

SEND Information Report

At Langstone Primary Academy we pride ourselves on being an inclusive school that aims to provide first class education for all. Our commitment to fulfilling the needs of every child is visible in each lesson and is clear through our commitment to creating an ethos of 'every child achieves'.



What are Special Educational Needs and what does it mean for our schools?

Special educational provision is educational or training provision that is **additional to or different from** that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within a setting or require involvement of specialist staff or support services.

Our School has a Special Educational Needs Co-ordinator (SENCO) who is responsible for the management of provision and or support for identified pupils with SEND. They will also support teachers and other staff to enable them to provide appropriate assessment and focussed provision for children in their class with SEND.

All teachers are teachers of SEND pupils and as such provide quality first teaching which takes account of the individual needs of all pupils including those with SEN within the classroom.

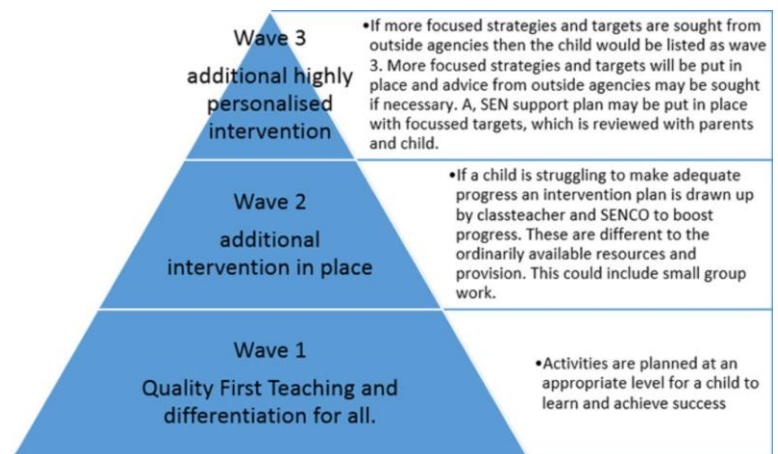
SENCO at Langstone Primary Academy

Mrs Fletcher is the SENCO

'Areas of Need' Explained

The 'SEND Code of Practice' 0-25 (June 2014) states that there are four main areas which cover Special Educational Needs & Disabilities. These areas and their meanings are as follows:

4 AREAS OF NEED



Communication and Interaction Area of Need:	Definition
	Children may have a delay or disorder in one or more of the following areas: Attention / Interaction skills: May have difficulties ignoring

<p>Communication and Interaction</p>	<p>distractions. Need reminders to keep attention. May need regular prompts to stay on task. May need individualised motivation in order to complete tasks. Difficulty attending in whole class. Interaction will not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain a conversation.</p> <p>Understanding / Receptive Language: May need visual support to understand or process spoken language. May need augmented communication systems Frequent misunderstandings. Repetition of language and some basic language needs to be used to aid their understanding.</p> <p>Speech / Expressive Language: May use simplified language and limited vocabulary. Ideas / conversations may be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sound system. Grammar / phonological awareness may still be poor and therefore their literacy skills can be affected.</p>
<p>Wave 1 support</p>	<p>The effective inclusion of all pupils in high-quality everyday personalised teaching.</p> <p>Careful explanation of new vocabulary.</p> <p>Clear objectives that are shared with the children and returned to at the end of the lesson.</p> <p>Visual timetables.</p> <p>A range of teaching styles accommodate all learners.</p>
<p>Wave 2 support</p>	<p>A social skills group e.g 'Time to Talk' group, Socially Speaking group, Talk about group</p> <p>Further breakdown of instructions by and adult / visual cue</p> <p>A speech and Language group - as appropriate.</p> <p>Specific teaching of new vocabulary (semantic links)</p> <p>Shape coding groups</p> <p>NELI</p> <p>Use of the Swan or Garden Room</p>
<p>Wave 3 support</p>	<p>Referral to the Speech and Language Therapy Service.</p> <p>Support from a teaching assistant at points throughout the day.</p> <p>If necessary an SEN support plan will be written outlining termly targets - reviewed as a team</p> <p>A 1:1 specific programme written by the Speech and Language Therapy Service.</p> <p>Use of signs or symbol systems such as Makaton where necessary</p> <p>Speaking, listening and attention skills group</p> <p>An individual visual timetable/ workstation and aspects of the TEACHH approach</p> <p>Social stories</p> <p>NELI</p> <p>SEN support plan to be created if appropriate.</p> <p>Refer to other agencies e.g. Educational Psychology, Inclusion Outreach Service.</p> <p>Request for Education Health and Care Plan (if appropriate).</p>

<p>Cognition and Learning</p> <p>Area of need: Cognition and Learning</p>	<p>Definition</p> <p>Children may have difficulties with the skills needed for effective learning such as use of:</p> <ul style="list-style-type: none"> • Language, memory and reasoning skills • Sequencing and organisational skills • An understanding of number • Problem-solving and concept development skills • Fine and gross motor skills • Independent learning skills • Exercising choice • Decision making • Information processing <p>Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia</p>
<p>Wave 1 support</p>	<p>The effective inclusion of all pupils in high-quality everyday personalised teaching.</p> <p>Careful explanation of new vocabulary.</p> <p>Clear objectives that are shared with the children and returned to at the end of the lesson.</p> <p>A range of teaching styles accommodate all learners.</p>
<p>Wave 2 support</p>	<p>Additional guided group work with the teacher or TA.</p> <p>Regular additional support from an adult to support the child's thinking about how to approach a task or activity.</p> <p>Additional time given for some activities.</p> <p>Specific targeted groups e.g Rapid programmes, Numeracy support programmes, inference group, Phonics booster etc</p> <p>Hands on learning</p> <p>Memory skills groups: working memory, Auditory Memory, Visual /Verbal memory. Targeted learning interventions such as 5 minute box, Precision Teaching where appropriate.</p>
<p>Wave 3 support</p>	<p>A COPS (Cognitive Profiling System) test and follow up interventions to address areas highlighted e.g. memory games</p> <p>Support from a teaching assistant at points throughout the day.</p> <p>Regular additional reading with on a 1-1 basis with the Teaching Assistant or class volunteer reader.</p> <p>Activities are broken down into smaller steps and presented visually for children to work through at their own pace where appropriate.</p> <p>If necessary an SEN support plan will be written - outlining termly targets reviewed as a team.</p> <p>Assessment and advice from outside agencies such as Educational Psychologist (E.P) and Inclusion Outreach Service.</p>

	Request for Education Health and Care Plan (if appropriate)
--	---

Social, Emotional and Mental Health Area of need: Social, Emotional and Mental Health	Definition
	<p>Children may have difficulties with social and emotional development which may lead to or stem from:</p> <ul style="list-style-type: none"> ● Social isolation ● Behaviour difficulties ● Attention difficulties (ADHD/ADD) ● Autistic Spectrum Disorder (ASD/ASC) ● Anxiety and depression ● Attachment disorders ● Low self-esteem ● Issues with self-image
Wave 1 support	<p>The effective inclusion of all pupils in high-quality everyday personalised teaching.</p> <p>Clear objectives that are shared with the children and returned to at the end of the lesson.</p> <p>Careful explanation of new vocabulary.</p> <p>Opportunities to talk about fears, confusion or anxiety and any changes to routine.</p> <p>Opportunities for children to meet adults they trust and to participate in activities where they can meet other children.</p> <p>Promotion of our school vision, encouraging a positive attitude towards learning and behaviour when faced with a challenge.</p>
Wave 2 support	<p>Regular additional support from a learning mentor or teaching assistant to support children's social, emotional and mental health needs.</p> <p>Behaviour logs/report cards</p> <p>Behaviour assessment using the Boxall Profile, SEAL APP or other assessment tools.</p> <p>Social skills groups</p> <p>Self esteem groups</p> <p>Social stories</p> <p>SENCo involvement which may include observation or assessment</p> <p>Parent discussion</p> <p>IBP/learning plan created</p> <p>Use of Swan or Garden Room</p>
Wave 3 support	<p>An Individual Behaviour Plan or SEN support plan to be drawn up if necessary</p> <p>The provision of a workstation and aspects of a TEACH approach</p> <p>Regular additional 1:1 support from a learning mentor/ other adults.</p> <p>Specific interventions outlined by MABS and or CAMHS.</p>

	<p>Regular sessions within our Nurture group for children with identified attachment difficulties.</p> <p>Regular sessions and support from our loss and bereavement support worker where appropriate.</p> <p>Referral to MABs (Multi Agency Behaviour Service), Mental Health Support Service (MHST), CAMHs (Child and Adolescent Mental Health Service), Early Help Service if necessary.</p> <p>Referral to other services e.g. Educational Psychology or Inclusion Outreach Service.</p> <p>SEN Support Plan</p> <p>Request for Education Health and Care Plan if necessary.</p>
--	--

<p>Sensory and Physical</p> <p>Area of need: Sensory and Physical</p>	<p>Definition</p>
	<p>These pupils may have a medical or genetic condition that could lead to difficulties with:</p> <ul style="list-style-type: none"> • Specific medical conditions • Gross / fine motor skills • Visual / hearing impairment • Accessing the curriculum without adaptation • Physically accessing the building(s) or equipment. • Over sensitivity to noise / smells / light / touch / taste. • Toileting / self-care.
<p>Wave 1 support</p>	<p>The effective inclusion of all pupils in high-quality everyday personalised teaching.</p> <p>Clear objectives that are shared with the children and returned to at the end of the lesson.</p> <p>Careful explanation of new vocabulary.</p> <p>A range of teaching styles accommodate all learners</p> <p>Toileting/self-care support</p>
<p>Wave 2 support</p>	<p>Additional guided group work with the teacher or TA.</p> <p>Additional time given for some activities.</p> <p>Motor skills groups such as: The Fine Motor Skills Programme / hand gym activities/ BEAM</p> <p>Handwriting practice</p> <p>Speed-up handwriting programme</p> <p>Physical aids where necessary or where advised by specialists</p> <p>Alternatives for writing if necessary</p> <p>Resources to manage over sensitivity to noise/smells/light/touch/taste eg ear defenders, work stations, position in class etc</p> <p>Use on sensory room and use of Sensory Circuits</p> <p>Parent discussion</p> <p>Learning plan created if appropriate</p>

Wave 3 support	<p>If necessary an SEN support plan will be written outlining termly targets - reviewed as a team</p> <p>Referral to school nurse / Occupational Therapy / Sensory Impairment service if necessary.</p> <p>Support from a teaching assistant at points throughout the day.</p> <p>The environment may be adapted on the advice of a physiotherapist, occupational therapist (OT) or other professional</p> <p>Occupational therapy (OT) and Physiotherapy sessions/programmes delivered when necessary</p> <p>Access to ICT programmes/ other technology to support learning.</p> <p>Outreach request for support and advice from Inclusion Outreach Service or other local specialist provisions.</p> <p>Request for Education Health and Care Plan if necessary.</p>
----------------	--

Frequently Asked Questions

How does Langstone Primary Academy know if children need extra help?

Children may be identified as having SEN through a variety of ways including the following:

- Liaison with previous schools.
- Child performing below age expected levels.
- Concerns raised by Parent through discussion with Home Family Support Worker (HFSW).
- Through termly Pupil Progress Meetings or SEN review meetings between Teachers, SENCO and Headteacher.
- Concerns raised by teacher.
- Liaison with external agencies e.g. physical
- Health diagnosis through Paediatrician / Doctor.

As a school we measure children's progress in learning against national expectations and age related expectations. The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry through to year 6, using a variety of different methods. Some strategies inform next steps in learning and others allow to see where a child has achieved in terms of 'age expectation' - this may be a basic level of understanding, an expected level of understanding or a deep level of understanding.

Children who are not making expected progress are identified through our termly review meetings with class teacher, SENCO and or Headteacher. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.

What should I do if I think my child may have Special Educational Needs?

Talk to us - your first point of contact is always your child's class teacher. If you require more information contact our SENCO or Headteacher. We pride ourselves on building positive relationships with parents and are always keen to work together to support a child as necessary.

Key Staff



Mrs Fletcher
SENCo



Mrs F Marshman
Headteacher



Louise Geall
Home School Link Worker



Analiese Campbell
Learning Mentor
Well-Being Lead
First Aid

How will I know how my child is doing and how will you help me to support my child's learning?

The Class Teacher will meet with parents termly (this could be as part of Parents' Evening) to discuss your child's needs, support and progress. If your child has additional support, the review of the previous targets and new targets set will be discussed. For further information the SENCo is available to discuss support in more detail.

We offer an open-door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.

We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

- Your child may have an SEN Support Plan / IBP in place and therefore the targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has complex SEND they may have an EHC Plan (Education Health Care Plan). The provision outlined as part of an EHC Plan will be formally reviewed termly.

How will Langstone Primary Academy staff support my child?

Our SENCO will closely monitor all provision and progress of any child requiring additional support across the school. The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. There may be a Teaching Assistant (TA) working with your child either individually or as part of a group, to offer further specialised interventions. The regularity of these sessions will be explained to parents when the support starts.

At Langstone Primary Academy, we also have a Learning Mentor who provides 1:1 support sessions as well as group sessions referred to as 'Nurture'. In addition to this, we have a Home School Link Worker who provides support for the most vulnerable children as well as acting as part of a support network for parents.

Our Academy works closely with any external agencies that we feel are relevant to individual children's needs within our school including:

- MABs (Multi Agency Behaviour Support)
- Health, including School Nurse team, General Practitioners, CAMHs (Child and Adolescent Mental Health), MHST (Mental Health Support Team), Paediatricians, Occupational Therapy, Physiotherapy, Speech and Language therapy NHS, Sensory Impairment Service.
- Learning support, including Educational Psychologist and Inclusion Outreach Service.
- EMAS (Ethnic Minority Achievement Service)
- We also work very closely with social care or agencies such as Early Help.

Should your child require any form of involvement with an outside agency then the school would immediately inform you and obtain permission from parents to pursue any kind of professional intervention.

Medical Support

We work closely with the School Health Nurse team who regularly hold drop-in sessions on the school site. If a child has specific medical needs then a protocol is put together by the school nurse in conjunction with parents and the school. This ensures that all school staff know exactly what to do in order to care for that child in school or if a medical emergency was to arise.

If specific training is required around a medical need then this is co-ordinated by the SENCo to make sure that all the relevant staff have the knowledge they require to meet a child's needs.

Speech and Language Support

A Speech and Language Therapist is allocated to the Academy by the Speech and Language Therapy Service based at Battenburg Avenue Clinic.

During visits children will be reviewed and assessed who are already known to the service in order to update their programmes of support. A child who has a speech and language therapy programme may have time in school to regularly work on these targets with an adult. This will often be the Teaching Assistant (TA) based in the child's class. All of our support staff have had recent training in a number of different areas relating to speech and language therapy.

We also have contracted a Speech and Language Therapist to work with children we feel need support, who may not meet the criteria for NHS therapy.

How will my child be able to contribute their views?

We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised.

Children who have SEN support plans discuss and set their targets with their class teacher. There is an annual pupil questionnaire where we actively seek the viewpoints of children especially concerning being able to speak to an adult if they have a worry. If your child has an EHC plan their views will be obtained before or as part of any Annual Review meetings.

How will the curriculum be matched to my child's needs?

All work within class is pitched at an appropriate level so that all children are able to achieve according to their specific needs. Typically this might mean that your child requires a little more support, or that your child is working on something personalised to their needs. However, on

occasions it is necessary for work to be individually differentiated. The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

How is the decision made about what type and how much support my child will receive?

The Class Teacher alongside the SENCo will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going discussions with parents.

How are resources allocated and matched to children's special educational needs?

We ensure that the needs of all children who have Special Educational Needs are met to the best of the school's ability with the funds available. We will often allocate Teaching Assistants who are funded by the SEN budget to deliver programmes designed to meet groups of children's needs as well as quality first teaching from teachers. The budget is allocated on a needs basis.

What support is there for improving behaviour and avoiding exclusion?

As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils. Behaviour incidents are dealt with according to the behaviour policy. If a child is working outside of our behaviour policy an IBP (Individual Behaviour Plan) or a pastoral support plan are written in collaboration with the child and parents to identify the specific issues, put relevant support in place and set targets. We promote strong links between family and home to ensure stability and good outcomes for any child experiencing difficulty.

How will my child be included in activities outside the classroom including school trips?

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off site activity to ensure that everyone's health and safety is not compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

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

We are an inclusive school; we welcome and celebrate diversity. All staff appreciate the importance of children having high self-esteem in order to achieve positive well-being. Here at Langstone Primary Academy we commit to our visions of developing children as reflective, resilient thinkers that are passionate to learn and ensure pupils are able to develop in a caring, fair and understanding environment.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher can liaise with the SENCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and / or the LAPS (learning and pastoral support) Team.

The school has a learning mentor who works with children daily who require additional support to access their learning. They also have a Home School Link Worker who supports the most vulnerable children and offers support to their families.

How will Langstone Primary Academy prepare and support my child to join the school and then transfer to their next school / Key Stage?

We encourage all new children to visit the school with their parents prior to starting when they will be shown around the school and any concerns can be addressed.

We work closely with our feeder pre-schools to find out as much as possible about the children joining us in Reception. The SENCo will attend transition meetings for pupils who are known to have SEND, especially those children involved with Educational Psychology.

We also liaise closely with receiving schools regarding children who are making the transition from Year 2 to Year 3 or Year 6 to 7. School staff (often the receiving SENCo) are invited to any relevant meetings regarding a child with SEND during the summer term. There are numerous planned transition visits for all of the children joining the school in Year R and the children in Year 6 moving on to their next school. However, for those children that are likely to find the transition difficult, additional visits are arranged as necessary. A 'Social Story' can be used as a tool to support the transition process for those children with high levels of anxiety, communication difficulties or behaviour difficulties.

Many of our 'feeder' secondary schools run a programme specifically tailored to aid transition for our more vulnerable pupils.

We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. If your child has complex needs then an Education Health Care Plan review may be used as a transition meeting during which we will invite staff from both schools to attend.

How accessible is the school environment?

The Early Years and Key Stage 1 building is situated on one level and is fully accessible to wheelchair users. The Key Stage 2 building is across 2 floors and has been adapted to make most of the site accessible by wheelchair and other support frames. Both buildings have disabled toilets. Any other resources needed for access may be assessed by OT (Occupational Therapy) and Physiotherapy in order for us to ensure ease of access and safety for all.

What are the Governors responsibilities?

The school's Governing Body meets regularly. The school's SEN governor regularly meets with the SENCO and will update on changes, needs in school, current concerns and budget. The Governors are then also able to agree priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make progress. This has been particularly important with the introduction of the SEND Code of Practice in September 2014.

Who can I contact for further information?

Your main point of contact would always be your child's Class Teacher and then following this you may need to speak to the SENCo or Headteacher. Contact can be made through the school office.

What should you do if you feel that the local offer is not being delivered or is not meeting your child's needs?

First point of contact would be your child's class teacher to share your concerns. You could also arrange a meeting with the SENCO or Headteacher.

For further information:

Look at the SEN policy on our website.

Visit the Portsmouth Local Offer website: <http://www.portsmouthlocaloffer.org>

Contact Parent partnership or the SEN team at Portsmouth City Council.

How is the local offer reviewed?

The SEND information report for Langstone Primary Academy was created in co-production with parents and updated October 2025.