

Langar C of E Primary School

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Head Teacher:
Mrs E J Brown

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Dear Parents,

RESPECT WEEK

We have launched Respect week today which is focussing on invisible disability. We want to inform your children about the diverse range of Special Educational Needs we have in school and to build empathy, tolerance and respect for the daily struggles that some people and children have.

With changes to the way funding is allocated as well as the closure of many special schools, schools are catering for a wide variety and wide level of need. We would also like to give you an insight into what it means to be an inclusive school; to help build an understanding and welcoming school community.

Special Educational Needs and the Pathway to Provision

Although you may assume the job of a teacher is teaching and delivering the curriculum; one of the more challenging aspects of the job is adapting the learning environment, teaching style and resources to ensure it meets the needs of the (up to) thirty pupils in the class. This is called Quality First Teaching and a wide range of strategies and techniques are put in place as part of classroom management.

For the majority of our pupils, adaptations made by the class teacher will support their learning and enable them to make progress. For others the level of support needed to help them access the curriculum will be done in collaboration with and under the guidance of our SENCO, Mrs Richardson.

Sometimes the identification of an additional need is prompted by parents who have observed particular behaviour or are worried about their child's development and sometimes these additional needs are identified by the school. Either way, we then take time to meet with class teachers and parents to build a full and rounded picture of a child's strengths and challenges. If Mrs Richardson feels that the support needs to be stepped up, children are added to our Special Needs register. We currently have thirteen children on the SEN register.

It may surprise you to hear that children who have been added to the SEN register do not automatically receive extra funding. Extra funding is only allocated to children whose needs meet particular criteria and thresholds. Mrs Richardson has to apply for this funding from the Family SENCO who assesses bids from the Toot Hill family of schools and then allocates the amount of money she feels reflects the level of need. Many bids are turned down, especially for children with autism, sensory needs, behaviour etc. Schools are then expected to meet need through their own funding, staff and resources.

If we feel that the strategies we have in place are not impacting on a child, we will sometimes call on the expertise and support of outside agencies. Parents can sometimes feel anxious when we suggest referring to outside agencies. However, whenever we make such a suggestion, it is for one purpose; to access advice and

support so that we can ensure we are doing the best we can to provide your child with a full, well-rounded education. We never seek to 'label' a child – a label won't help us to help you and your child. There are times when it may become clear that a pupil does face an additional challenge to their learning, for example in the form of dyslexia or autistic traits, in which case identifying that challenge is useful but the purpose in any referral is to help us to improve our provision for the children we teach.

We commit to a cycle of assess, plan, do and review to ensure the provision and support is tailored to the child's exact needs at the time.

If you would like to find out more information about how Special Educational Needs are managed in school then take a look at the policy [SEN | Langar C of E Primary School](#) and the information on our website.

Communication Pathway

You may have worries about your child and think they may have additional needs. If this is the case, then follow step 1 and 3 on our Communication Pathway [Contact Details | Langar C of E Primary School](#)

Step 1 – Your child's class teacher

Your child's teacher is the person who knows your child best in school and you know your child the best of all! Building a good relationship with your child's teacher can ensure your child's needs are met at school and that they have what they need to access learning and thrive. You should talk to your child's teacher about:

Academic Progress – including anything they are finding a challenge. **Medical Needs** - including ensuring an Administering Medicine Form is completed if bringing medicines into school, **Behaviour** – whether good or bad! Be honest with your child's teacher about their behaviour. Behaviour is a communication and they may have an insight into what the behaviour is trying to tell you. Alternatively, your child's teacher may have concerns about your child's behaviour and will want your support and partnership to unpick and tackle it. **Friendship Issues** – falling out is a normal part of growing up, but it can hinder learning. It is vital that the teacher is informed early about this before it escalates.

Your child's teacher will decide if an issue needs escalating and will involve Mrs Richardson as SENCO or Mrs George as Pastoral Lead when necessary.

Step 3 – SENCO

Mrs Richardson is our SENCO. This is only part of her role as she is also full time class 1 teacher. Mrs Richardson oversees and co-ordinates provision and intervention for children with Special Educational Needs. These are children who have barriers to learning and/or are working well below the expectation for their age.

Mrs Richardson will become involved with your child on the recommendation of their teacher. This will fall into one of these categories - **Communication and Interaction, Cognition and Learning, Sensory and/or physical (including co-ordination) or Maths**

Mrs Richardson can be contacted by email joannerichardson@langar.notts.sch.uk or by phoning the office, although she may signpost you back to your child's teacher if you have not discussed the matter with them first, or recommend you talk to the Pastoral Lead.

Sensitivity and Confidentiality

Any meetings that take place about your child are strictly confidential. We will only share information about your child with an outside agency with your consent. Similarly, we will not share information about your child with other parents. We are aware that you may wonder what provision is in place for a child who is struggling, but we will not divulge that information unless you are the child's parent.

Monitoring

SEN provision is monitored regularly, both internally and by governors, by looking at the impact. We judged SEN provision to be good which was verified by our OFSTED inspection in March this year. **Ofsted stated, 'Pupils with SEND are getting a good deal here. There are clear procedures to help identify those pupils who might need extra help. Staff have received appropriate training, for example, in speech and language and dyslexia. Pupils' targets are reviewed frequently. Some pupils access external support from the school and family services team.'**

Feedback from parents is a vital part of our monitoring cycle and we will be sharing testimonials from parents who have benefitted from, and who's children are supported by, our SEN provision across the week. We hope you find this insightful and informative.

Yours sincerely.

A handwritten signature in dark ink, appearing to be 'E. Brown', with a long horizontal stroke extending to the right.

Mrs E Brown