

1. How does the academy approach teaching children with SEN?

At Langwith Bassett Academy we are committed to providing high quality teaching and learning, enabling everyone to reach their full potential, whatever their age, ability, gender or ethnicity. We believe that every person is unique and we work together in an inclusive environment of mutual respect and consideration, valuing everyone's contribution and providing equal opportunities for all. Through our partnership with the local and wider community we aim to support our young people in successfully taking their place in society. Within Langwith Bassett Academy we use our best endeavours to meet the needs of students who are identified as having SEN.

Our SEN profile for 2022-23 shows that we have 21% of students as identified as having SEN. 2 of these students have an Education, Health and Care Plan (EHC) or a Statement of Special Educational Needs (S).

2. Who to contact

The Langwith Bassett SENDCO is Sarah Bacon.

Please contact via email - sarah.bacon@langwithbassettacademy.org

Or via the Academy office on 01623 742236

Other Trust Contacts are:

ACET SENCO: Cheryl Barquero - cheryl.barquero@astonacademy.org

Associate Principal : Katy Wright - katy.wright@astoncetrust.org

ACET CEO: Rebecca Scutt- Rebecca.scutt@astoncetrust.org

3. How does the Academy identify SEN?

The SEN Code of Practice defines SEN as: -

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*
- If a pupil is identified as having SEN the academy will make provision that is *'additional to or different from'* a differentiated curriculum intended to overcome the barrier to their learning. There are four broad areas of need which are;
 - Communication and Interaction
 - Cognition and Learning
 - Social, Emotional and Mental Health
 - Sensory and / or Physical needs

If you are concerned that your child may have special educational needs you should contact Sarah Bacon –SENDCO.

SEN Information Q4

4. How does the Academy assess children and young people with SEN?

Pupils are identified as being in need of extra provision in a variety of ways.

- **Screening**
- Key Stage 1 information regarding SAT levels is collated and distributed to teaching staff. All pupils in KS2 will have standardised assessment in single word reading, reading comprehension, spelling, handwriting and numeracy. Some pupils may require further assessment to support progress. Support for developing literacy and numeracy is then determined.
- **Pupil progress reviews**
- We carry out regular assessments of all pupil progress and attainment and the information is discussed at our termly pupil progress meetings. If our assessments show that a child may have a difficulty, or is making less than expected progress, we use a range of strategies that make full use of all available classroom and school resources. The child will be offered interventions that are different from or additional to those provided as part of the academy's usual classroom provision. This provision is then reviewed in the next assessment cycle.
- **Class Teacher Request**
- Staff who have concerns regarding a student may pass concerns on to the SENDCO.
- **Parental Request**
- Parental requests can be made at any time by phone, e mail or letter to the SENDCO

5. What support is available for a child with SEN?

The teacher has the highest possible expectations for your child and all pupils in their class.

All teaching is built on what your child already knows, can do and can understand.

Different ways of teaching are in place, so that your child is fully involved in learning in class.

This may involve things like using more practical learning.

Specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn.

Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

It may also include Intervention which may be run in the classroom or a group room by a teacher or a teaching assistant (TA).

6. Who are the other people providing services to young people with SEND?

The Academy maintains strong links with other bodies including;

- Educational Psychology Service
- Autism Communication Team
- Hearing Impaired Service
- Visually Impaired Service
- Speech, Language and Communication
- Health and Social care

LA Support Services

Derbyshire SENDIASS

The role of this service is to give impartial advice to parents.

They can be contacted

- via phone on 01629 533668 from 9.30am to 3pm on Monday, Tuesday, Thursday and Friday and 11.30am to 3pm on Wednesday. Messages can be left outside these times.
- via email - ias.service@derbyshire.gov.uk
- via website - www.derbyshireiass.co.uk/home.aspx

7. How are the teachers in the Academy helped to work with children with SEN and what training can they have?

All teachers have high expectations of student with SEN, including a commitment to ensuring they can achieve their full educational potential.

All teachers deliver high quality provision to meet the needs of children and young people with SEN.

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.

All staff to develop their awareness of special educational needs and focus on inclusive practice to remove barriers to learning with access to a broad, balanced

yet relevant mainstream curriculum which is differentiated to ensure continuing progress.

The academy provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. This includes whole school training on SEN issues, such as Autism Spectrum Disorder (ASD) and literacy difficulties.

8. What arrangements are in place for consulting parents/carers of children with SEN?

Positive involvement with parents/carers is seen as an important part of our work with pupils. At its most effective the education of young people is a collaborative enterprise involving teachers, parents/carers and the pupils themselves.

The Inclusion Team review SEN provision at least three times a year by communicating directly or indirectly with parents/carers by means of: -

- Attendance at parents/carers evenings in July prior to transition
- Review meetings – including statutory, non-statutory and multi-agency reviews
- Telephone calls
- Parents/carers consultation evenings
- Parental request for a meeting
- Pupil planners
- E-mail

All expressions of concern will trigger a further investigation of the pupils' needs. Parents/carers will be informed of the outcome and invited to contribute and make comment. When changes are agreed to SEN status parents/carers will be informed in writing. The Academy will inform parents/carers and children about the LA's information, advice and support service.

9. What arrangements are in place for consulting children with SEN?

Positive involvement with pupils is seen as an important part of our work. At its most effective the education of young people is a collaborative enterprise involving teachers, parents/carers and the pupils themselves. We consult with and involve children in planning support for their education as part of the SEN review process.

10. What arrangements are in place for supporting children moving to another school?

The SENCO informs the new school of any pupils with SEN who are transferring so that complete records can be sent to the SENCO of the new school. The Academy will inform the designated person for any child looked after by a local authority if a change of school takes place.

11. How are adaptations made to the curriculum and the learning environment of children with SEN including access?

All pupils at Langwith Bassett Junior Academy have a right to participate in a broad, balanced and relevant mainstream curriculum appropriate to their needs. Strategies include; setting within the curriculum, enhanced staffing, specialist provision and equipment within the Academy including the commissioned services of Educational Psychologist, Education Welfare Officer and other specialist bodies as required e.g The Get Real Team (looked after children). SATs access arrangements are reviewed and implemented as required.

The Local Governing Body remains committed to improving provision for pupils and adults who find access to and movement around the site difficult - please see the downloadable 'Accessibility Plan' ([click here to download](#)). The physical environment is tailored to the needs of all pupils. For example, there are low level sinks, low level toilets, a dedicated disabled toilet and washroom area, toilet paper dispensers for pupils with limb impairment, ramps into and out of the school building and on pathways around the building.

Individual Health Care Plans are in place for all pupils with health, medical and personal care needs, written and agreed in consultation with parents and external agencies.

All subject areas and related learning are accessible to all pupils, including educational visits. Where pupils have specific needs, risk assessment procedures are followed and any additional considerations identified in the risk assessment are met.

The SENCO works closely with appropriate agencies to service the best interests of the pupils, for example, the Hearing Impaired Service and the Visually Impaired Service which assist by providing specialist equipment and training for our pupils as and when required. They monitor the progress of pupils with impairments through the school.

12. How is the effectiveness of provision made for children with SEN evaluated?

Monitoring progress is an integral part of teaching and learning within Langwith Bassett Junior Academy. Parents/carers, pupils and staff are involved in reviewing the impact of support for students with SEN. Following the 'assess, plan, do, review' model we ensure that parents/carers and pupils are involved in each step. In order to determine the effectiveness of provision expectations of how the support, which is additional to or different from that available to other pupils, will impact on progress to agreed outcomes and a baseline is recorded which can then be used to compare the impact of support.

Half-termly rigorous analysis of monitoring data allows for timely review and amendment of SEN support. Parents/carers, pupils, Teaching Staff, Middle Leaders and the Academy's Leadership, along with the SENCO and the Inclusion team, regularly contribute to the evaluation of this support and its effectiveness.

13. What support is available for improving emotional and social development?

School staff work with specialists to improve the emotional and social development of pupils. Provision includes a breakfast club, restorative justice, safe areas for vulnerable pupils before, after and during the school day. The school council, together with the prefects, works to ensure that pupils are listened to and any concerns regarding bullying are effectively dealt with.

Within school we employ a 'learning mentor' who is responsible for supporting the social, mental and emotional needs of all vulnerable pupils in school, including those with special educational needs. The Learning Mentor is accessible each day.

14. What are the admission arrangements for pupils with SEN or disabilities?

Whenever appropriate, taking into account parental wishes, children with S.E.N should be educated in mainstream schools. Langwith Bassett Junior Academy is a fully inclusive school and will not seek separate special schooling on the grounds of disability or learning difficulties against the parent's wishes and we will endeavour to provide the best possible education and support within school.

15. What are the arrangements for handling complaints for children with SEN?

The local governing body will make efforts to ensure that anyone who wishes to make a complaint including a complaint in relation to children with SEN, whether they have EHC plans or not, is treated fairly, given the chance to state their case, provided with a written response, and informed of their appeal rights.

Any parent/carer who wishes to discuss or make observations about the Special Needs provision for their child at Langwith Bassett Junior Academy should: -

- Telephone or make an informal appointment to see the SENDCo who will review the situation and arrange for it to be discussed within 5 working days of the complaint being made.
- If the parent remains dissatisfied the complaint should be submitted formally in writing to the Principal via the Academy Office (Tel. 01623 742236) or via letter marked for the attention of The Principal . The principal will investigate the complaint and arrange a discussion within 5 working days.
- Parents/carers have the right to complain: -
 - To the Chair of the Local Governing Body via the Academy office (Tel. 01623 742236) or via letter marked for the attention of The Chair of Governors
 - To the LA, Mrs I Paterson (Tel. 01629 533668), DCC Special Educational Needs Section.
- If a parent/carer is still not satisfied they can complain to the Education Funding Agency acting on behalf of the Secretary of State.

Ofsted can consider complaints about the educational provision of the Academy (not individual cases) when a complainant has tried to resolve the complaint through the Academy's own complaints procedure.

If the complainant remains concerned following the local complaints procedure, he or she could ask the Department for Education's School Complaints Unit to take up the matter.