



IPA

Langney Primary Academy

SEND Information Report

At the forefront of education, our vision is to provide opportunity and excellence in all branches of learning. By creating a flagship school that is a 'Centre of Excellence' in all scores of disciplines, academic and beyond, each unique child's potential is explored and natural talents discovered. At Langney Primary Academy our vision is to uphold the balance between EXCELLENCE (standards) and the ENJOYMENT of learning. Our school environment places emphasis on physical, social and emotional health to ensure a healthy body and mind for our pupils, parents and staff.

Approval Date	Policy Reviewer	Title	Chair of Governors
15.07.2024	Heather Phillips	SENCo	Jo Carvall

Frequency of Policy Review	Annual
Model Policy	ESCC
Added to Staff Drive	23.07.2024

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1	About this report <i>(SEND CoP 6.81)</i>
	<ul style="list-style-type: none"> • The Children and Families Act 2014 says that all maintained schools must publish a special educational needs and disabilities (SEND) information report every year. • This report explains how our school meets the needs of pupils with SEND and it will make reference to the county local offer. • The local offer outlines support available for parents and families and can be found here: https://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/

- In the report, we explain how we meet our duties towards pupils with special educational needs and disabilities.
- This report will be published on our school website and reviewed annually. We will gather the views of parents and pupils to inform this report. If you want to give us your views about the report, please contact the SENDCo.

**2 Who do I contact about my child's special educational need?
(SEND CoP 6.79 bullet 5)**

- Your first point of call is your child's class teacher.
- The Special Educational Needs and Disabilities Coordinator (SENDCo) is responsible for managing and co-ordinating the support for pupils with special educational needs, including those who have Education Health and Care (EHC) Plans. The SENDCo also provides professional guidance to school staff and works closely with parents and other services that provide for pupils in the school.
- The SENDCo at Langney Primary Academy is Miss Heather Phillips, who is a qualified teacher and soon to undertake the National Professional Qualification for SENCOs.
- Heather Phillips is available on the school's telephone number, 01323 762177, or through email: heather.phillips@swale.at
- The SEND Leadership Team is also made up of:
SENCo – Miss Heather Phillips
Deputy SENCo – Miss Amy Lambert
Assistant SENCo Deputy 0.4 FTE – Miss Meriel Whale
SEND Team - Mrs Cathy Jobbins
SEND Team - Mrs Emma McDonald

**3 Which children does the school provide for?
(SEND CoP 6.79 bullet 1)**

- Langney Primary Academy is part of Swale Academies Trust and we admit pupils from age 2 to 11 years, which includes our Bright Sparks Nursery.
- We are an inclusive school. This means we provide for pupils with all types of special educational needs: dyslexia, dyspraxia, speech and language needs, autism, Asperger's syndrome, learning difficulties and social / emotional / mental health difficulties.
- There are other kinds of special educational needs which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.
- There may be instances where the needs of a pupil are significant and/or complex and we will need to seek additional resources and advice or request statutory assessment for an appropriate provision and/or setting to be identified.
- The school also currently meets the needs of pupils with an Education, Health and Care Plan with the following kinds of special educational needs: Cognition & Learning, Sensory & Physical, SEMH, Communication & Interaction.
- If you want a place for a pupil who has an Education, Health and Care Plan, contact your assessment and planning officer at East Sussex County Council.
- If you want a place for any other pupil with special educational needs, you should apply as normal and your application will be considered in the same way as applications from pupils without special educational needs.

Please follow the school's website link for further information about admissions:

<https://www.langneyprimary.co.uk/copy-of-visions-aims-4>

Local authority school admissions

- East Sussex admissions - <https://www.eastsussex.gov.uk/educationandlearning/schools/admissions/>
- Contact information for families for admissions advice (East Sussex) 0300 330 9472

**4 How does the school meet the needs of pupils with SEN and disabilities?
(SEND CoP 6.79 bullet 5, SEND CoP 6.80 re looked after child)**

Our School Vision

'At the forefront of education, our vision is to provide opportunity and excellence in all branches of learning. By creating a flagship school that is a 'Centre of Excellence' in all scores of disciplines, academic and beyond, each unique child's potential is explored and natural talents discovered. At Langney Primary Academy our vision is to uphold the balance between EXCELLENCE (standards) and the ENJOYMENT of learning. Our school ethos places emphasis on physical, social and emotional health to ensure a healthy body and mind for our pupils, parents and staff.'

Our Motto

Active Body, Healthy Mind

- We are committed to meeting the needs of pupils with SEND as part of a whole school approach within our duties described under the Children and Families Act 2014, and the Equalities Act 2010.
- We provide an appropriate and high quality education for every pupil delivered through quality first teaching.
- Sometimes additional support is required to support a pupil's progress and achievement, making reasonable adjustments where necessary.
- Where a pupil is identified as having special educational needs, the school will use a four-part cycle of support - Assess, Plan, Do, Review (as part of an Additional Needs Plan). We involve pupils and their parents / carers at each stage of the review cycle.



- Decisions and actions are revisited, refined and revised with a growing understanding of the pupils' needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.
- An analysis of a pupil's needs is carried out and evidence is gathered in collaboration with parents/carers and the pupil where appropriate.
- Targeted intervention is delivered within a given time frame and this is supervised by the inclusion team and the class teacher.
- The effectiveness of support and progress made against these targets is reviewed at agreed intervals and next steps are planned, including referrals to external, specialist agencies.
- The SEND register is updated regularly and distributed to members of staff and the SEND profile of the school is provided to the local governing body when requested.
- If the pupil is looked after by the local authority they will have a bespoke Care Plan, including a Personal Education Plan and Health Plan. We will coordinate these plans with the SEND support plan and will involve parents and carers as well as foster carers or social workers in discussions.

5 How does the school identify pupils' special educational needs?
(SEND CoP 6.79 bullet 5)

- We aim to identify pupils' special educational needs (SEND) as early as possible, so that every pupil achieves the best possible outcomes.
- A pupil has SEND where their learning difficulty or disability calls for special educational provision. That is provision which is different from or additional to that normally available to pupils of the same age.
- The identification of pupils with SEND is built into our overall approach to monitor their development and progress.
- We gather information about any additional needs or concerns relating to individual pupils during transition meetings with parents and pre-school providers before they enter the school. At the same time we consider evidence that a pupil may have a disability under the Equality Act 2010 and what reasonable adjustments may need to be made for them.
- We then assess pupils' current skills on entry, building on information from previous settings and where applicable, continue the provision and support necessary for them.
- Class teachers, supported by the senior leadership team, monitor the progress of all pupils three times a year to review their academic progress. We also use a range of assessments with all the pupils at various points throughout the year. For example, NFER assessments, Y1 Phonics Screening, SATs assessments.
- The school uses a number of 'in house' diagnostics assessment tools throughout the year. For example, Speech Link, Language Link, Maths Sandwell assessments and Reading Age assessments.
- For higher levels of need, we draw on specialist assessments from external agency professionals, e.g. an educational psychologist.
- These seek to identify pupils making less than expected progress given their age and individual circumstances. This also includes a pupil's wider development.
- The SEND Code of Practice, 2015: 6.17, identifies less than expected progress if it:
 - 1) *is significantly slower than that of their peers starting from the same baseline*
 - 2) *fails to match or better the pupil's previous rate of progress*
 - 3) *fails to close the attainment gap between the pupil and their peers*
 - 4) *widens the attainment gap*
- Where progress continues to be less than expected, the class teacher, working with the Inclusion Team, will assess whether the pupil has SEND according to the broad areas of need identified in the SEND Code of Practice, 2015.

- The ESCC SEN Digital Matrix also supports this process.
- We work with parents/carers and the pupil when appropriate as part of the assessment and in order to agree the desired outcomes.
- This is also the case for a pupil with behavioural difficulties who may have SEN (6.21) and a pupil with English as an additional language (6.24).
- Pupils may have one or more broad areas of special educational need:

Communication and interaction – including speech and language difficulties and autism

Cognition and learning – including developmental delay and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties – including difficulties with behaviour, attention deficit hyperactive disorder, an attachment disorder or anxiety.

Sensory and/or physical needs - including visual and hearing impairment, dyspraxia, cerebral palsy and other physical disabilities or medical conditions which affect a pupil's learning.

- We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

6

How does the school teach and support pupils with SEND?

(SEND CoP 6.79 bullet 7)

- We use quality first teaching to meet the needs of pupils with SEND according to the SEND Code of Practice, 2015: 6.19.
- Additional intervention and support cannot compensate for a lack of good quality teaching Code of Practice 6.37.
- Class teachers plan high quality lessons and will demonstrate the use of effective questioning, modelling and explanation. Challenging learning opportunities are differentiated to meet the abilities of groups or individuals.
- Appropriate differentiation is planned according to individual needs and, where applicable, these reflect individual targets.
- Pupils with an EHCP have bespoke planning based on the targets and identified provision in their individual EHCP.
- Resources are investigated to meet any sensory or emotional needs of pupils to support their full access to the curriculum.
- Staff demonstrate sensitivity to the needs of pupils with SEND when determining learning partners, seating arrangements and groupings.
- The Inclusion Team provides advice for staff and a first contact for obtaining more specific advice from external professionals.
- A multi-sensory approach, using a range of practical resources, equipment and computing skills, supports all stages of learning.
- Where required, learning is supported and enhanced through the use of symbols in visual aids, social stories and by Makaton signs.
- These can be used for the pre-teaching of key vocabulary or for supporting social and independence skills.
- When appropriate, teachers will make meaningful cross-curricular links between subjects in the curriculum. Real life, practical links are made wherever possible to ensure that pupils see the 'big picture.'
- There is an emphasis on learning through dialogue, with regular opportunities for children to talk both individually, in groups and pairs.
- The expectation is that pupils will accept responsibility for their own learning and work independently where possible.
- Adults will use encouragement and praise to engage and motivate pupils.
- Strategic, adult deployment is coordinated by the inclusion team to ensure support staff are used effectively to support pupils' additional needs.
- Provision Management Systems for each class/cohort identifies 'additional to and different from' interventions with SMART targets to meet the additional needs of groups or individuals, according to the four broad areas of need.
- Teachers remain responsible and accountable for the development and progress of the pupils in their class, including when pupils access support from teaching assistants or specialist staff.
- Teaching and support staff participate in continued professional development opportunities to refine skills and practice to meet the needs of pupils with SEND. Recommendations from external specialists will also be implemented.
- We follow the East Sussex Matrix <https://www.eastsussexmatrix.co.uk/> advice to ensure that our teaching conforms to best practice.
- In meeting the East Sussex SEND Matrix, the school employs some additional teaching approaches, as advised by internal and external assessments.
- These are delivered by additional staff employed through the funding provided to the school as 'notional SEND funding.'

Intervention groups:

Intervention groups are run by trained members of staff or outside services. Parents and children are consulted at our structured conversations/parents evenings. The groups are run by specialist teachers or teaching assistants. These groups are regularly assessed for effectiveness using the Assess, Plan, Do, Review cycle. Groups vary in lengths of time, depending on the needs of the child. Groups **may** include:

Communication and interaction

- **Language Link** - to develop basic language skills. E.g. barrier games to develop listening and comprehension and language steps to develop the child's vocabulary and understanding of concepts.
- **Speech Link** – a programme to develop children's speech sounds.
- **NELI** – a programme for Reception aged children to improve children's language and early literacy skills.
- **Talk About** – a social skills development programme.
- **Sensory Circuits** – an intervention to support with sensory integration.

Cognition and learning

- **Toe by Toe** – a multi-sensory approach to the teaching of reading and spelling.
- **Maths Support** - small groups or 1:1 sessions, independent ICT programs: Mathletics
- **Jump Ahead** - a physical development programme to develop fine and gross motor skills and attention and listening.
- **Lexia** - a computer based software that supports phonological awareness, spelling and key word reading

Social, emotional and mental health difficulties –

- **Nurture** - small group nurture sessions to give children time to talk.
- **Thrive** – a programme to develop resilient confident children.
- **Zones of Regulation** - a programme to support children with identifying their emotional state and the responses to this

7

How will the curriculum and learning environment be matched to pupils' needs?

(SEND CoP 6.79 bullet 8)

- As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, we update and publish our current school Accessibility Plan and Equalities Objectives on our website.
- All pupils will have access to a broad and balanced curriculum.
- We will set high expectations for all pupils. Please see our curriculum tab on the school's website for further information regarding your child's curriculum overview and whole school subject areas.
- We adjust the curriculum, when needed, for each pupil with SEND to make sure that they can access the subjects at their own level and make progress whilst remaining ambitious in terms of outcomes. This is called 'adaptive teaching'.
- We will look at the pupil's level of achievement and see what support they need to make good progress and reach their potential. We will talk with pupils and parents as part of the SEND Assess, Plan, Do, Review support cycle.
- According to our statutory duties under the Equality Act 2010, we make reasonable adjustments and provide auxiliary aids and services to prevent a disabled child being disadvantaged.
- We are a school that also promotes a dyslexia friendly learning environment where seating arrangements can be adjusted with a reduction in background noise and visual movement.
- Resources are clearly marked and arranged so that they can be found easily.
- Individual pupils may benefit from periods of quiet reflection in a safe space away from the main learning environment to help reduce levels of anxiety and frustration.
- Pupils may be given a designated workstation for occasions when they are unable to cope at a shared table or with classroom activity and noise levels.
- Social stories and visual aids support the routines and expectations in the classroom and for additional areas around the school.

8

How are parents and carers involved in reviewing their child's progress and planning support?

(SEND CoP 6.79 bullet 3 and 5)

- Langney Primary Academy is committed to working in partnership with parents and carers.
- Parents/carers are actively involved in the construction and review of individual needs plans and they are invited to attend annual review meetings to evaluate their child's progress in relation to an education, health and care plan (EHCP) targets.
- EHCPs are reviewed every 12 months as one of the three review meetings.

- They are given the opportunity to meet with external agency professionals to discuss their child's additional needs during multi agency meetings, including: children looked after (CLA) reviews, individual health care plan construction, risk reduction planning, children protection review conferences, core group meetings and family support meetings.
- Parents or carers are encouraged to participate in our support cycle - Assess, Plan, Do and Review, in the form of an additional needs plan, three times a year. This may be adjusted if the provision for the pupil needs to be amended.
- The effectiveness of the SEN Support on the child's progress and a child's next steps will be recorded and reviewed with parents on the Additional Needs Plan during a Structured Conversation Meeting. Parents / carers will receive records of these meetings.
- In addition, parents or carers can meet with their child's class teacher informally after school if they have a concern. They can also make an appointment to meet with a member of the inclusion team to discuss specific provision and any SEND related issues.
- There is an overview of the curriculum for each year group available on our website so that parents or carers are aware of what is being delivered each term.
- An annual written report will be received by parents or carers at the end of each academic year.
- They are also encouraged to support their children with homework activities and through attending key performances or special events.
- The school uses a range of communication methods to share messages and achievements to foster a positive partnership between home and school. Please do see the blog on our website for up-to-date information. We also communicate with parents through MCAS, certificates sent home, communication books where necessary and verbal feedback at the end of the day.
- Parents or carers are welcome to register as volunteers to provide classroom help, reading or support during school trips.
- Parental questionnaires enable the school to receive constructive feedback.

9 How are pupils involved in reviewing their progress and planning support?
(SEND CoP 6.79 bullets 4 and 5)

- Wherever possible, the school will always encourage pupils with SEND to be involved in the decisions regarding their learning experiences. We will:
 - ✓ Listen to the views, wishes and feelings of pupils;
 - ✓ Provide them with appropriate information and support to help them make decisions;
 - ✓ Nurture all aspects of their development so they achieve the best possible educational and wider outcomes in preparation for adult life.
- We will achieve this through the use of:

Activity	Who's involved?	How often?
<i>Self assessment</i>	<i>Pupil, class teacher</i>	<i>Daily</i>
<i>Class Circle times</i>	<i>Pupil, class teacher</i>	
<i>Worry Box/Suggestions box</i>	<i>Pupil, class teacher</i>	
<i>School Council</i>	<i>Class, class teacher, school council leader</i>	
<i>Individual Pupil Voice/ Pupil conferencing</i>	<i>Pupil, SENCo, class teacher</i>	<i>At least once a year</i>
<i>Bridging Meetings</i>	<i>SENCo, class teacher</i>	<i>Three times a year</i>
<i>Structured Conversations</i>	<i>Pupil, parents, class teacher supported by SENCo where necessary</i>	<i>At least three times a year</i>
<i>Annual Reviews (EHC plans only)</i>	<i>Pupil, parents, SENCO, class teacher, support services, local authority.</i>	<i>Once a year</i>

10 How does the school prepare and support pupils to transfer to a new school/ college or the next stage of education and life?
(SEND CoP 6.79 bullet 6)

- We are sensitive to the individual needs of your child at all points of transition and there are well structured arrangements within and between phases which can be tailored to suit specific needs.
- Appropriate members of staff will arrange and undertake transition meetings.
- Multi-agency transition meetings will be necessary to ensure a smooth transition for a pupil with more significant needs.
- Additional internal or external visits are organised when required.
- Preparation work can also be carried out with individual pupils to reduce feelings of anxiety for a smoother transition using tailored resources.

- The school liaises with onward destinations to plan a series of transition sessions according to need.
- Parents are communicated with to support transition resources for the child at home.
- Year 5 Transfer Reviews take place in the EHCP Annual Review to support with the upcoming transition.

11

What training do school staff have?

(SEND CoP 6.79 bullet 9)

- When we plan support for a pupil, we think about the knowledge and skills their teachers and support staff will need.
- Training is planned to reflect expectations in the school strategic plan which is reviewed annually by senior leaders, governors and staff.
- The SENDCo at Langney Primary Academy is Miss Heather Phillips, who is a qualified teacher and soon to undertake the National Professional Qualification for SENCOs.
- Teaching and support staff have participated in a range of continued professional development opportunities:

2019-21 SEN Training Included:

- CLASS Understanding and supporting pupils with Autism Spectrum Disorder - Support Staff
- iHASCO and Educare courses related to SEND and inclusion
- CLASS Understanding pupils at risk of Dyslexia - Support Staff
- SENCO delivered:
 - update on SEND assessments
 - SEN Support Plans
- A Makaton refresher - EYFS and Year One
- Specific training for Interventions (Selective Mutism and Language Link)
- Specific training for individuals from Speech and Language Therapists, Occupational Therapist and Physiotherapists
- SENCo Training:
 - Role of East Sussex Lead SENCO - peer reviews, new SENCo support, NQT training
 - Autism - day course
 - ISEND Conference
 - Designated Safeguarding Training refresher
 - East Sussex Inclusion Network Day

2021-22 SEN Training Included:

- EHCP Provision training
- Makaton Level 1
- Inclusive Practice strategies
- ASD
- Use of screenings and assessments tools
- Use of Dyslexia Screening Test
- CLASS transition for children struggling to transition back to school
- OCD
- Grief & Loss SEMH CPD
- Provision maps and target setting

2022-23 SEN Training Included:

- EHCP Provision
- Jump Ahead and Sensory Circuits Intervention
- Epilepsy
- Autism and Anxiety
- Use of Dyslexia Screening Test
- Emotional Regulation
- Good Autism Practice
- Women and Girls with Autism
- Sensory Integration and Creating a Sensory Environment
- Lego Based Therapy
- SALT Speech Sounds from CITES
- Precision Monitoring for Precision Teaching
- Creating a Communication Friendly Environment - The Role of the Adult
- Language Link
- Creating a Communication Friendly Environment - Use of Visuals
- Literacy SEND Adaptations in Foundation Subjects
- Creating a Communication Friendly Environment - Providing Opportunities for Communication
- Maths: Concrete to Abstract
- Inclusive Practice strategies
- Safeguarding and CPOMs
- Reading interventions
- Meditracker training

- Makaton
- Social Skills
- Clever Hands
- Online Safety
- Colourful Semantics

2023-24 SEN Training Included:

- De-escalation
- Colourful Semantics
- Careers and aspirations
- DST-J Using the Pearson Dyslexia Screening Test
- Creating a Communication Friendly Environment: The Role of the Adult
- Supporting Struggling Writers
- Dyslexia Screening Tests - What next?
- Dyslexia Screening Tests - What next?
- SEND - Inclusive Strategies and Adaptations
- SEND Identification
- Good Autism Practice
- Autism & Anxiety
- Women, Girls and Autism
- Speech Link: Assessment & Speech Link: Intervention
- Emotional Regulation
- Makaton Taster Session
- Creating a Communication Friendly Environment: Part 1
- Creating a Communication Friendly Environment: Part 2
- Effective Provision Maps & ANPs
- SEND Identification - Flowchart
- Selective Mutism
- Meditracker training
- EHCP Provision & Comments
- SALT Speech Modelling Sessions
- Provision maps and ANPs

12

How does the school measure how well it teaches and supports pupils with SEND?
(SEND CoP 6.79 bullet 10)

- We regularly and carefully review the quality of teaching for all pupils to make sure no-one under achieves.
- We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to remove those that are less so.
- Every pupil in the school has their progress tracked and discussed at Pupil Progress Meetings. The tracking tools we use at Langney Primary Academy are: NFER assessments, Y1 Phonics Screening, SATs assessments, Speech Link, Language Link, Maths Sandwell assessments and Reading Benchmark assessments.
- The Trust SEND Leadership Group supports us in regular self-evaluation and this informs our school SEND action plan.
- Leaders review the quality of teaching and learning for all pupils with SEND through lesson observations, learning walks, book looks and pupil voice. This is to evaluate whether teaching and programmes of support have made an impact on pupils' progress within the four broad areas of need.
- Senior leaders hold regular meetings with the SENCo to maintain a strategic overview and to facilitate a consistent, professional dialogue in order to plan next steps.
- The school has a three layered Provision Management System:

Layer 1 provides a strategic overview of all interventions taking place according to the four broad areas of need in the SEND CoP, 2015.

Layer 2 identifies quality first teaching strategies and intervention entry/exit data to meet the additional needs of groups or individuals in each class.

Layer 3 is used by support staff to record intervention target work and progress and this information informs outcomes in Layer 2.

- Intervention delivery is monitored by the Inclusion Team using drop in sessions, sometimes with written feedback provided.
- Layer 2 interventions and exit data are RAG rated and discussed during strategic review meetings to inform future planning.
- The inclusion team maintains regular contact with the SEND governor to review provision against strategic priorities. The agreed report template is then completed and submitted to the governing body.
- We invite parents/carers to provide feedback in a variety of ways including structured conversations, parent surveys and the Ofsted Parent View website: <https://parentview.ofsted.gov.uk/>.

OFSTED Report 13 and 14 September 2022

“Pupils with special educational needs and/or disabilities (SEND) are fully included in lessons and are supported by knowledgeable adults.”

OFSTED Report 11th June 2018

“Pupils who have SEN and/or disabilities receive strong support. For example, teachers and your special educational needs coordinator (SENCo) work together effectively to plan appropriate teaching in the classroom. Learning is adapted well to meet the needs of these pupils and ensure that they make good progress from their starting points.”

“Extra support for pupils who have SEN and/or disabilities is effective. For instance, in a small support group, good-quality teaching and well-planned resources helped pupils deepen their mathematical knowledge of ‘greater than’ and ‘less than’. In addition, the teaching assistant’s careful explanations and well thought-out questioning helped this group of pupils better understand their mathematical learning.”

End of Key Stage 2 SEND Pupil Progress Outcomes

2024 Statutory Assessment tests results: *To be updated August 2024

2023 Statutory Assessment tests results:

- In 2023, the percentage of KS2 pupils with SEND support achieving the Expected Standard in Reading, was above National for pupils with SEND support.
- In 2023, the percentage of KS2 pupils with an EHCP achieving the Expected Standard in Reading, was above National for pupils with an EHCP.
- In 2023, the percentage of KS2 pupils with SEND support achieving the Expected Standard in Maths, was above National for pupils with SEND support.
- In 2023, the percentage of KS2 pupils with an EHCP achieving the Expected Standard in Maths, was above National for pupils with an EHCP.
- In 2023, the percentage of KS2 pupils with SEND support achieving the Expected Standard in Reading, Writing and Maths, was above National for pupils with SEND support.

2022 Statutory Assessment tests results:

- In 2022, the percentage of KS2 pupils with SEND support achieving the Expected Standard in Reading, was above National for pupils with SEND support.
- In 2022, the percentage of KS2 pupils with SEND support achieving the Expected Standard in Maths, was broadly in line with National for pupils with SEND support.
- In 2022, the percentage of KS2 pupils with SEND support achieving the Greater Depth Standard in Reading, was broadly in line with National for pupils with SEND support.
- In 2022, the percentage of KS2 pupils with SEND support achieving the Greater Depth Standard in Maths, was above National for pupils with SEND support.

2019 Statutory Assessment tests results:

- In 2019, the percentage of KS2 pupils with SEN support achieving Expected Standard in Reading, Writing and Maths combined was above National for pupils with SEN Support .
- In 2019, the percentage of KS2 SEN pupils achieving Greater Depth Standard in Reading, Writing and Maths combined is above the National average for pupils with SEN Support.
- In 2019, Reading Progress outcomes for KS2 pupils with SEN Support is broadly in line with National progress.
- In 2019, Maths progress for KS2 pupils with SEND was above National progress for pupils with SEND and all pupils Nationally.
- In 2019, Writing progress for KS2 pupils with SEND was above National progress for pupils with SEND, all pupils nationally and pupils with no SEN.

2018 Statutory Assessment tests results:

- 2018 Maths Progress outcomes for pupils with SEN Support was broadly in line with National progress.
- 2018 Writing Progress outcomes for pupils with SEN Support was broadly in line with National progress.
- 2018 Reading Progress outcomes for pupils with SEN Support was broadly in line with National progress.
- 2018 Key Stage Two outcomes indicate the gap has begun to diminish from 2016 in the Scaled Score gap between SEN Support pupils and all pupils nationally in Maths.

2017 Statutory Assessment Results

- 2017 Key Stage Two outcomes indicate Pupils with SEND make good progress in Writing.
- 2017 Key Stage Two outcomes indicate pupils with SEND make good progress in Reading.
- Key Stage Two outcomes indicate pupils with SEND Support make progress which is above floor standards in reading, writing and maths.
- Key Stage Two outcomes indicate pupils with EHC Plans make progress which is above floor standards in reading, maths.
- 2017 Key Stage Two outcomes indicate the gap has begun to diminish from 2016 in the Scaled Score gap between SEN Support pupils and all pupils nationally.

2016 Statutory Assessment tests results:

- 2016 Maths Progress outcomes for pupils with SEN Support or with Statements/EHC Plans were broadly in line with National progress.
- 2016 Writing Progress outcomes for pupils with SEN Support or with Statements/EHC Plans were broadly in line with National progress.
- 2016 Reading Progress outcomes for pupils with SEN Support or with Statements/EHC Plans were broadly in line with National progress.

13

How accessible is the school and how does the school arrange equipment or facilities that pupils need?

(Section 69 Children and Families Act 2014)

- The school is subject to the Equalities Act, 2010 and makes reasonable adjustments accordingly.
- Our current Accessibility Plan and Equalities Information and Objectives, can be found on the school's website. This plan is prepared under paragraph 3 of Schedule 10 to the Equality Act 2010.
- At Langney Primary Academy there are ramps to aid wheelchair access; a toilet for disabled users, wider doorways to enable wheelchair access, a lift to the 2nd floor, tarmacked level playground and wider outside paths to allow access to all areas.
- Please also see a copy of our current policies: Supporting Pupils with Medical Conditions and Pupils with Health Needs Who Cannot Attend School.
- Outside agencies are also consulted when necessary for their expertise and advice, (e.g. The Sensory Team, The Hearing Service, Occupational Health and Physiotherapy). They will visit the school and/or provide support to teachers and other staff working with identified pupils.
- Specialist equipment or resources may be sourced by the inclusion team to enable identified pupils to access all aspects of the curriculum. These resources may be purchased using the notional SEN funding.

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How are pupils with SEND included in activities with other pupils, including school trips?

(SEND CoP 6.79 bullet 11)

- Our current Accessibility Plan and Equalities Objectives can be found on the school's website.
- We have a commitment to every pupil being included in all activities, including physical activities, extra-curricular activities and school trips.
- Through careful planning and reasonable adjustments, pupils with SEND engage in the activities of the school together with those who do not have SEND and are encouraged to participate fully in the life of the school and in any wider community activity.
- The destination and nature of off-site visits will be taken into account when considering the needs of pupils with SEND and the relevant risk assessments will be written to reflect any additional needs.
- We work with parents/carers and pupils to listen to their views, feelings and wishes with the expectation that they will allow their child's full participation.
- They may be invited to accompany their child during visits or agree to flexible arrangements such as different transportation or adjusted timings.
- Reasonable adjustments are made to ensure that pupils with SEND are able to participate alongside their peers during performances or sports days.

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What support is there for pupils' overall well-being and their emotional, mental and social development?

(SEND CoP 6.79 bullet 12)

- Langney Primary Academy is proud of its inclusive ethos which forms an intrinsic part of our daily practice to include a wide range of interventions to support the social and emotional development of our pupils.
- A copy of our current Mental Health and Wellbeing Policy is available upon request.

- Our school vision and aims also reflects this commitment: <https://www.langneyprimary.co.uk/visions-and-aims>
- We will monitor and review progress as part of the SEND support planning cycle of Assess, Plan, Do, Review, in the form of an Additional Needs Plan.
- We support the emotional, mental and social development of all children, including those with SEN and disabilities. We have a Pastoral Team which consists of the Pastoral Lead (Assistant Headteacher) and other wide-ranging roles including: Anti-Bullying Support Worker, Bereavement Support Worker, Internal Intervention Manager and External Intervention Manager. In addition, all staff have Thrive training and we have 5 THRIVE trained practitioners.
- We offer pastoral support at Langney in many different ways:
 - Daily assemblies with a special celebration Assembly on a Friday, where successes are shared and celebrated as a whole school.
 - Whole-school PSHE Scheme of Work with a focus on mindfulness, emotional intelligence and development of resilience.
 - We have play zones in the playground at lunchtimes. These are run by playleaders.
 - We currently hold the “Wellbeing Award for Schools” and undertook a rigorous application process. The “Five Ways to Wellbeing” underpin our support for child mental health for all children, including children with SEND.
 - Chill Out Club at lunchtime offers an opportunity where the children’s interactions are supported by adults supervising the club.
 - We have a Nurture Group for children who are experiencing emotional upset and/or home difficulties.
 - Thrive sessions for individual pupils.
 - Family Thrive Courses to support the parents of children who are receiving Thrive
 - External counselling.
 - Extended Parenting Support for identified families to support with personalised issues within the home context.
 - If a family has a keyworker, they may occasionally visit the child in school.
 - External referrals to CAMHS can be made
- The school may work with external services to support pupils:
 - Communication, Learning and Autism Support Service (CLASS)
 - SEND Quality of Education
 - TASS – Team Around the School and Setting
 - Children’s Integrated Therapy Service, Speech and Language, Occupational Therapy and Physiotherapy
 - Early Years’ Service
 - School Nurse
 - Family Keywork
 - Child and Adolescent Mental Health Service
 - Social services
 - Eastbourne District General Hospital
 - Hearing Impairment Service
 - Educational Psychologist
- Thrive outreach support is extended to individual children in the school.
- Provision groups are established: daily lunchtime group, social skills, worry busters, peer mediation and class circle time to develop confidence and positive social interactions.
- Young carers are supported by the Young Carers Support organisation.
- The school accesses local support for pupils suffering a bereavement.
- Early Help Keyworker (EHKW) or our own School Family Support Worker may be used to work with pupils and their families for an agreed period of time.
- Emphasis is placed on regular and well planned personal, social and health education (PSHE) teaching using the Jigsaw scheme of work
- A daily Breakfast and After School Club are available for pupils.
- A robust Positive Behaviour Policy is consistently implemented which includes a clear, staged approach to rewards and consequences.
- The School Council meets regularly to discuss a range of issues relating to school management.
- The school also participates in events such as the anti-bullying, mental health day and e-safety weeks.
- 1:1 adult support may be given for pupils with complex needs within the learning environment or during transition times and to support personal care.
- A pupil voice questionnaire may be carried out to gain an understanding of a pupil’s perceptions and views.
- Trusted adults are used to check in with pupils to enable them to discuss any worries.
- Individual behaviour plans are also constructed to maximise opportunities for de-escalation as well as steps for how to respond when supporting pupils.
- Staff are informed via teaching/support staff meetings and whole staff briefings of specific, individual needs to ensure there is a consistency of approach, e.g. for risk reduction plans.
- Themed assemblies are used to address topics such as personal safety, online safety, anti-bullying, disability, peer pressure, friendships and ASD.
- Please also see our current policies available either on the school’s website or upon request:

- Child Protection and Safeguarding
 - Accessibility Plan
- Equalities Statement and Objectives
- Supporting Pupils with Medical Conditions
 - Mental Health and Wellbeing Policy
- Children with Health Needs Who Cannot Attend School

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What specialist services does the school use to support pupils and their families?

(SEND CoP 6.79 bullet 13)

- As part of the cycle of SEN support - Assess, Plan, Do, Review (ADPR) we will consider whether we need to involve other services to make sure a pupil's specific needs are met.
- Parents or carers will be asked to give their consent for other external specialists to work with their children.
- Specialists from a range of support services might be working with a pupil on a regular basis, over a set period of time, e.g. weekly for one term.
- The school has developed positive links with a number of external agencies in order to support pupils with SEND:
 - Communication, Learning and Autism Support Service (CLASS)
 - SEND Quality of Education
 - TASS – Team Around the School and Setting
 - Children's Integrated Therapy Service, Speech and Language, Occupational Therapy and Physiotherapy
 - Early Years' Service
 - School Nurse
 - Family Keywork
 - Child and Adolescent Mental Health Service
 - Social services
 - Eastbourne District General Hospital
 - Hearing Impairment Service
 - Educational Psychologist
- **The designated teacher for Looked After Children is Teresa Compton. Their responsibilities include:**
- The management of Personal Education Plans (PEPS), attendance at CLA review meetings to discuss educational progress and targets.
- Regular liaison with The Virtual School, social workers, foster carers/parents where appropriate, relevant adults in the school community, review of behaviour logs.
- The designated safeguarding lead coordinates risk reduction planning for safeguarding issues, attends core group meetings and multi-agency strategy meetings.
- Please also see the link to local offer pages on council and health services
www.eastsussex.gov.uk/localoffer

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Where can I get information, advice and support?

(SEND CoP 6.81 re local offer, Children and Families Act regulation 51, schedule 1 (11) - re advice)

East Sussex Schools:

The 'local offer' on the internet shows advice and advocacy services for children, young people and parents and carers

www.eastsussex.gov.uk/localoffer

SENDIASS AMAZE:

Amaze supports children and young people with special educational needs and disabilities (SEND) and their families in East Sussex.

Amaze SENDIASS Helpline: 01273 772289

Email: sendiass@amazesussex.org.uk

<https://amazesussex.org.uk/east-sussex/>

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What do I do if I am not happy or if I want to complain?

(SEND CoP 6.79 bullet 14)

- In the first instance, you should contact the class teacher or the SENDCo and we will work with parents or carers to resolve any issues you may have.

- If parents or carers continue to be unhappy, they can use the Swale Academies Trust Complaints Policy, which is available to view via a link on the school's website.

Active Body, Healthy Mind