to address their needs. We scrutinise assessment materials to identify areas of difficulty and provide appropriate intervention. Staff use daily assessments from work produced and observations made to identify children requiring extra support with a particular concept.



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How decisions are made about the type and amount of support your child will receive:

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of 16 primary schools).

For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENDCo will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

Children are monitored carefully in the school and if they are displaying significant difficulties that are impacting on their education then the class teacher initially has a meeting with the SENDCo. Together they look at the provision and environment that the child accesses and look for things that can be changed to see if it has an impact.

After a graduated response has been considered, including consultation with parents, a support package is arranged. This may include support in the classroom, a referral to springboard or an application for extra funding.

How we will include children in activities outside the classroom, including school trips:

We are an inclusive school no child is excluded from any part of school life. Where necessary, for example, on a school trip, parents may be invited to support their child.

Child specific risk assessments are included, where appropriate, within a school visit risk assessment. Personnel supporting the visit are made aware of any children with additional needs.

We will always make reasonable adjustments for children bearing in mind the impact for ALL children.



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What support will there be for my child's overall well-being?

Children who staff are concerned about can be referred to the school's Take Care team who, through a holistic approach can support the pupil's needs and allocate bespoke support for that child.

Every child's well-being is our priority. For children with additional needs, parents and the child (if appropriate) are involved in the discussion to ensure that any service that is involved in supporting a child, for example ELSA, Healthy families Team, is absolutely right for the child.

The SENDCo can request consultation with a CAMHS professional to gain information and strategies to support the child and family or advice on whether it meets CAMHS threshold for involvement.

Contact details for our special educational needs co-ordinator (SENDCo):

SENDCo: Mrs Gemma Barlow

Tel: 01909 730396

Email: office@langold-dyscarr.notts.sch.uk

Please mark '[confidential](#)' F.A.O G Barlow

How are staff trained in supporting SEND and what is planned?

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENDCo attends relevant SEND courses, Family SEND meetings, SHINE MAT meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENDCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management. Staff have had training on the following recently:



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- ELSA
- Lego Therapy
- Demand Avoidance
- Breakwells Assault Cycle
- Play Therapy
- Precision teaching
- ASD/ADHD training
- Coping With Risky Behaviours
- Whole Word Reading
- Use of B Squared assessment tool
- Emotion Coaching
- Zones of Regulation

- The next academic year has training planned for:
 - Making Sense of Autism
 - Scaffolding

What specialist services and expertise is available to support my child?

1. Educational Psychologists
2. School and Family Support Service
3. Medical Officers
4. Speech Therapists
5. Physiotherapists/occupational therapists
6. Hearing Impairment Services
7. Visual Impairment services
8. Social services
9. Early Health Practitioners
10. Children's centres
11. PSED team
12. BPBP
13. C & I team
14. CAMHS
15. Family Service
16. Early Help Unit
17. Worksop Family SENDCo
18. ICDS
19. Children's Social Care
20. Concerning behaviour pathway personnel including clinical psychologists



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How will equipment and facilities in place to support my child be secured and how accessible is school?

A referral to the Physical Disability Service can be made for any equipment that the child may need whilst in school, such as plinths, walking aids, personal care requirements etc.

The service also provides training for staff and support in writing health care plans, risk assessments and intimate care plans amongst other types of paperwork as required.

A referral for inclusive technology can also be made if the school feels that they cannot meet the needs of the child with the technology already available in school.

The school has a range of specialist SEND facilities in place. These are:

1. Wheelchair access
2. Hearing Loops
3. Increased access to the curriculum and assistance during examinations
4. Highly qualified staff
5. High level of TA support

What are the arrangements for consulting with me about my child with SEND? How will I be involved in the education of my child?

We believe that a close working relationship with parents is vital in order to ensure:

1. early and accurate identification and assessment of SEND leading to the correct intervention and provision
2. continuing social and academic progress of children with SEND
3. personal and academic targets are set and met effectively

Parents are kept up to date with their child's progress through progress reports, parent's evenings and provision reviews. Cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

The SENDCo may also signpost parents of pupils with SEND to the local authority Ask Us service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents



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are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regard to the provision for their child.

What are the arrangements for consulting with a child with SEND and involving them in their education:

The children are included in discussions when setting their targets and identifying their own areas of need (as they get older). In the next academic year, they will also contribute their views for review meetings. The views of the child are important to us and are always sort when preparing for a review with parents and other agencies.

What do I do if I have a concern or complaint about the SEND provision?

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENDCo, who will be able to advise on formal procedures for complaint.

How our governing body involves other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in meeting the needs of children with SEND and supporting their families:

We invite and seek advice and support from external agencies in the identification and assessment of, and provision for, SEND.

The SENDCo is the designated person responsible for liaising with the following:

- Education Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Language and Learning Support Service
- Specialist Outreach Services Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and



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informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

How we can seek to signpost organisations, services etc who can provide additional support to parents/carers/children?

Regular meetings with an experienced professional, provides opportunities for parents and school to discuss the needs of a child. The experienced staff member will have the knowledge to refer/signpost parents to services/groups that are relevant for their child's needs. Alternatively, parents can access Nottinghamshire's local offer website which contains information about services available to families. This can be found at: <http://nottinghamshire.sendlocaloffer.org.uk>

How we will prepare your child to:

- **Join the school/setting?**

Extra visits to familiarise with the setting and staff can be arranged. Discussions with previous settings and parents to collect a clear picture of the children's needs. Transition books/pictures/videos can be arranged so that the children can continue to familiarise themselves at home and share with key family members. We liaise strongly with local playgroups, nurseries, private providers and High Schools to ensure smooth transitions. This will include extra visits with members of staff, arranging meetings with parents and any other agencies involved. This will vary on the needs of the individual child.

- **Transfer between phases of education (e.g. early years to primary, primary to secondary etc)?**

Transitions visits to new classroom, meetings with new class teacher. Meetings between key staff, parents and SENDCo to discuss needs and provision that needs to be made. Transition Passports are in place for all children with SEND and are transferred to the child's next school.

Secondary school transition comprises of an extended for the child which can take place over a number of months depending on how complex the child's needs are. Staff at the chosen Secondary school may visit the child at school and will attend all review meetings leading up to transition. Transition Passports are in place for all children with SEN and are transferred to the child's next school. Also, extra meetings between the Inclusion department at both schools and the year 6 teacher.



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Where can I access further information?

Either contact the headteacher or SENDCo on 01909 730396 or go to www.langold-dyscarr.org.

Visits to the school by prospective parents and families are encouraged and most welcome. Please contact the school office to make an appointment to meet with the headteacher and to see the school at work