



**The Telford Langley School**  
**ENSURING EXCELLENCE**

**SEN Information Report**

Approved Autumn 2023

# SEN Information Report

<b>Headteacher:</b>	Mrs Emma Blount
<b>Director of Inclusion</b>	Mrs Lucy Evans
<b>SENCO</b>	Ms Rebecca Lannigan
<b>Last Reviewed:</b>	Autumn 2023
<b>Approved by:</b>	School Standards Committee
<b>Term Approved:</b>	Autumn 2023
<b>Next Review Due:</b>	Autumn 2024
<b>Document Version:</b>	6.0

## Contents

1. Aims of provision in regards to children with special educational needs and/or disability.....	3
2. What are special educational needs (SEN) or a disability?.....	3
3. Special Educational Needs (SEN) provision at The Telford Langley School.....	4
4. How will the school support a child with SEND? .....	5
5. How will a child be involved in decisions about support? .....	6
6. How will the curriculum be matched to each child’s needs?.....	6
7. How will parents know how their child is progressing? .....	6
8. How will parents be helped to support their child’s learning? .....	6
9. How will the school evaluate the effectiveness of the SEN provision made for a child?.....	6
10. How will school support a child's well-being.....	7
11. Your child with medical needs (Statutory duty under the Children and Families Act) .....	8
12. What specialist services are available at the school? .....	8
13. What training do the staff supporting children and young people with SEND undertake? .....	8
14. How will a child be included in activities outside the classroom including school trips?.....	9
15. How accessible is the school environment?.....	9
16. How will the school prepare/support my child when joining or transferring to a new school?.....	9
17. How are the school’s resources allocated and matched to children’s special educational needs?.....	10
18. How is the decision made about how much support each child will receive?.....	10

## **Telford Langley School Special Educational Needs**

### **Information Report 2021/2022**

#### **1. Aims of provision in regards to children with special educational needs and/or disability**

The aims of our policy and practice in relation to special educational needs and disability at The Telford Langley School are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN engage in the activities of the school alongside children who do not have SEN.
- To reduce barriers to progress, by embedding the principles in the National Curriculum Framework in England for Key Stages 1 to 4.
- To secure special educational provision for children, that is “additional to and different from ”that provided within the differentiated curriculum, to better respond to the four broad areas of need:
  1. Communication and interaction,
  2. Cognition and learning,
  3. Social, mental and emotional health,
  4. Sensory/physical.
- To request, monitor and respond to parent/carers’ and your child’ views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet student need, through well-targeted continuing professional development.
- To support your child with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and socialcare professionals in order to meet the medical needs of your child.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

#### **2. What are special educational needs (SEN) or a disability?**

The definition for SEN and for disability from the SEND Code of Practice (2014), states;

- 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 institution

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

### **3. Special Educational Needs (SEN) provision at The Telford Langley School**

Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of a child at this school.

For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or;
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child’s EHCP, the local authority will send the school a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child’s needs can be better met in a specialist provision.

At The Telford Langley School, we have provision in place for children with:-

- Visual Impairment
- Hearing Impairment
- Physical Difficulties
- Sensory Needs
- Autistic Spectrum Condition
- Attention Deficit Hyperactivity Disorder
- Attention Deficit Disorder
- Dyslexia
- Dyspraxia
- Dyscalculia
- Social, Emotional and Mental Health Needs
- General Learning Difficulties
- Speech, Language and Communication Needs

We work closely with our partner primary schools to ensure a smooth transition and accurate identification of any SEND needs. At The Telford Langley School, staff are able to refer any concerns of a child's SEN needs to the SENCO. A child's needs are assessed and, where appropriate, a student Passport and Individual Education Plan (IEP) is written and implemented. The IEP and Student Passport (Grab Sheet) outline recommendations and strategies which enables staff to support children with SEN within the learning environment.

When a child is referred, observations and discussions take place with relevant parties including, the pupil, parent, SEND Team and class teacher(s). This ensures that a holistic approach is used to accommodate the individual needs of each child.

We carry out assessment reporting throughout the year and the SEND team regularly reviews a child's progress towards the academic outcomes.

We also assess a child as having possible SEN when notified by the following means;

- Concerns raised by parents/carers, external agencies, teachers, a child's previous school or a child themselves
- Observation of a child indicates that they have additional needs.
- Year 7 transition discussions with primary schools.

If a parent has concerns relating to their child's learning or inclusion they are advised to contact the SEND department for advice.

#### **4. How will the school support a child with SEND?**

All students will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to a child with SEND is monitored through a number of processes including:

1. Classroom observation by the senior leadership team including the Director of Inclusion and SENCO.
2. Ongoing assessment of progress made by your child with SEND,
3. Teacher meetings with the Director of Inclusion and SENCO to provide advice and guidance on meeting the needs of your child with SEND,
4. Student and parent feedback on the quality and effectiveness of interventions provided,
5. Attendance and behaviour records.

A child with a disability will be provided with reasonable adjustments (such as a laptop; OT equipment and specialist services) to overcome any disadvantage experienced in school and to increase their ability to access to the curriculum.

A child's attainment is tracked using the whole school tracking system and those struggling to make expected levels of progress are identified as soon as possible and appropriate intervention offered.

Action relating to SEN support will follow the assess, plan, do, review model:

1. **Assess:** Assess the needs of a child
2. **Plan:** Support and Intervention identified.
3. **Do:** Support and Intervention implemented.
4. **Review:** Progress towards outcomes, tracked and reviewed

If progress rates are judged to be inadequate despite the delivery of high-quality interventions, advice will be sought from other professionals. This will only be undertaken by working in partnership with parents.

1. Educational Psychologist
2. Local Authority Support Services
3. Specialists in other schools e.g. teaching schools, special schools
4. Social Services
5. Health partners such as School Nurse; Nurse for diabetes and Child & Adolescent Mental Health Service

N.B. For a very small percentage of children, whose needs are significant and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

#### **5. How will a child be involved in decisions about support?**

A student's voice is valued in all aspects of school, particularly when planning and implementing support for SEN. A member of the SEND team will work with a student to understand how school can support them in order to access the curriculum. Once the information is collated a Student Passport (grab sheet) and IEP is created and shared with the relevant teaching staff. This information will be reviewed with the child on a termly basis or when there is a need to review.

#### **6. How will the curriculum be matched to each child's needs?**

When a student has been identified as having special educational needs, the curriculum and the learning environment will be adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily. Strategies to do this will be detailed on the Student Passport

In addition, if it is considered appropriate, a child may be provided with specialist equipment or resources such as ICT and/or additional adult help.

#### **7. How will parents know how their child is progressing?**

Progress will be shared with parents termly through the school reporting system and Parents' Evenings.

We encourage parents to discuss their child's progress with the SEND team at parents evening if they have any specific concerns or parents can book an appointment to meet a member of the SEND team.

#### **8. How will parents be helped to support their child's learning?**

The Telford Langley School's website [www.telfordlangleyschool.co.uk](http://www.telfordlangleyschool.co.uk), includes links to websites and resources that we have found useful in supporting parents to help their child learn at home. Subject teachers or SEND staff may also suggest additional ways of supporting your child's learning.

## **9. How will the school evaluate the effectiveness of the SEN provision made for a child?**

The effectiveness of SEND provision will be measured using both qualitative and quantitative data.

Qualitative data will gather the views of parents and the child on how successful the provision has been in enabling them to attain their outcomes.

Quantitative data will examine both progress and attainment levels compared to those achieved nationally.

## **10. How will school support a child's well-being?**

The school provides a wide variety of pastoral support for all children.

This includes:

- Pastoral bases
- An evaluated RSHE curriculum that aims to provide your child with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Student and Parent voice mechanisms are in place and are monitored for effectiveness by the Governor for responsibility for this area.
- Small group evidence-led interventions to support student's well-being are delivered to targeted child and groups. These aim to support improved interaction skills, emotional resilience and wellbeing.
- Mental Health lead provides support and advice to students through the tutor programme.
- Mental Well-being panel including School Counsellor and ELSA intervention.

We work hard to understand and reduce the risk factors that can affect wellbeing, and help students develop the resilience to overcome adverse circumstances.

- Raise staff awareness about the widespread nature of mental health problems in children and young people, and the school's responsibility to identify them and intervene early.
- Base our response on a sound understanding of child and adolescent development.
- Help all students cope with predictable life changes and transitions, based on a sound understanding of child and adolescent development. Keep abreast of new challenges posed by information technology, such as cyber bullying.
- Ensure high-quality implementation of specific programmes and interventions.
- Explicitly teach social and emotional skills, attitudes and values, using well trained and enthusiastic teachers and positive, experiential and interactive methods and resources. Integrate this learning into the mainstream processes of school life.
- Ensure that there are robust policies and practice in key areas such as behaviour, anti-bullying and diversity, including tackling prejudice and stigma around mental health.

We have a Behaviour policy which details our pledge that we will not accept bullying at The Telford Langley School.

Our goal is to always ensure that The Telford Langley School is a safe, caring, respectful school. We agree that it is everyone's responsibility to stop bullying and it is up to each of us

to make sure that bullying does not happen. We will support our students to:

- Treat others with fairness and respect.
- Find ways to ensure that everyone can join in to their ability and level of comfort.
- Speak out against bullying.
- Refuse to let others be bullied.
- Report bullying to an adult.
- Refuse to bully others.
- Be responsible bystanders who are part of the solution.
- Help everyone feel safe and comfortable at our school

### **11. Your child with medical needs (Statutory duty under the Children and Families Act)**

Where a child has a medical need, parents will be asked to complete an Individual Health and Care Plan, which will be compiled in partnership with the school nurse, any appropriate medical practitioners and/or specialists and if appropriate, the child themselves.

If medication is required to be administered during the school day, this will be done in line with the Medication in School Policy.

All staff receive CPD on topics related to the medical needs of students including Diabetes and the use of Epipens, and where a specific need is identified specialist training can be arranged for other medical conditions.

### **12. What specialist services are available at the school?**

The school has access to a range of specialist support that is identified in (section 6) above.

### **13. What training do the staff supporting children and young people with SEND undertake?**

Staff undertake a variety of CPD covering;

- How to support your child on the autistic spectrum
- How to support your child with behavioural difficulties
- How to support your child with speech, language and communication difficulties
- How to question students effectively to ensure efficient learning.
- How to support literacy within the classroom.
- How to support reading within the classroom
- How to differentiate work in lessons to secure progress
- How to assess students with dyslexia
- How to support learning using technology
- How to use questioning effectively to secure learning and progress
- How to use additional adults within the classroom.

Enhanced training has been provided to SEND Support staff, SENCO and the Director of Inclusion on:

- Leading a Nurture Group
- Attendance at the termly SEND Network Update
- Attention Deficit Hyperactivity Disorder.
- Speech; language communication needs (we have a Lead Learning Support



- Assistant who is trained to offer intervention and support).
- Dyslexia
- Mental Health Support
- Corrective Reader Training
- Literacy Support
- Visual impairment support in the classroom
- Hearing impairment in the classroom
- Lego – Build to express
- English as an Additional Language.
- Trauma Informed Schools Training
- ELSA

**14. How will a child be included in activities outside the classroom including school trips?**

Risk assessments are carried out and procedures are put in place to enable all children to participate in school activities and trips.

The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

For more information on how the school organises activities and trips, please see the schools Educational Visits policy.

**15. How accessible is the school environment?**

The school was opened in September 2015 and its accessibility for both visitors, employees and students meets requirements as follows;

Disabled parking spot marked and located near to the school reception.

- Ramps ~~and lifts~~ are in place to ensure easy access into school and to ensure the site is accessible to all.
- Toilets are available to ensure accessibility for visitors with a disability. Certain toilets have an integral wash and dry facility.
- A medical room has been provided in order to enable a safe place for insulin testing/injections.
- A variety of support bases has been developed to improve inclusion in the mainstream classrooms for vulnerable children.

Our Accessibility Plan describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website.

**16. How will the school prepare/support my child when joining or transferring to a new school?**

A number of strategies are in place to enable effective transition, including;

- Discussions with feeder primary schools once allocation of secondary school is made.
- Identification of where additional transition is required and arranged accordingly to suit the individual need.
- Meeting with parents \ keyworkers and other outside agencies to discuss any concerns with a child's transition.

For students leaving Year 11 and moving on to the next phase of their life, we work closely with Future Focus careers service and receiving establishments to support a child's smooth transition.

Where a student has an EHCP, all reviews of that plan from Year 9 and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.

### **17. How are the school's resources allocated and matched to children's special educational needs?**

The school employs a team of 12 Teaching Assistants (one supports EAL students), a SEND Student Support Officer, SEND Mentor, 3 HLTA's and a SEND Administrator who are funded from the SEND budget.

The budget is allocated on a needs basis. The children who have the most complex needs are given the most support often involving TA classroom support.

The distribution of the TA's is allocated to support as many students with SEND as possible and reviewed regularly.

Those on an EHCP, the SENCO will apply on behalf of the student for additional funding to support the individual within the school environment.

### **18. How is the decision made about how much support each child will receive?**

For a child with SEN, but without an EHCP, the decision regarding the support provided will be taken by the SEND team in collaboration with subject teachers/leaders and pastoral staff.

For a child with an EHCP, this decision will be reached in agreement with parents and the Local Authority while the EHCP is being produced or at an annual review.

If you require any further information relating to the SEND provision at The Telford Langley School, please contact the SENCO, Director of Inclusion or a member of the SEND team.

#### **Director of Inclusion (SENCO)**

Mrs Lucy Evans

Telephone No: 01952 386700

#### **Assistant SENCO**

Ms Rebecca Lannigan

Telephone No: 01952 386700

Email: [langley.sendinfo@taw.org.uk](mailto:langley.sendinfo@taw.org.uk)

