



# Special Education Needs and Disability Report

**Complied: November 2022**

**Compiled by: V Baldwin**

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**LANGAFEL SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) REPORT SEPTEMBER 2022**

This report should be read in conjunction with the SEND policy which can be found on our website: [Policies & Procedures | Langafel CofE Primary School and our Accessibility Policy](#)

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### **1. What happens before a child with SEND joins the school?**

If you have a general admission enquiry please contact our Pupil Manager: Holly Burgess: 01474 703398  
If your child has additional needs please mention this to the pupil manager, this information can then be shared with the SENDCo and AEN team so that appropriate transition arrangements can be made.

At Langafel, we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. The AEN team will communicate with a child's current placement school, pre-school or nursery and their parents to ascertain needs, difficulties and strengths before transfer occurs. If required, the SENDCo or class teacher will visit the child's current placement and their home prior to starting. Pupils transferring from Early Years settings will have a placement meeting attended by parents, if appropriate the allocated specialist teacher, a representative from the setting, SENDCo and the class teacher.

If the child has an EHCP, we will be contacted by the local authority, if it is agreed that we can meet the child's needs, we will attend a multi-agency review and appropriate support will be put into place prior to the child starting.

### **2. Who are the SEN(D) / Addition Educational Needs (AEN) Team?**

#### **Contact: 01474 703398 (option 4)**

Mrs Baldwin – Deputy Headteacher Inclusion (SENDCo & Teacher in Charge (TiC) Specialist Resource Provision (SRP) known as SLIC

Miss L Baker – Assistant SENDCo and Year R Teacher / Phase Leader

Mrs C Holmes – Pastoral Lead and Thrive Practitioner

Mrs S James – School Counsellor

Mrs R Ramsdale – Thrive Practitioner and SEN Teaching Assistant (SLIC)

Mrs C Leon – Learning Mentor for Speech and Language

Mrs J Howlett – Recovery Tutor

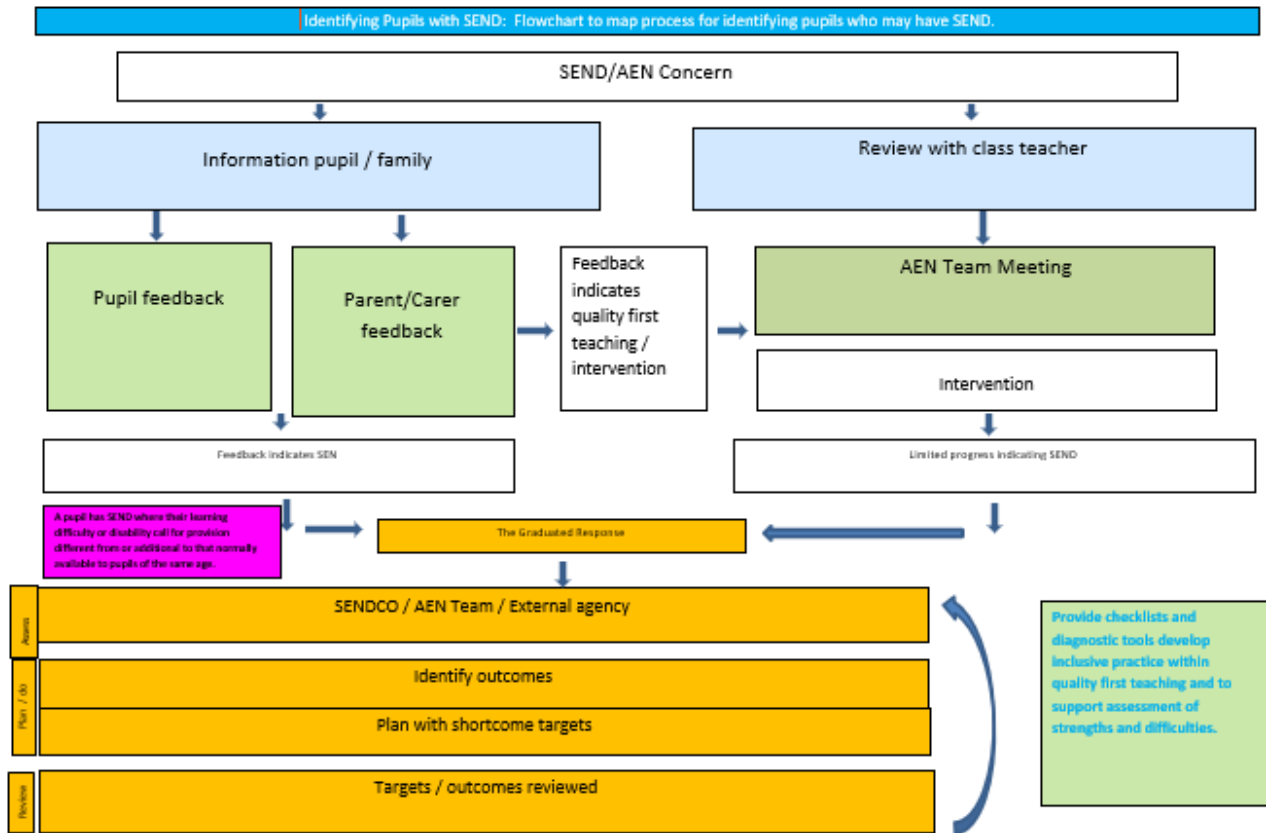
Ms S Duffin – Thrive Practitioner and Teaching Assistant (LKS2)

Mrs A Veysey – SEN Administrator

Winnie – Dog Mentor

### **3. How we identify and support children with SEND in our school?**

Every child in our school, benefits from 'High Quality Teaching' and an excellent carefully planned and reviewed curriculum. We diligently follow the mainstream core standards to meet the needs of our pupils. When a child requires significant SEND support beyond these measures; staff follow the SEND Flowchart below:



#### 4. How do we consult with parents of children with SEND and involve them in their child's education?

Parents/Carers with children with SEND, are consulted through regular reviews, if appropriate these reviews may be multi-agency. The AEN team make themselves available when required at SEND reviews, at parent evenings and Parent/Carer coffee mornings. Children with an EHCP will have SEND reviews plus an annual review with their child's class teacher, SENDCo and any other outside agencies involved with their provision.

#### 5. How do we consult pupils with SEND and involve them in their education?

Pupils are involved in their own learning by attending person centred reviews and are given regular pupil voice opportunities. Pupils are given feedback during lessons; with staff communicating and making suggestions on how to improve the learning experience. SEND students are given additional opportunities with support staff to discuss any concerns. Children with SEND are represented on the school council. If a pupil is non or pre-verbal, alternative methods of communication are used to gain pupil voice wherever possible.

#### 6. What is our approach to teaching children with SEND?

Approaches and strategies for teaching children with SEND include high quality teaching by staff who all have SEND training and receive support and guidance from the SENDCo and AEN team. Staff are familiar with, and follow closely the mainstream core standards so that all pupils are able to access learning opportunities.



Our curriculum is broad and balanced and accessible to all SEND students. Classwork is differentiated and tailored for SEND pupils. Pupils have opportunities to work in small groups, as well as receiving additional support from teachers and trained teaching assistants. Interventions such as Nuffield Early Language Intervention (NELI), Accelerated Reader, BEAM, sensory circuits, Clicker 8 and Thrive are run as appropriate for SEND students.

**7. How are adaptations made to the curriculum and learning environment of children with SEND?**

Lesson plans are differentiated to allow access to the curriculum for all children. Children are continually assessed and the work provided can be tailored to their individual needs. Teachers are aware of the range of needs in their classroom and plan and adapt the environment appropriately in order for children to be able to access the curriculum. Visual aids, modified learning objectives, scaffolded learning, workstations, PECS, talk tins, task boards and now and next boards are frequently used to support children

Children with an EHCP who attend SLIC have access to a low arousal classroom and quiet spaces based in the provision alongside their mainstream class. Plus, access to their own playground and a secure area on the field. SLIC also provides in-reach support and advice for pupils with autism and complex needs in the mainstream.

**8. How do we assess and review children's progress towards outcome?**

At Langafel, we assess pupils against the EYFS and National Curriculum objectives. For pupils working significantly below these levels we use The Milestone Assessment Toolkit (EYFS) and P Levels.

The progress of SEND pupils is closely monitored and assessed during the year, this is recorded on phase provision maps and where appropriate discussed at pupil progress meetings and AEN team meetings within school.

For children with complex needs and/or higher needs funding (HNF) this is recorded and monitored closely on personalised plans, resulting in targeted interventions being put in place for the child's needs. Pupils with an EHCP will have provision plans with targeted interventions. These are reviewed three times per year with parents and relevant external agencies.

**9. How are staff trained to support students with SEND?**

All staff at Langafel receive in-house training for SEND as well as opportunities to attend SEND training provided by outside agencies. The school receives outreach advice and support from other services including the Local Inclusion and Forum Team (LIFT), Educational Psychology Team and Specialist Teaching Services. All staff members will be trained in Thrive and SPELL (autism) training. Training need can be identified by individual staff members, SLT, teaching staff and in AEN Team meetings.

**10. How do we evaluate the effectiveness of the provision made for young children with SEND?**

The effectiveness of the provision is evaluated by consistent quality assurance through:

- Observations of lessons and interventions
- Learning walks
- Pupil Progress Meetings where we look assessment data and phase provision maps
- Personalised Plans where targets and support are recorded and reviewed with class teachers and the AEN team, then shared with parents and relevant agencies
- Book checks



- Parental consultations and review meetings
- The school also has Local Authority SEND monitoring and visits from the Provision Evaluation Officer

**11. What support do we provide for improving Social, Emotional and Mental Health (SEMH) needs?**

Mrs Holmes, is our Pastoral Lead, she is an experienced Thrive Practitioner and oversees the intervention in school. The approach equips us as a school to work in a targeted way with children and young people who have struggled with difficult life events to help them re-engage with life and learning. We have annual whole school training and we have three fully trained practitioners delivering individualised and small group Thrive interventions. Our practitioners have also delivered 'Family Thrive' training for groups of parents. Further information about this intervention can be found at: <https://www.thriveapproach.com/>

In addition to Thrive, we have a nurture class in KS2 (Phoenix class) where pupils are given appropriate social and emotional support alongside academic learning. Some pupils have Phoenix class as their base, other pupils' access for SEMH support. Mrs Bonner, the class teacher and members of SLT are training for the National Nurturing Schools Award. Mrs Bonner is also Forest School trained.

The school can make referrals to the School Health Service where information is triaged and may be passed to CAMHS. We can also refer to Early help which provides direct intervention and access to supporting agencies to help both pupils and families. Furthermore, Mrs Holmes keeps abreast of all local opportunities for families to help with their SEMH needs.

**12. How do we involve other bodies to meet children's need and supporting their families?**

The school works closely with the Educational Psychology team via LIFT and the statutory assessment process. We have access to advice and support from the Dartford Specialist Teaching and Learning team, the school nurse and for pupils in SLIC or with an EHCP (where designated) a speech and language therapist. We liaise with social workers, the Early Help team, Imago (young carers) and Health teams. Our Pastoral Lead works closely with and supports families to access external help and support.

**13. When does a child not have SEND?**

Only children who require additional specialist provision will be referred to as having SEND status. Other issues which may impact on progress and require intervention but are NOT SEND can include:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman
- Presenting with behaviour which challenges

**14. What arrangements are in place to support movement between phases of education within school?**

We have thorough transition arrangements for all pupils in school, with a 2-day transition programme in the summer term where pupils spend time in their new classroom with their new teacher. Prior to this, pupils with SEND will be offered time with their class teacher alone or with a very small group, their new teacher will also visit them in their current class to build the foundations of a positive relationship.



Pupils in SLIC have a minimum of 3 transition sessions when they move into their new class plus transition sessions into their new mainstream class. Additional individualised sessions are provided according to the needs of the pupils.

**15. How do Langafel support the transition of pupils with SEND to secondary school?**

Transition to secondary education is supported by a comprehensive transition programme, providing additional social and emotional support for a number of pupils transitioning to secondary school. We contribute information to a pupils' onward destination by providing information to the next setting through transition meetings and forwarding relevant documentation.

When Year 6 pupils move onto secondary placements there is a well-established route of communication. Secondary representatives visit the pupils and meetings between staff are arranged if necessary. Year 5 and 6 pupils who we consider may be at risk of exclusion at secondary are highlighted to the Primary Inclusion Forum to initiate support as early as possible.

**16. How do we manage and store information for pupils with SEND?**

All pupil information is stored and managed in line with the School's GDPR Policy.