



## Special Educational Needs and Disabilities Information Report 2025

### Our Vision for SEND pupils at Langtoft Primary School

At Langtoft Primary School we aim for all children to:

- Be imaginative, creative and **ambitious** thinkers;
- Be **confident** learners and **independent** young people;
- Have **consideration** for others and treat everybody with **respect**;
- Work **cooperatively** with peers and adults to achieve their goals;
- Be **resilient** when facing challenges.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building 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 or outside staff) 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 gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school will be getting this as a part of excellent classroom practice and Quality First Teaching.

### What is SEND?

SEND stands for Special Educational Needs and/or Disability. A child has special educational needs or disability (SEND) if they have a learning difficulty or disability which means that they find it significantly harder to learn, or to do activities which children the same age are able to do. These children need extra help or support, or special provision made for them to allow them to use the same facilities as other children of the same age.

If your child has a special educational needs or disability their needs will fall into one or more of the four main areas of SEN;

1. **Communication and interaction**
  - Speech, language and communication needs (SLCN)
  - Autism
2. **Cognition and Learning**
  - Specific Learning Difficulty (SpLD)
  - Moderate Learning Difficulty (MLD)
  - Severe Learning Difficulty (SLD)
  - Profound and Multiple Learning Difficulty (PMLD)
3. **Behavioural, emotional and social**
  - Difficulties concentrating for set periods
  - Anger issues

- Attachment disorders

**4. Physical and sensory**

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

**Children on the school's Special Educational Needs Register**

All pupils on the SEND register have met one of the following criteria:

1. Had an external Specialist Teacher or expert diagnosis identifying a specific need.
2. Had an external Specialist Teacher report but it may not identify a specific need or diagnosis but there are recommendations to support a child's development.
3. Needs that the school has recognised requiring a future assessment but the child is too young to yet warrant this.
4. A need that has been referred for external assessment

All pupils on the SEND register will have a Learning Passport following The Graduated Approach using an Assess, Plan, Do, Review cycle. Learning Passports set out SMART (Specific, Measurable, Achievable, Relevant/Realistic, Time-bound) targets for individual children and are reviewed three times a year with parents. Targets are updated earlier if they have been met.

**Specific group work with a smaller group of children**

This may involve both children on the SEND register and other children who require additional support to access the curriculum or overcome an obstacle in their learning in a specific topic or area. For example: if a child does not get the fraction questions correct during an end of term mathematics assessment, a short-term support group will be set up to revisit the learning they have not understood. This group, often called Intervention groups by schools, may be:

- Run in the classroom or outside.
- Run by a teacher or a teaching assistant who has had training to run these groups.

For your child this would mean:

- They will engage in group sessions with specific targets to help them to make more progress.
- A teaching assistant/teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher's plan

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

**Specialist groups run by outside agencies e.g Speech and Language therapy OR Occupational therapy groups**

- Local Authority central services such as the Working Together Team or the Sensory Impaired Service ( for students with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

- Your child will have been identified by the class teacher or you will have raised your worries as needing more specialist input instead of, or in addition to, quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist, Specialist Teaching Team or an Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
  - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
  - Support to set better targets which will include their specific expertise
  - A group run by school staff under the guidance of the outside professional e.g. a social skills group
  - A group or individual work with outside professional
- The school may suggest that your child needs some additional support in school. They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

### Specified individual support

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENDCO as needing a higher level of individual or small group teaching which cannot be provided from the budget available to the school.

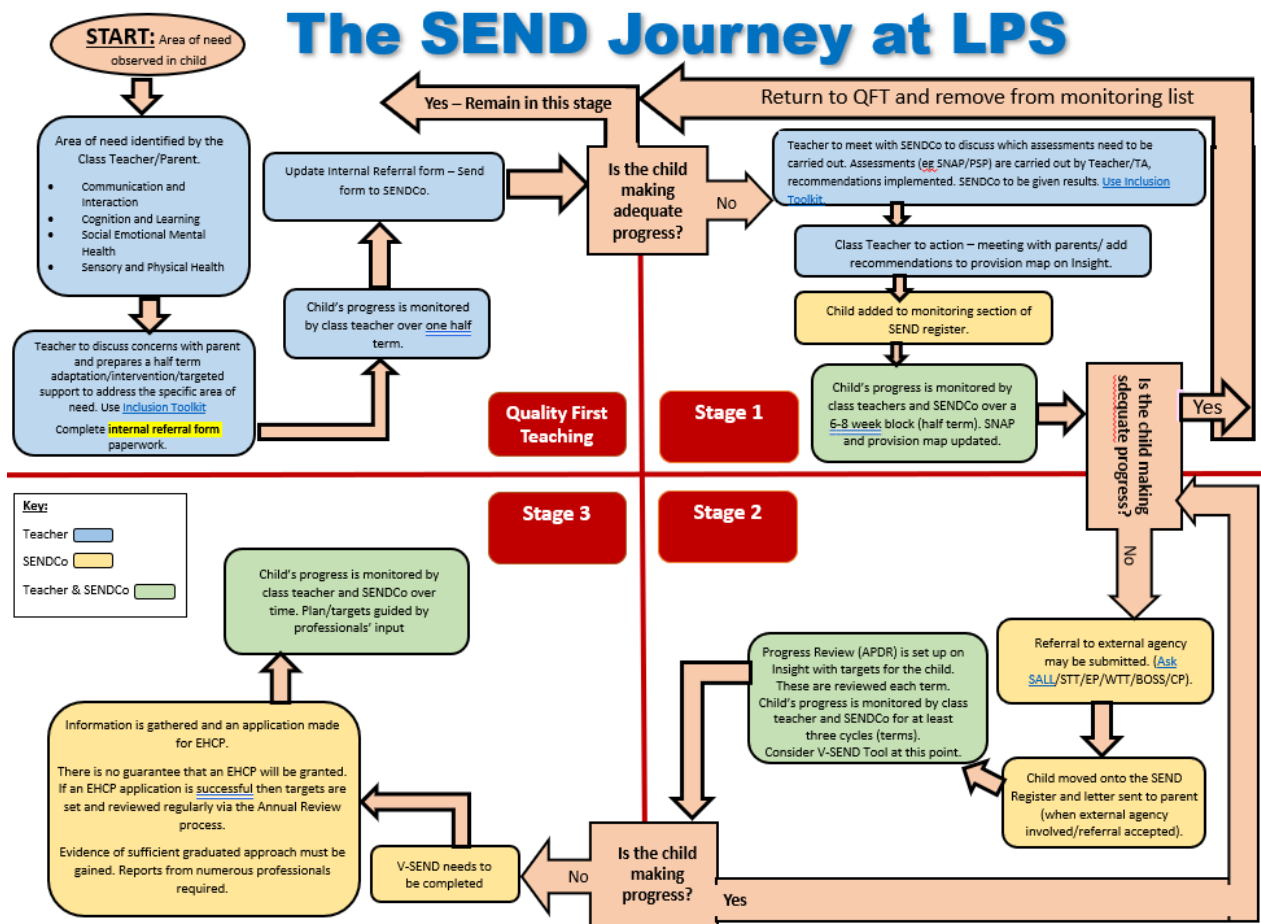
Usually your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the Working Together Team or the Sensory Impaired Service (for students with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support already provided.

- After the reports have all been sent in, the Local Authority will decide if your child's needs require additional support in school to make good progress. If this is the case, they will write an Education, Health and Care Plan. If this is not the case, they will ask the school to continue with the support already provided and continue to have regular meetings to discuss your child's progress.
- The Education, Health and Care Plan will outline any additional funding that the school may require to support your child and objectives will be written in the plan to help your child to make progress. It will also have long and short-term goals for your child.
- Additional staffing may be used to provide enhanced provision for your child with whole class learning, run individual programmes or run small groups including your child.



## **Frequently Asked Questions**

### **What should I do if I think my child has special educational needs?**

Initially speak with your child's class teacher and explain your concerns.

If you are still concerned, then speak with the Special Education Needs Co-ordinator (SENDCo) – Mr Hudson-Davies

### **How will the school respond to my concern?**

We will listen to your concerns and discuss the situation. If a longer meeting is required, this will be arranged. Your concerns will be looked into over an agreed length of time, with the sharing of information between school and home. A follow-up meeting will then be arranged to discuss the next steps.

### **How will the school decide if my child needs extra support?**

The decision will be made by the class teacher and/or SENDCo based on the evidence of your child's academic and personal progress in class plus any assessments we may carry out. We have a flowchart which guides staff in identifying and supporting children who may need additional support. Some children may require additional support but will not be placed on the SEND register. If the outcomes of the assessments determine that your child does need educational provision that is significantly different to and additional to that provided for their peers in the classroom and through our 'catch up' programmes, we will advise you of this and you and your child will be involved in deciding the next steps and in setting targets to support your child. At this stage, we may decide if this is the case, we will place your child on our Special Educational Needs and Disabilities Register and you will be informed about this.

### **What will the school do to support my child?**

Your child's primary area of need will be identified from four areas: Cognition and Learning (learning need), Communication and Interaction (Speech and Language), Social, Emotional and Mental Health, Sensory and Physical Needs.

We will agree on SMART targets for your child to work towards. These will be recorded on a Learning Passport. Additional support will be organised by the class teacher. This could be individual work, small group work or the use of specific resources. Any additional support will be recorded on the school provision map, showing support provided across the school. An Assess, Plan, Do, Review cycle will then be followed and reviewed three times in an academic year.

### **Who will support my child in school? What training and experience do staff have?**

Your child will be supported by the class teacher and any additional adults (teaching assistants) working within class. All of our staff are committed to the well-being and educational achievement of the children in our care. The SENDCo is a qualified teacher and is working towards the SENDCo qualification. Teachers and support staff undertake regular training to enhance their skills.

### **Who else might be involved in supporting my child?**

Where appropriate, other professionals from education, health and social services, and voluntary organisations may be asked to support your child and the staff who work with them. These include:

- an Educational Psychologist
- a Speech and Language Therapist
- a member of the Working Together Team (WTT)
- Sensory Services for children with hearing/visual needs
- Community Paediatrician (CP)
- School Nurse Team

- Child and Adult Mental Health Service (CAMHS)/Healthy Minds
- A member of the physiotherapy team
- A member of the occupational therapy team
- A member of the Behaviour Outreach Support Service (BOSS)
- A member of the Pupil Reintegration Team
- A member of the Specialist Teaching Team (Lincolnshire County Council)
- The Dyslexia Outreach Team

Our designated governor (Mrs Hannah Yemc) will monitor your child's progress and provision and gather your child's views by visiting them in school. Other governors may help her to do this. Hannah Yemc can be contacted by email [enquiries@langtoft.lincs.sch.uk](mailto:enquiries@langtoft.lincs.sch.uk)

### **What support will there be for my child's emotional and social well-being?**

The emotional and social wellbeing of your child is of great importance to us. As a relatively small school we know our children well and build strong relationships with them and we give children regular opportunities to share their feelings.

- We have a trained Emotional Literacy Teaching Assistant (ELSA), Mrs Wall
- Where appropriate, additional intervention (individual or small group) will be organised to help your child's emotional and social development.
- We work closely with outside agencies to support children with emotional and behavioural needs.
- We have high expectations of pupil behaviour and the school rules (as part of the School's Relationships Policy), including rewards and sanctions, are used consistently to support children's behaviour.
- There are regular assemblies and we mark events such as World Mental Health Day plus hold in-class Time to Talk sessions.
- Our attendance rate is excellent because children want to come to our school. Equally, we work closely with families whose child has low attendance. We promote, encourage and reward good attendance. We carefully support and monitor the attendance of children with SEND.
- Our highly coveted school awards promotes the core values we wish to promote in our children namely **Cooperation, Consideration, Independence, Ambition, Confidence, Resilience** and **Respect**. These values are reiterated within the classroom and in whole-school assemblies and across the whole school curriculum. We have a democratically elected Rights Respecting School Council which aims to represent the views of all children within our school.
- PSHE (Personal, Social, Health, Education) is considered an important subject taught weekly and a PSHE Scheme of Work is used across the whole school.
- Our Year 6 children are trained as Peer Mediators and work to solve minor disputes in the playground.
- We have a specially trained Forest School leader and all children take part in a term's worth of weekly sessions of outdoor learning in our onsite, bespoke, Forest School each academic year.
- We have introduced OPAL (Outdoor Play And Learning) to enhance all children's play at breaktimes. More information on OPAL can be found on our website.
- All safeguarding and child protection issues will be reported to Mrs Wood (Headteacher and Designated Safeguarding Lead) or Mr Hudson-Davies (Deputy Designated Safeguarding Lead and SENDCo).

### **How will my child be involved in the process of support?**

Before a scheduled review meeting with you, we would gather your child's thoughts and feelings by

speaking with them. We would also gather your child's views indirectly by speaking with the adults who work with them and know them well. We may consider the views they have given through questionnaires and through discussions with, say, visiting governors.

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

Our curriculum is creative and has a strong practical element, enabling children of all abilities and needs to access the curriculum and be supported and challenged. ICT is used regularly (including the use of group and individual iPads) to enhance our curriculum. Classroom layouts, including seating arrangements, displays and groupings of children support each child's individual needs. All lessons have 'scaffolding' in place to support the needs of individual children and, where appropriate, additional adult support will be provided within class. If your child needs support above and beyond what can be provided in class, additional individual or group intervention work will be offered. This can be with a teacher or teaching assistant.

### **What opportunities will there be for me to discuss my child's achievements? How will I know how my child is progressing?**

If your child is on the Special Educational Needs and Disabilities Register, they will have a *Learning Passport* and these are reviewed with you three times a year – at Parents' Evenings in the autumn and spring term and a further meeting in the summer term. We will also give you termly interim reports plus an Annual Academic Report at the end of the year.

Class teachers normally bring children out onto the playground at the end of the school day, providing an opportunity for brief informal conversations with parents but if your concerns are pressing, a meeting with your child's class teacher or the SENDCo can be arranged with the relevant member of staff. In some instances (when agreed by school and parents), a home-school book or a reward chart may be used to assist the home-school partnership for the benefit of the child.

If your child has an Education and Health Care Plan, you will be invited to the Annual Review meeting along with other professionals involved with your child.

### **How does the school know how well my child is doing?**

The progress and well-being of all children is routinely monitored and recorded. We formally assess children three times per year as well as administering the national statutory tests dependent on the year group your child is in. For children with special educational needs, we also;

- host review meetings 3 times per year to which you are invited
- formally review intervention programmes to evaluate their success by following the cycle of assess-plan-do-review
- carry out stand-alone assessments for specific interventions
- maintain an on-going dialogue between school and other professionals (including voluntary bodies)
- use PIVATS to track small steps of progress and plan your child's next steps

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

We choose activities that we know are suitable for all children to enjoy. We run lunchtime and after-school clubs throughout the school year, both teacher-led and those led by other providers. We have a regular programme of school trips and enrichment activities, including trips related to current topics and other curriculum areas. We ensure we have enough adults on trips to enable all children to fully take part. This sometimes includes parents or other volunteers. All adults who go on trips are fully briefed on the needs of the children in their groups and their responsibilities by the trip leader.

### **How accessible is the school environment?**

Our school is on one site and one level and is full accessible to wheelchairs. There are no steps and the doors and corridors are wide enough to accommodate a wheel chair or walking support. We



have a toilet suitable for children and adults with disabilities. The school also makes full use of technology to support children's learning and uses specific equipment and resources to support individual and specific needs. View our *Accessibility Plan* on our website.

### **How will the school prepare and support my child to join the school? What are the arrangements for the admission of my child to the school?**

Admission to our school is coordinated by Lincolnshire County Council. Contact them on 01522 782030. Children with special educational needs and disabilities are not discriminated against. Our Admissions Policy has more information and is available on our website. If your child has an EHCP and you wish your child to attend our school, admissions in this case are dealt with by the SEND team within the Local Authority. Your child's SEND Caseworker will be able to support you with this.

### **How will the school prepare and support my child when joining the school? How will the school support my child moving to a new school?**

Children joining our school in the Foundation Stage class attend 'Stay and Play' sessions in June/July prior to starting in September. We liaise closely with pre-school and nursery settings and, where appropriate, attend review meetings and meet with any other professionals involved with your child. We have individual meetings with parents/carers prior to their child starting school. The school is also happy to work with parents to organise a more personalised transition programme should it be felt that the child would benefit from this approach.

For children starting mid-year and in other year groups, the school encourages parents/carers to take a personalised tour. Half-day "taster" sessions and an initial part-time timetable can also be used for the child to get to know the adults, children and routines of their new class and the school.

The school works closely with the other primary and secondary schools within the Deepings Cluster. If a child moves out of the area, we aim to ensure that all relevant information is passed on to their new school in a timely manner. The local secondary schools organise transition events and taster days. They also work closely with our staff to share relevant information about children. If your child needs additional support with transition, we will arrange this in conjunction with their new school.

### **How can I be involved in supporting my child at school?**

The school encourages all parents to be actively involved in their child's education, for example, attending meetings, keeping the school up to date with any changes or information you feel is necessary to pass to the class teacher or SENDCo. Your child will take part in the School's Reading Scheme where they bring books home to read with you before returning them to school. They will also receive regular homework (spellings and times tables). Your child's individual targets will be shared with you, along with ways in which you can support them to achieve those targets.

The Friend of Langtoft (FOLS) organise many events and support the school by fundraising. All parents/carers are invited to attend meetings and new members are always welcome

### **What if I am unhappy with the provision made for my child?**

Talk to us - start with your child's class teacher or SENDCo. We hope that complaints about SEND provision will be rare; however, if there should be a concern the process outlines in the School's Complaints Policy should be followed.

### **How can I find more information about other services that can support my child and family?**

We have created a Padlet which provides a wide range of information and details of services that can provide support for all different areas of SEND.



## SEND at Langtoft Primary School

Advice for parents and carers to support children's SEND needs.



The Lincolnshire Local Offer aims to provide information about services and provision available for families, children and young people with Special Educational Needs and Disabilities, and to make it easier for all families to find this information by making it available in one place. It is web-based and can be [found here](#). The homepage looks like this:

### SEND Local Offer



The Local Offer website gives you the contact details of services and organisations available to you. From the homepage (see above) you can go on to find information about, for example, transport, support groups and health.

You can also contact *Special Educational Needs and Disabilities Information, Advice and Support Service* (01522 553351).

Liaise is the Special Educational Needs and Disability (SEND) Information Advice and Support Service for Lincolnshire. It provides information and advice relating to SEN and disabilities to parents, children and young people (0 – 25) which is free, confidential and impartial.

There is a confidential Helpline that provides initial help and support by telephone and email. Liaise can allocate a Liaise Caseworker if further help and support is required.

The information, advice and support provided in relation to SEND includes:

- helping you to understand SEND law and legal information;
- understanding SEND policy and how it works in practice in Lincolnshire;
- information on SEND support in schools, colleges and in relation to pre-school settings;
- support with getting the views of children, young people or parents' views heard by schools, health providers, the Local Authority (this could include attending meetings or help writing letters or filling in forms);
- EHC needs assessments and education, health and care plans;
- personal budgets;
- SEND tribunals, mediation and disagreement resolution;

- school admissions and exclusions;
- support with raising complaints about health, education and care relating to SEND; and
- giving information about other organisations who could help including local Healthwatch, local and national charities, and parent support groups.

To contact Liaise, please call 0800 195 1635 or email [liaise@lincolnshire.gov.uk](mailto:liaise@lincolnshire.gov.uk)

### **Who can I contact for further information?**

For more information please contact:

Mrs Becky Wood (Headteacher) or Mr Hudson-Davies (DHT/SENDCo)

[enquiries@langtoft.lincs.sch.uk](mailto:enquiries@langtoft.lincs.sch.uk) or [senco@langtoft.lincs.sch.uk](mailto:senco@langtoft.lincs.sch.uk)

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