



Langdale Primary
School SEN strategy
and handbook
2025-2026

SEND AT LANGDALE

Practice for children with SEN at Langdale can ultimately be derived from 'The SEN Code of Practice 2014' a legal document Definition of SEND*

- A child or young person has SEND 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:
 - o has a significantly greater difficulty in learning than the majority of others of the same age, or
 - o has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions (*Special educational needs and disability code of practice: 0 to 25 years. January 2015;

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_D_Code_of_Practice_January_2015.pdf; Reference DFE-00205-2013

Chapter 6 Key points for teachers:

6.1 All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.

This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

.17 Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils.

These should seek to identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

6.18 It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Curriculum 6.12 All pupils should have access to a broad and balanced curriculum.

The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.

4 areas of need:

Broad areas of need

Communication and interaction

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASC, Autism Spectrum Condition, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where 98 children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

Sensory and/or physical needs

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally

provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link). 6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Special educational provision in schools

6.36 Teachers and staff are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

6.37 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

For the above four areas of needs, teacher should consult the strategy sheets for interventions/environmental changes/reasonable adjustments that could be made. Teachers must try strategies to see if they have an impact before bringing before the SENCO (unless there is an urgent worry e.g. safeguarding). All children with SEN must be identified in the classroom.

How SEN is supported beyond QFT First concerns should be sent to the SENCO on a school internal referral form. The SENCO will support the teacher in next steps and parental involvement MUST be sought. If referrals for outside agencies are needed (e.g. CAMHS, Occupational Therapists, Autism Outreach, Educational Psychologist), parental consent is needed.

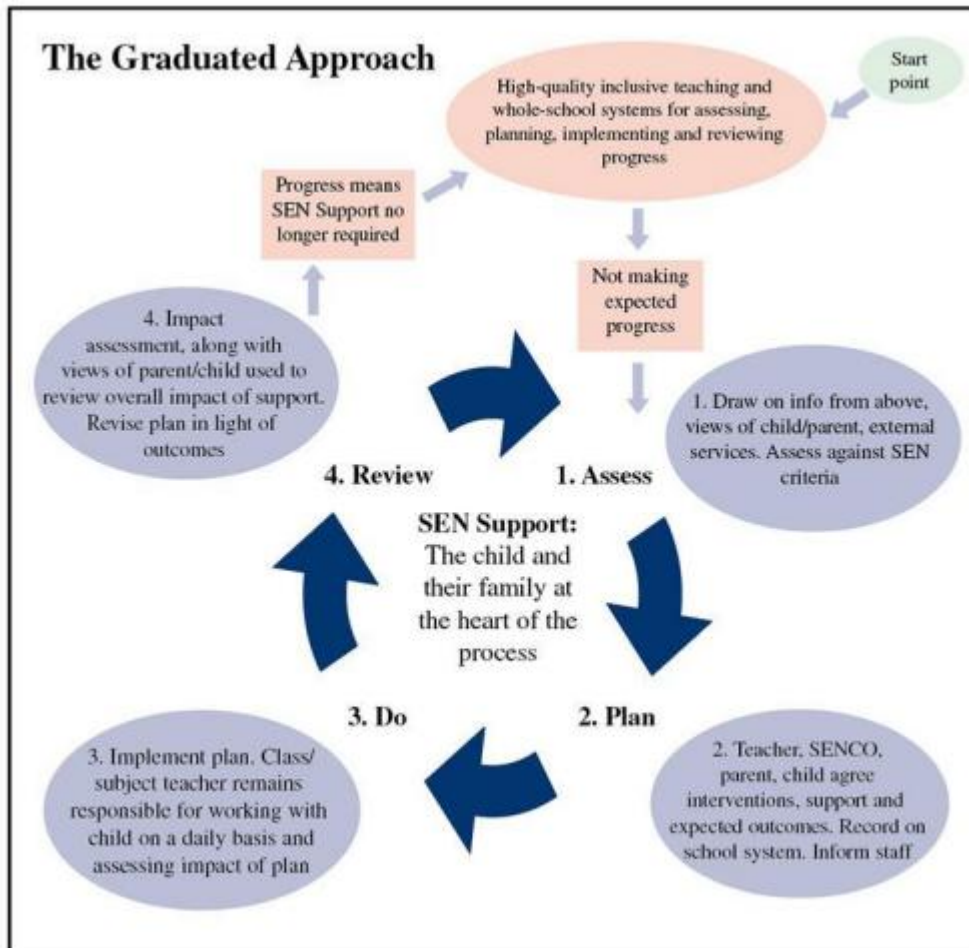
Concerns may include:

- Little or no progress even when teaching approaches are targeted particularly in a young person's identified area of weakness
- A child showing signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques employed by the school;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum

Teachers should follow the graduated response to support identified needs of children.

The graduated response: Despite QFT, children at Langdale who continue to face challenges in their learning, despite receiving high-quality teaching, are likely to need additional strategies, or different provision, in order to meet their needs. The SEND Code of Practice states that, for these learners, teachers are required to remove barriers to learning and put effective special educational provision in place through SEN support. At Langdale, a meeting should be sought with parents to discuss needs of the child if there is a concern. It may be that this is requested by the parents themselves. Where

support is above and beyond QFT, it should be agreed that the child goes on to the school SEN register (code K on SIMS). This SEN support takes the form of a four-part cycle (assess, plan, do, review). Through this cycle, actions are reviewed and refined as understanding of a child's needs and the support required to help them secure good outcomes increases. This is known as the graduated approach



It is vital to understand that for a child with SEN needs, the child and their family are right at the centre of the cycle. Starting with them and gathering their views is essential to ensuring the graduated approach works effectively. The SEND Code of Practice makes it clear that this cycle is for teachers and that they have a key role to play in each of the stage, though of course support will be given by the SENCO.

Assess

After concerns have been raised and backed up by school assessments (NFER tests, accelerated reader tests, teacher assessment for writing, phonics checks, Boxall profile, ELSA assessments, LUCID) a child may need to be assessed in more detail in order to explore the precise gaps in their learning or to move towards a formal diagnosis, if appropriate. This could include:

Further standardised reading, spelling or mathematics tests.

- Other diagnostic assessments such as cognitive abilities tests which may be provided through the Trust (e.g dyslexia testing) or other outside agencies such as the EP
- Use of profiling tools to identify detailed needs, such as for speech, language and communication needs.
- Screening assessments, such as for dyslexia or dyspraxia.
- Request for advice from a specialist professional.

At Langdale, these can be requested by the SENCO However, it is important that your on-going assessment information is used to inform the overall picture of the child, and that following additional assessments, any information that could have an impact on your teaching is shared with you.

Plan

This part of the cycle involves discussing, planning and agreeing what will be put in place as an outcome of the assessment information gathered. The planning should involve the child, parents and staff from the school who know the pupil well (this must include the class teacher but may also include key-worker (in Little Learners), ELSA assistants, the Home-School Link worker, SENCO or another member of the teaching staff). Where other professionals are working with the child, they should also contribute to planning. The initial step of the planning process includes agreeing targets for the child in order to focus attention on key areas and give them a clear idea of what they need to do to improve their work on the Langdale ADPR template (Previously IEP).

The targets should aim to support the child to work towards their long-term outcomes. Following this, additional or personalised support should be identified, along with any specific teaching strategies, approaches or resources to be used. There should be no more than three targets. This might include; Specialist programmes or a personalised curriculum.

- Additional resources.
- Working in a small group – e.g. for an intervention.
- Peer support or extra support from an adult.
- Physical or personal care support

A timescale for reviewing the plan, and details of how progress will be monitored, also needs to be identified though typically this should last between a half term and a term. Once the support has been agreed, it will be recorded and shared with everyone (teaching staff, Tas, parents, the child, other relevant staff e.g. Tas, lunchtime supervisors) in the form of an ADPR. These is particularly important for children with complex needs who have Education, Health and Care Plans (EHCPs). The information provided about these children is likely to be more detailed. For those children that do not yet have an EHC, these APDR's provide vital evidence of progress and MUST be kept updated and reviewed. All targets should be SMART: Specific, measurable, attainable, realistic and that they can achieve in a timely manner. So they need to reach the target by the end of a set period of time. It is important that targets are measurable and can be proven by data e.g. percentages, standardised scores, word lists, phonic checks, statements for SEMH e.g. Boxall profiles, SPRINT curriculum.

Do

The Code of Practice makes it clear that it is the responsibility of class teachers to implement the plan on a day-to-day basis. The SENCO will be able to support with this. In practice, implementing the ADPR will mean:

- Delivering high-quality teaching to the child in every lesson.
- Implementing any adjustments, specific strategies or approaches to classroom teaching that have been identified in the ISP.
- Managing any teaching assistants who are supporting children with SEN in lessons.
- Implementing any targeted interventions or specialist provision where this requires the involvement of the teacher.
- Continually assessing and monitoring the child's progress and making any necessary adjustments to planning and teaching as a result.
- Communicating regularly with the child their parents, the SENCO and any other staff involved in order to establish how things are going and whether any changes are required.

Some children will be involved in interventions to develop the core curriculum areas of literacy or numeracy or to improve other key skills such as communication, social and emotional skills or motor skills. If one of your children is involved in an intervention, make sure you know what the purpose of it is, what key skills are being taught, and how you can support the child to transfer these skills back in to the classroom. These interventions should be short and sharp and **MUST NOT** impede access to the wider curriculum in order that all children have access to a wide and purposeful knowledge engaged curriculum at Langdale.

Review

The SEN review will provide an opportunity to focus on the specifics of the support plan and to formally evaluate how successfully the support is meeting the needs of the child. The reviews may be incorporated as part of existing parents' meetings or progress days or may be arranged as dedicated meetings. Time will be given in staff meetings to meet parents and to write/review ADPR's. All teachers are expected to be involved in the review meeting as are parents and children. Data should be kept.

When the review meeting between the child, parents and any relevant professionals takes place, it is helpful to consider the following questions: • What progress has the child made? Have they achieved their agreed targets and what is the evidence for this? • What impact has the support/intervention had on progress? • What are the child's, parents' and professionals' views on the support/intervention? • What changes need to be made to targets or provision next term?

Children who have an Education, Health, Care Plan (EHC) Children who are in receipt of an EHC are some of the most vulnerable learners at Langdale. As a result, the SEN Code of Practice is clear that these children are the responsibility of the class teacher. Though funding for children with an EHC is often used for a one-to-one, this should not mean that this member of staff becomes a de facto individual teacher. Research from the institute of Education Research shows how damaging this can be for children with an EHC;

UCL Institute of Education Research Findings

Despite generally being taught in smaller classes, the research found that pupils with education, health and care plans (EHCPs) did not get more time with teachers overall compared to other pupils:

	Lesson time interacting with LSAs	Lesson time interacting with classmates	Lesson time interaction with teachers
EHCP/ Statemented students	15 %	16 %	34 %
Non EHCP/ Statemented students	1 %	27 %	43 %

[In an exclusive feature on the "inclusion illusion" in Tes magazine](#), Rob Webster, who co-authored the study with Professor Peter Blatchford, argues that "the journey of many SEND pupils through mainstream education is pockmarked with separation, segregation and unintentional outcomes".

He says overreliance on LSAs "fosters dependency and learned helplessness" and "the more LSA support pupils with SEND receive, the less well they perform academically".

As a result, all staff with children in their class who have an EHCP should have read and be clear on the outcomes detailed in the document. Any APDR's can use the overall targets written in the EHC to create a SMART target. Again, all data and evidence of support for the child should be recorded in the red SEN file for the child. Support should be sought from the SENCO continuously for children with an EHCP.

Non-Negotiables

It is these following non-negotiables that must be followed by staff and these will form the basis of SEN monitoring in learning walks: Overall practice - Teachers use school internal referral to raise concerns - Teachers MUST have tried current interventions in place to aid progress e.g. precision teaching, Nesy, peer tutoring etc - Where children are on the SEN register, APDR's must be used for targets. These must be reviewed at least TERMLY and be SMART (Specific, Measurable, Achievable, Realistic, and Timely) - APDR's MUST be written in conjunction with children and parents. The support of the SENCO can be sought to help with targets - Teachers are responsible for SEN folders for children in their class. All meetings with parents must be recorded in the form at the front of the folder - Assessments should still be used to assess the progress of all learners. This can take many forms, including the Engagement Model, but must show small steps of progress - Teachers are responsible for children's progress. TAs must not have responsibility deferred to them and should work with all attainers within the classroom - Planning should refer to individual SEN needs where necessary e.g. through how equipment will be used, how the teacher will support in a lesson, how tasks will be delivered to support.

In the classroom

Support must be given to children through modelling, scaffolding and manipulatives - Scaffolding and manipulatives should be given to children who need and be available in their work space - Learning tasks should meet the learners' individual needs - Rosenshein's principles should be used to reinforce learning in all subjects and the research based pedagogy model will be implemented, to further support. - Children with SEN should be taking part in the same learning as the rest of the class but in a manner suited to them (using the above) - Children should be in mixed ability to allow children with SEN to learn from their peers - Teachers MUST support SEN children in the classroom and not consistently defer responsibility to the TA - In the majority of cases, children should be taught within the classroom to maximise support from the class teacher - Tas may be used to extend higher achievers while teachers focus on those with the greatest learning needs.

In books

Marking must show support and give clear opportunities for independence - High expectations must be seen e.g. in presentation, quantity and quality of work (suitable for the learners' needs) – SEN is not an excuse for untidy books - Work should be consistent with the learning taking place within the lesson for all learners and evidenced (does not need to be through written work, photos can be used)

Interventions

Should be structured or linked to learning e.g. Feed Forward (see EEF guidance) - Have clear communication with the class teacher in order that learning can be taken back to the classroom - Should be short, sharp and not impact on learning opportunities across the wider curriculum - May take place out of the classroom e.g. for 1-1 learning opportunities linked to targets, precision teaching and daily reading to aid concentration - Interventions should be recorded on year group provision maps termly - Evidence from interventions may be used to support APDR's.