

Special Educational Needs and Disabilities (SEND) Information Report

Langafel C of E Primary School



Inclusion Team

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Kent SEND Information Report

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Dear parents and carers,

The aim of this Information Report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support we provide is working towards achieving the Kent Children and Young People (CYP) Outcomes Framework:



If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

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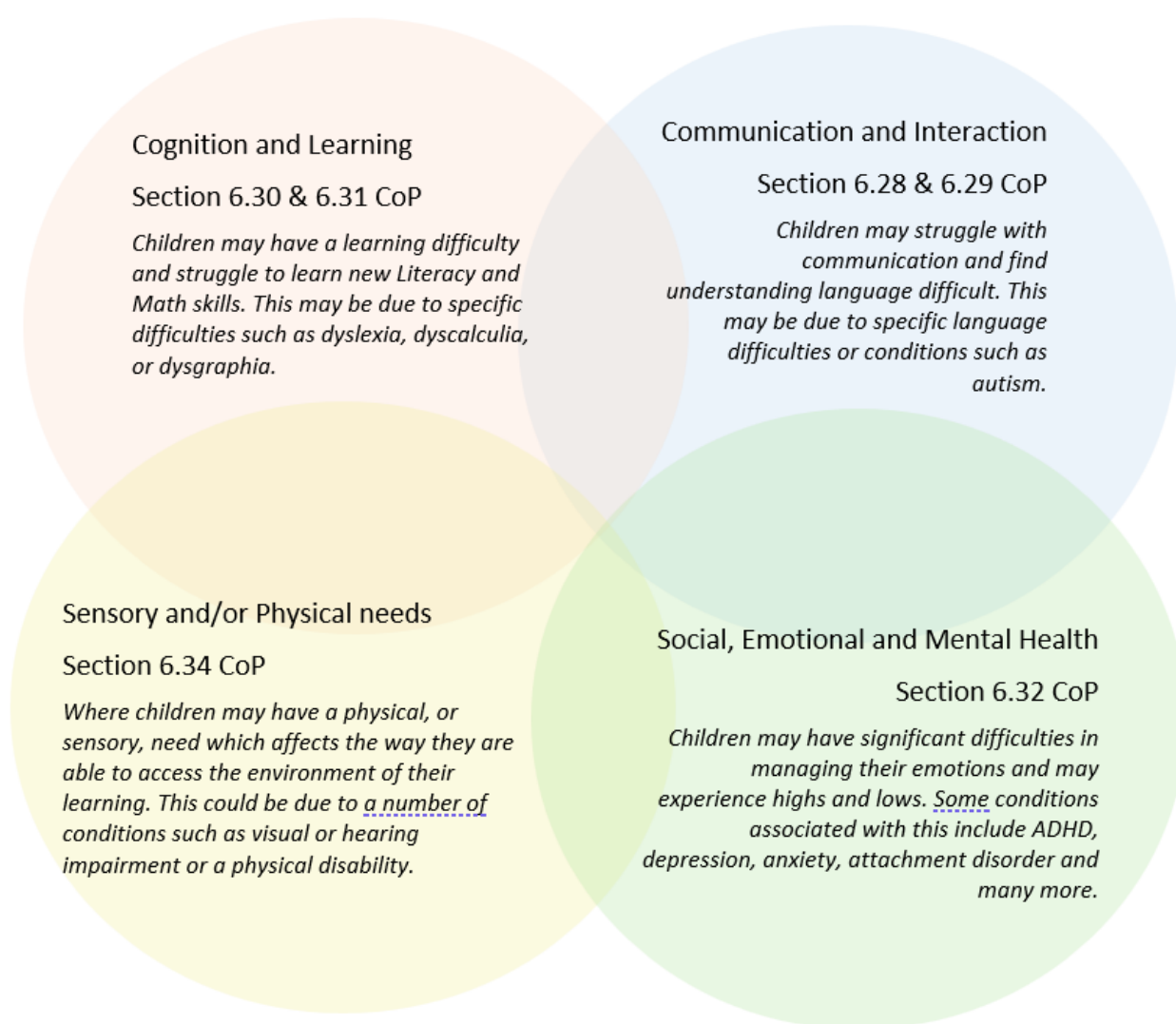
You can find our SEND policy on our website

<https://www.langafel.kent.sch.uk/page/?title=SEN%28D%29+%26amp%3B+Inclusion&pid=36>

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEND does the school provide for?

Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a wholistic overview of your child.

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years (link below).

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/262221/SEND_Code_of_Practice_January_2015.pdf)

2. Which staff will support my child, and what are their key responsibilities?



At Langafel, all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

Below outlines key staff who will be supporting your child. *Please note that this list is not exhaustive.*

Our Special Educational Needs Co-ordinator, or SENCO

The named SENCO is: Sarah Shead-Everest.

Our SENCO is Mrs S Shead-Everest

They have over 10-years experience in this role and they have been a qualified teacher since 2011. They achieved the National Award for Special Educational Needs in 2017 (NASENCO Award)

The SEND team comprises:

SEN Support – Ms S Wade; 2 days a week, they are currently studying for the NPQSEN award, qualified teacher.

Pastoral Lead and Thrive Practitioner - Mrs C Holmes, qualified HLTA, counsellor and Thrive practitioner since 2016.

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

Recovery Tutor- Mrs J Howlett, qualified teacher

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

SEND Admin – Mrs A Veysey; 2 days a week, they achieved they achieved NASENCO in 2011, qualified teacher since 2002.

Class/subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. This includes training in ADHD, Pro-ACT, THRIVE, and Nurture.

All staff have access to the National College website to complete their own CPD.

Teaching assistants (TAs)

We have a team of 39 TAs, including 5 higher-level teaching assistants (HLTAs) 17 who are trained to deliver SEN provision.

We have 3 teaching assistants who are trained to deliver THRIVE, class TAs deliver interventions as directed by class teachers.

In the last academic year, TAs have been trained in ADHD awareness, ProAct, ASD awareness. (AET)

External agencies

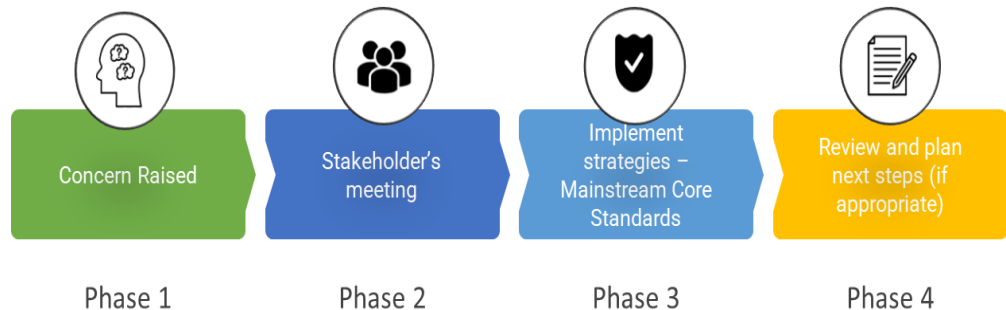
Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These may include:

- | | |
|---|-----------------------------|
| ➤ Child and adolescent mental health services (CAMHS) | ➤ NELFT practitioners |
| ➤ Education welfare officers | ➤ Occupational therapists |
| ➤ Educational psychologists | ➤ Therapeutic practitioners |
| ➤ GPs or paediatricians | ➤ Behaviour coaches |
| | ➤ Safeguarding services |

- School Liaison Officer
- School nurses
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and language therapists
- Voluntary sector organisations



3. What should I do if I think my child has SEND?



Phase 1	If you think your child might have SEN, the first person you should tell is your child's teacher. Parents can contact your child's class teacher by messaging them on ClassDojo or at the end of the day when they collect their child. They will pass the message on to our SENCO who will be in touch to discuss your concerns. The SENCO, Sarah Shead-Everest, is contactable via the school office.
Phase 2	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record.
Phase 3	We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: https://www.kelsi.org.uk/data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf . This

	will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.
Phase 4	If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register. They will receive additional support and this will be reviewed using the assess, plan, do, review model.

4. What happens if the school identifies a need?

Getting to know every individual child, through fostering a positive relationship, is central to our approach at Langafel. All our teachers are aware of SEND and 'watch and monitor' any pupils who may not be making the expected levels of progress academically and/or socially. This might include Reading, Writing, maths, attention and focus and social communication. If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled. If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the SENCO and will contact you to discuss the possibility that your child has SEND, and the school will follow the graduated approach (see previous page).

At Langafel we monitor the progress of all pupils three times a year to review their academic progress and attainment. We use national assessments with all pupils at key points: baseline assessments on entry, phonics screening at the end of year 1 and statutory SATs testing at the end of Key Stage 2. Teacher assessments which determine end of Key Stage data are rigorously monitored via school and cluster moderation. We also have a range of assessment tools available in school to help identify and clarify the needs of pupils. These include Speech Link and Language Link, BEAM (Balance, Education and Movement – Reception class), Reception year baseline, Year 1 Phonics, Cognitive Ability Testing (CATs – Year 4 and 5.)

Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support to enable the pupil to catch up.

Examples of extra support are:

- Differentiated tasks
- Small group targeted support
- Language for Learning - social communication, attention, concentration, language production, visual and auditory memory, grammar
- Daily phonics intervention programme
- Nessy
- Nurture Class and affiliation with Nurture UK
- Senior Mental Health Lead and Mental Health First Aider
- Clicker 7
- Various reading schemes including Better Reading Partnership, Project X Code
- School counselling / Therapeutic play
- Social skills, friendship skills and anger management support
- Individual support and small group support from the school dog, Sallie
- Social stories
- Language link and Junior language link
- Speech link
- Lego therapy
- Recognised ASD strategies to support using Communicate in Print
- Clever fingers – fine motor skills

- BEAM and BEAM PLUS gross and fine motor skills
- Sensory Circuits
- Thrive
- Transition support

We keep abreast of new interventions, when innovative or improved material is available we ensure that staff are trained to deliver it to children continually monitoring the impact on the child's progress. We recognise in the current climate, the importance of mental health and well-being. As such we are trained in and affiliated with Kent Education Psychology on their Mental Health and Well-being Framework. The framework consists of four strands: A positive school community, social and emotional learning for all students, parenting support and education and early intervention for pupils experiencing mental health difficulties.

A huge part of our drive towards good mental health and well-being over the past six years has been through the delivery of the school 'Thrive' approach. Thrive draws on insights from neuroscience, attachment theory and child development to support optimal social and emotional development. 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 had extensive 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/>

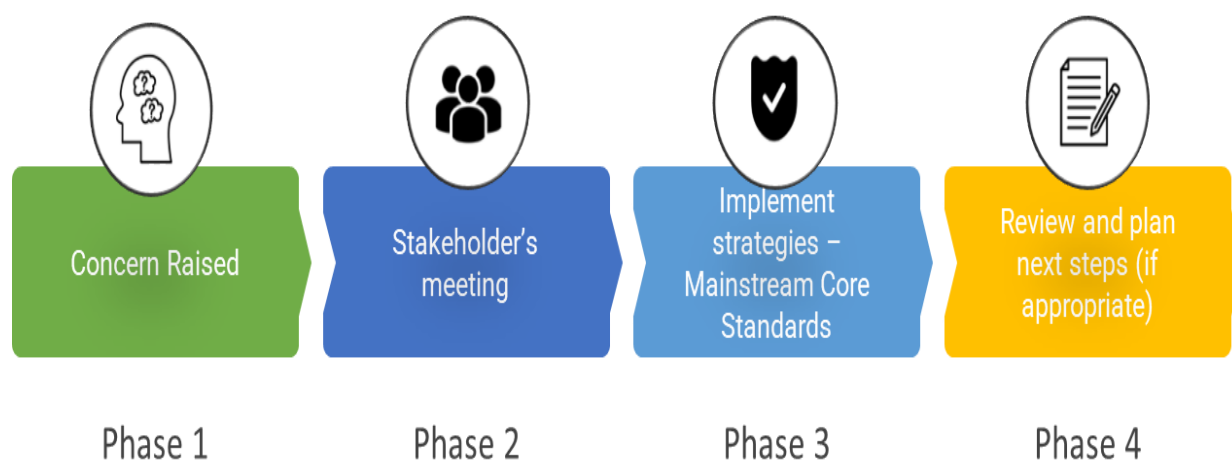
Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will firstly use a range of assessment tools in school to help determine the underlying difficulties. We also have

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access to external advisors and specialists: the Community of Schools Network – where the SENCO can discuss anonymised cases, Specialist Learning and Teaching Service and Educational Psychology. We can make or support referrals to Occupational Therapy, Speech and Language Therapy or Community Paediatricians, when we can evidence the difficulties and strategies that have been tried in school. The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make improved progress. These will be shared with parents, recorded on a provision map and reviewed regularly, and refined / revised as necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional to and different from what is normally available. The pupil will be added to the school's SEND Register after discussion with parents. If the pupil is making good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil maintains good progress without the additional and different resources, he or she will not be identified with special educational needs. When there is a change in a pupil's SEND status, parents will be formally notified.

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

The same process is followed if a concern is raised by the school.



All our class teachers are responsible for the monitoring of all pupils who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork or socially. This might include not making expected progress in reading, writing or maths or changes in behavior that affect learning or friendships.

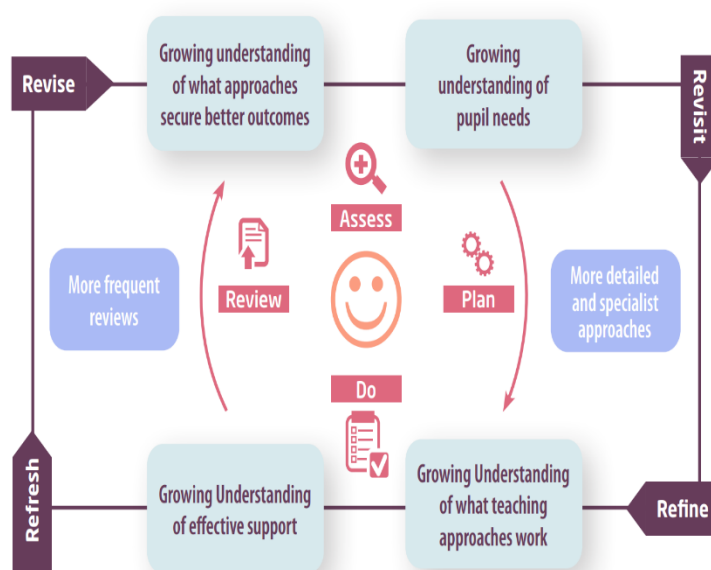
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If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND, and the school will follow the graduated approach (see next page).

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Assess	If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.
Plan	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.
Do	We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.
Review	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

6. How will I be involved in decisions made about my child's education?

We will provide annual reports on your child's progress.

A member of staff who knows your child well will meet you 3 times a year, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact your child's class teacher via Class DoJo, alternatively please leave a message with the school office either by phone or email.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and individual needs. We recognise that no two pupils are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey



8. How will the school adapt its teaching for my child?

The school's Special Educational Needs and Disability Policy and Accessibility Plan are both available on the school website.

<https://www.langafel.kent.sch.uk/page/?title=SEN%28D%29+%26amp%3B+Inclusion&pid=36>

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt our approaches to how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child and are guided by the Mainstream Core Standards in the first instance.

These adaptations may include:

- Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.



- Adapting our resources and staffing



- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.



- Teaching assistants or support staff will support pupils appropriately depending on their presentation of need



- Scaffolding lesson materials

We may also provide the following interventions:

- Small group targeted support
- Language for Learning - social communication, attention, concentration, language production, visual and auditory memory, grammar – Language Link & Speech Link

- Daily phonics intervention programme
- Stareway to spelling
- SNIP – spelling
- Clicker 7
- Various reading schemes including Better Reading Partnership
- School counselling / Therapeutic play
- Social skills, friendship skills and anger management support
- Individual support and small group support from the school dog, Sallie
- Social stories
- Lego Therapy
- Sensory Circuits
- Funky Fingers
- Dough Disco
- PiXel intervention groups
- Literacy Gold
- Thrive
- Forest School

These interventions are part of our contribution to Kent County Council's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 12 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)



10. How will the school ensure my child has appropriate resources?

It may be that your child's needs mean we need to provide additional resources such as:

- Additional resources to support their learning
- Adaptations to in class support
- Further training for our staff
- External specialist expertise

Where appropriate, we will consult with external agencies to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?



The expectation is that all schools providing an inclusive provision for all pupils. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including residential trips to PGL.

All pupils are encouraged to take part in sports day, school plays, workshops in school and day trips to museums, theatres, wildlife parks

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?



Langafel CE Primary School does not discriminate against prospective pupils with a disability or with SEN. Our Admissions Policy sets this out clearly. The admissions arrangements for children with Education, Health and Care Plans are the responsibility of Kent County Council. For advice on the arrangements to admit your child into school, you should contact your local SEN Officer through your local Additional Educational Needs and Resources office for North Kent (Dartford, Gravesham, Sevenoaks)

North Kent SEN Team,

Joynes House, 1 – 4 New Road, Gravesend, Kent DA11 0AT

Telephone: 03000 419345

Email: SENnorth@kent.gov.uk

13. How does the school support pupils with disabilities?



Langafel CE Primary school is a single-storey school, however the building is relatively old and there are areas which have some steps. The school **Accessibility Plan** outlines how the school would apply reasonable measures to improve accessibility.

Please note you're considered disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

14. How will the school support my child's mental health and emotional and social development

Langafel recognises the importance of supporting children's emotional well being and acknowledges that children will find it hard to learn if their mental health and emotional social and well-being needs are not addressed.

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council

Pupils with SEND are also encouraged to be part of Butterfly lunchtime club to promote teamwork/building friendships; to attend ABC Breakfast club if they are anxious at the start of the day.

- We provide extra pastoral support for listening to the views of pupils with SEND by providing THRIVE support
- Every class uses Zones of Regulation to support children in understanding and expressing their feelings.
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by teaching children what bullying means. We hold an annual anti bullying week and the subject is regularly covered in worship assemblies and in classes. Our Anti-Bullying Policy is on the school website:

<https://www.langafel.kent.sch.uk/site/data/files/new-folder/374AA86221568E29FE8CF26B129D08C8.pdf>

15. What support is in place for looked-after and previously looked-after children with SEND?



Mrs Shead-Everest, our SENCO, makes sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Pupils who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

16. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:



➤ Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEND is discussed and strategies that work are shared

- We hold a transition day with the incoming teacher towards the end of the summer term when children have time in their new classroom
- We provide transition books as appropriate, with pictures of the new classroom and new members of staff which children can take home over the summer holiday

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the pupils who are receiving SEND support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge



17. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at the Kent (or Medway) local offer. Both authorities publish information about the local offer on their website:

<https://www.kent.gov.uk/education-and-children/special-educational-needs/about-the-send-local-offer>

<https://www.medway.gov.uk/localoffer>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

<https://www.iask.org.uk/about/about-us/>

<https://family-action.org.uk/services/medway-sendiaass/>

Local charities that offer information and support to families of pupils with SEND are:

<https://wearebeams.org.uk/>

National charities that offer information and support to families of pupils with SEND are:

➤ [IPSEA](#)

➤ [SEND family support](#)

➤ [NSPCC](#)

➤ [Family Action](#)

➤ [Special Needs Jungle](#)

18. What should I do if I have a complaint about my child's SEND support?

The school website has a link to the Complaints policy:

<https://www.langafel.kent.sch.uk/site/data/files/new-folder/903EF9D840DF04D7D1F8B3DB5332594E.pdf>

It is in everyone's interest that concerns and complaints are resolved at the earliest possible stage. Many issues can be resolved informally, without the need to use the formal stages of the complaints procedure. Langafel CE Primary School takes concerns seriously and will make every effort to resolve the matter as quickly as possible.

Complaints about SEND provision in our school should be made to the SENCo in the first instance, if they cannot be resolved they will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

<https://www.kelsi.org.uk/special-education-needs/special-educational-needs/mediation-and-resolution>

19. Supporting documents

- *Equality Information and Objectives Policy*
- *Child protection and safeguarding policy*
- *Behaviour Policy*
- *Accessibility Plan*
- *Attendance and punctuality policy*
- *SEND policy*
- *SEN & Disabilities Code Of Practice 2015*
- *Mainstream Core Standards*



20. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs

- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND

➤ **Transition** – when a pupil moves between years, phases, schools or institutions or life stages