

Policy for Inclusion and Special Educational Needs

Langafel CE Primary School



Headteacher Mrs C Maynard
SENCO Mrs S Shead- Everest
Inclusion Lead Ms S Shead- Everest

Our Vision at Langafel

We believe in the potential of every child regardless of background or individual needs as expressed in Luke 15, The Parable of the Lost Sheep. We are committed to providing an emotionally supportive environment, where pupils flourish, growing both spiritually and academically; securing foundations for each child to understand who they are and the unique qualities they bring to the world.

Approved by Governing Body

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1. Aims

Langafel's Policy for Inclusion and Special Educational Needs aims to:

- Ensure our school fully implements national legislation and Kent Local Authority's guidance and expectations.

Sets out how our school will:

- Support pupils with SEND ensuring our best endeavours to provide the appropriate provision to enable positive outcomes.
- Provide an inclusive environment that enables pupils to access all aspects of school life alongside their peers.
- Provide pupils with the skills and attributes that enable them to become confident individuals who can successfully live fulfilling lives.
- Support pupils with SEND to realise their aspirations and achieve their best.
- Communicate with pupils with SEND and their parents or carers ensuring co-production and seek pupil and parent or carer voices to fully involve them in decision making and discussions to support their child's provision.
- Communicate and explain the roles and responsibilities of key school and external professionals who are supporting the provision for pupils with SEND.
- Ensure the SEND Policy is understood and implemented consistently by all staff and is monitored by Governors.

At Langafel, all pupils irrespective of need access a broad and balanced curriculum which is delivered through high quality inclusive teaching to enable every pupil to make progress and reach their full potential socially, emotionally and academically. When required to do so, the school will make reasonable adjustments to support pupils with SEND. The school set high expectations and aspirations for each individual pupil, working together with them, and their parents/carers to ensure that pupils with SEND become confident and independent children and young people who are able to successfully transition to the next phase of their education or adult life.

2. Legislation and Guidance

This policy is written in line with:

The regulation associated with:

- Children and Families Act 2014 – Part 3: [Children And Families Act 2014 Part 3](#)
- Special Educational needs and Disability (SEND) Code of Practice 2015:
- The Special Educational Needs and Disability Regulations 2014: [The Special Educational Needs and Disability Regulations 2014](#)
- Equality Act 2010: [Equality Act 2010](#)
- School Admission Code 2021 [School Admission Code 2021](#)
- The School Information Regulations: Updated 24/10/24

Maintained Schools: <https://www.gov.uk/guidance/what-maintained-schools-must-publish-online>

- Governance in Maintained Schools Handbook 2024: [Governance in Maintained Schools](#)

Kent Local Authority:

The Local Authority's local offer

The Local Authority's Offer can be found in the SEND Information Report

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

Countywide Approach to Inclusive Education (CATIE)

[A Countywide Approach to Inclusive Education \(kelsi.org.uk\)](#)

What does inclusion mean in Kent?

'As the champion of families, children, and young people our collective priorities are to be certain that all children and young people are engaged with and included in the provision of high-quality inclusive education. Ensuring that, whatever their circumstance or ability, our children have a sense of belonging, feel respected, are valued for who they are and develop the knowledge and skills required for adult life. In doing so, we strive to achieve a continuous improvement in standards, a significant narrowing of achievement gaps for vulnerable groups of learners and a wholly inclusive education system which ensures:

- **Equitable access for all.** Sufficient, appropriate, quality education provision is available for all children and young people in Kent.

- **No child is left behind.** All children and young people are supported to be engaged fully in their education.
- **Effective collaboration.** There is collaboration and multi-agency working providing a self-informing, sustainable system which supports the education of all.' (KCC: CATIE p 2-3)

Education Strategy – to be confirmed

Special Educational Needs Mainstream Core Standards (ordinarily available provision) : [Special Educational Needs Mainstream Core Standards](#)

The Mainstream Core Standards:

- Sets out the provision that the Local Area has agreed should be ordinarily available for Children and Young People with SEND
- Provides guidance and advice to support schools to meet the needs of and include Children Young People with SEND
- Provides clear guidance to schools on the statutory duties regarding the inclusion of Children and Young People with SEND
- Provides information to all stakeholders on the work of schools in relation to the inclusion of Children and Young People with SEND.

The school are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support at Langafel works towards achieving the Kent Children and Young People Outcomes Framework



Our SEND policy should be read in conjunction with our school's policies published on our website :

- SEN Information Report
[Langafel Church of England Primary School - SEN\(D\) & Inclusion](#)
- Safeguarding policy
- Behaviour Policy
- Equality Policy
- Accessibility Plan

3. Definitions

Definition of SEN

‘ 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 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 to mainstream post-16 institutions’

(DFE/DOH 2015: 15-16)

Definition of 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 is a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’ This definition provides a low threshold and includes more children than many realise: ‘Long term’ is defined as a ‘year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is sufficient overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires a special educational provision, they will also be covered by the SEN definition’ (DfE/DOH 2015: 16)

Special Educational Needs Register:

At Langafel, the SENCO will regularly review the SEN register as part of the Graduated Approach. The SENCO will work in co-production with parents/carers and if required key external professionals to ensure high quality SEN provision is in place, informing parents/carers of any changes that have been agreed. School staff will also be informed and records updated accordingly on the appropriate school system. A diagnosis does not

necessarily mean that a pupil will be placed on the SEN register if the universal and targeted provision the pupil is accessing is enabling them to make good progress.

Special Educational Needs (SEN) support

‘SEN support means support that is additional to, or different from, the support generally made for other children of the same age in a school. It is provided for pupils who are identified as having a learning difficulty or a disability that requires extra or different help to that normally provided as part of the school’s usual curriculum offer. A pupil on SEN support will not have an education, health and care plan.’

<https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>

Education, health and care (EHC) plans

A local authority may issue an EHC plan for a pupil who needs more support than is available through SEN support. This will follow a statutory assessment process whereby the local authority considers the pupil’s special educational needs and any relevant health and social care needs; sets out long term outcomes; and specifies provision which will deliver additional support to meet those needs.

<https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>

At Langafel we have SLIC (Socialise, Learn, Interact and Communicate) a specialist resource provision for children who have a diagnosis of Autistic Spectrum Disorder and an Education, Health and Care Plan which names SLIC as the placement for the child. Places in the SRP are controlled by KCC, currently there are four classes; children are allocated a place in a class according to age and/or ability. SLIC is a valued part of the school and pupils in SLIC enjoy the abundance of high-quality resources in the school and have the opportunity to be included in all mainstream activities.

Pupils admitted to SLIC should have the potential to be included in mainstream classes for part of their learning. They are supported in this by trained staff with whom they are familiar. Inclusion in mainstream lessons enhances not only their learning, but also their social skills through interaction with mainstream pupils. Not only do SLIC pupils benefit but also mainstream pupils and staff as we have learnt to respect each other’s differences and that is what makes our school a knowledgeable, tolerant and caring community.

The SENCO holds a list of children who are monitored by class teachers more closely where concerns have been raised by parents and/or teachers. Three times a year staff meet to discuss pupils’ progress and well-being; during these meetings decisions are made whether to remove from the monitoring list, continue to monitor or to transfer to the SEN register after informing parents regarding the decision.

4. Inclusion and Equal Opportunity

Langafel Primary School endeavours to provide, review and develop high quality inclusive opportunities. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum. All pupils are encouraged to go on our school trips, including our residential trip. All pupils are encouraged to take part in sports day, school productions and special workshops or whole school experiences with appropriate support if needed. 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. Please see our SEN Information Report for more details.

Inclusion Pledge at Lanagfel :

We promise to always:

- Welcome and encourage others to join the Langafel team.
- Value and respect our differences.
- View others with compassion and generosity.

Because we understand by coming together as an inclusive community we are all stronger, more fulfilled and are able to aspire and succeed.

Inclusion for all runs through the heart of Langafel, through the inclusion of pupils from our autism provision into our mainstream classes and in ensuring that all pupils with additional educational needs and disability have full access to a wide and varied curriculum where they make good progress from their starting points. Our staff, supported by our Additional Educational Needs (AEN) team have a good understanding of a range of special educational needs and disabilities, and seek training and advice whenever needed. We recognise the importance of supporting the child holistically; in order for a child to learn academically we know that they must be fully supported with their communication and language, social interaction, emotional well-being, physical and sensory needs. The strength of our inclusivity derives from the whole school approach; embedding good SEN(D) practice in the classroom via quality first teaching through to effective delivery of evidence based small group and individual interventions.

[Langafel Church of England Primary School - SEN\(D\) & Inclusion](#)

5. Roles and Responsibilities – in conjunction with SEN Information Report

Langafel work strategically in line with the Special Educational Needs Code of Practice 2015

The school will ensure that pupils, parents and carers have:

- Access to impartial information, advice and support throughout their time in the school to help them make informed decisions and choices about their future.

- Are effectively supported to understand their rights and decision-making processes and choices regarding their plans and support.
- An understanding of their individual plans, outcomes, provision and support and the reasons why some changes may not be possible

(Area SEND inspections: framework and handbook updated April 2024)

5.1 SENCO

All maintained schools and academies are required by law to have a named SENCO who is a qualified teacher and has been awarded the National Award for Special Educational Needs Coordination (prior to September 2024) or The National Professional Qualification for SEND (from September 2024).

SENCOs must complete the qualification within three years of taking up the post.

At Langafel, our SENCO is Mrs Sarah Shead-Everest, who has the qualification (NASENCO). Contact details sshead@langafel.kent.sch.uk

Mrs Angela Veysey - SEND Admin Support

Ms Claire Holmes - Pastoral Care Lead who works closely with parents and children.

Mrs Sam Wade- Assistant SENCo

Mrs Mandy Cook- SRP Lead Teacher

The SENCO has an important role to play with the headteacher and governing body with regards to the strategic oversight and implementation of Langafel's SEN policy and development.

They will:

- Oversee the day-to-day responsibility and implementation of the SEND policy.
- Ensure all statutory requirements are adhered to throughout the year
- Co-ordinate provision for children with SEN using the graduated approach – Assess, Plan, Do, Review to review and monitor provision for all pupils with SEN.
- Communicate and provide all staff with the key SEN and medical information, advice, guidance, and strategies to support pupils with SEN ensuring high quality provision across the school.
- Collaborate with teachers, support staff, parents and carers regarding all aspects of their child(ren)'s provision including interventions and outcomes.
- Offer professional guidance to staff to secure high quality inclusive provision in the classroom and throughout the school day.
- Collaborate with curriculum leaders to remove barriers to learning.
- Develop and lead whole school continued professional development to ensure high quality provision for all pupils with SEN.

- Liaise with the relevant Designated Teacher where a looked after child or young person has SEN
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Be the key point of contact for external agencies, especially the local authority and its support services
- Ensure the school keeps up-to-date records of all pupils with SEN.
- Ensure any pupils who has a part time timetable is agreed with parent/carers, is registered on the KELSI website and a clear re-integration strategy is planned in conjunction with the parent/carer and pupil.
- Hold status in order to have capacity and authority to make change.
- Ensure genuine coproduction and collaboration with the wider community.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- To keep up to date with key national and local SEN development.
- Attend key meetings organised by the local authority such as The Countywide SENCO Forum to ensure they have up-to-date strategic and operational information.
- Is fully involved in all aspects of transition planning whether phased or in year regarding pupils with SEND, following expectations set out in the District Plans and Kent Transition Charter. Ensuring parents/carers are fully informed throughout the transition period.
- Work closely with other colleagues and SENCOs in their Community of Schools.

Developed from DfE/DOH SEND Code of Practice 2015:108-109

5.2 Headteacher

The headteacher will:

- Work closely with the SENCO and SEN link governor to determine the strategic development of the SEN policy and provision across the school.
- Work with the SENCO and governors to ensure the school adheres to all legislative and statutory guidance keeping up to date with all key national and local policies and expected SEN practice.
- Ensure the SENCO has sufficient time and resources to effectively carryout their role.

- Work closely with the SENCO to carry out their duties employing the Graduated Approach, using their 'best endeavours' and when required making reasonable adjustments to ensure the school is providing high quality SEN provision.
- Have overall responsibility for the provision for pupils with SEN, their progress, and outcomes.
- Have the responsibility for monitoring the school's notional SEN budget and any additional funding allocated by the LA to support individual pupils or SEN provision for groups of pupils.

5.3 SEND Governor

Our Governing Body have a legal responsibility to pupils with SEN as defined in the Children and Families Act 2014 and SEND Code of Practice 2015.

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body following monitoring visits.
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

Maintained School

7.2.2 Children with special educational needs and disabilities (SEND)

Governing bodies have legal duties in relation to pupils with SEND that are set out in the [Children and Families Act 2014](#) and the [SEND code of practice](#).

Governing bodies should have an individual responsible for specific oversight of the school's arrangements for children with SEND.

The [SEND code of practice](#) assists the governing body and the link or lead governor in supporting and promoting discussions with regards to outcomes for learners with SEND.

DfE: Maintained schools guidance guide: updated 2 October 2024

The named Governor is responsible for the strategic oversight of the arrangements and provision for pupils with SEN.

The SEND Governor will:

- carryout monitoring visits on behalf of the Governing Body to ensure high quality and effective provision is in place and in line with the SEND Code of Practice statutory and Local Authority guidance and expectations.

- Report to and raise awareness of SEN issues raised during monitoring visits and meetings at Governing Body meetings.
- Work closely with the SENCO and Headteacher to ensure the strategic review and development of the SEND Policy, SEN Information Report and provision in the school.

Our SEN Governor is Lee Marshall.

5.4 Teachers

All teachers are teachers of pupils with special educational needs. Our SENCO provide a vital strategic role and provides significant advice and support to teachers, but the responsibility for the learning and progress of all children lies with the teacher.

'High quality teaching, differentiated for individual pupils, is the starting point in responding to pupils who have or may have SEN. Additional intervention and SEN 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.' (DfE/DoH SEND Code of Practice 2015: 25)

Every teacher is responsible for:

- The progress and development of every pupil in their class
- Instilling high aspirations for every pupil.
- Delivering a broad balanced curriculum embedding high-quality inclusive teaching strategies and resources
- Working closely with teaching assistants or specialist staff to plan, monitor, track and assess the impact of support and interventions, and how they can be transitioned and embedded in the classroom.
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision.
- Ensuring they follow this SEN policy.

Your child's teachers are 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:

Physical and Sensory	BEAM, Sensory Circuits, Clever Fingers, Swing Room.
Cognition and Learning	Pre-teaching, Small group support, Precision Teaching, Management task boards, Clicker 8, Widgit,
Social, Emotion and Mental Health	Play based interventions, Lego Therapy, Thrive
Communication and Interaction	Circle of Friends, Play based interaction, Circle Time, Time to Talk, Social stories, Widgit, Drawing and Talking

5.5 Parents and carers

Parents and carers should inform the school if they have any concerns about their child's progress socially, physically, emotionally, or academically or if there are any changes to provision that have been advised by key external professionals working with their child following an appointment.

Parents/ carers are actively involved in all aspects of the decision-making process through meetings or agreed forms of communication and are afforded every opportunity to contribute discussions regarding their child's SEN provision.

Parent voice is collected at various time throughout the year. Parents also submit their voice at annual review. Termly SEND coffee mornings are held and all parents are invited to meet the SENCO and discuss any concerns they may have.

5.6 The pupil

Seeking the voice of the pupil is an important aspect of ensuring the SEN provision is highly effective for every pupil with SEN. Pupils are given every opportunity to express their view and provide information to support review meetings as part of our Graduated Approach in year meetings and for pupils with an EHCP the statutory Annual Review. However, the voice of the pupil can be sought at any time throughout the school year.

Pupils at Langafel are able to express their views through pupil surveys which take place to capture answers to questions about school life. If children cannot access this independently then a member of staff will support them to aid full understanding.

6. SEN Information Report

Our SEN policy works in conjunction with our SEN Information report which sets out how this policy is implemented in the school.

The SEN Information Report is updated annually or if necessary, when changes to the information may be required during the academic year.

7. Admissions and Accessibility

Langafel is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions and admissions processes. As a Kent Maintained school, we follow the admissions criteria set out by KCC.

If a prospective pupil has an EHCP, they are able to name us. The child's allocated EHCP case worker will be able to advise on this. The admission arrangements for a pupil without an EHCP do not discriminate against or disadvantage disabled children or those with special educational needs

Accessibility policy: [Accessibility Policy](#)

The school admission arrangements for pupils with special needs and disabilities:

At Langafel CE Primary School we work closely with the educational settings attended by the pupils before they transfer to us in order to seek the information that will make the transition as seamless as possible. We will communicate with a child's current placement and their parents to ascertain needs, difficulties, strengths and interests. If required, the SENDCo will visit the child's current placement. Pupils with complex SEN(D) transferring from Early Years settings will have a placement meeting attended by parents, specialist teacher, a representative from the setting, SENDCo and the class teacher.

We also 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. We run a comprehensive transition programme for vulnerable pupils in year 6 and follow up with pupils and their families into year 7.

For school with an SRPs

Langafel has a specialist resource provision SRP. The Local Authority will manage admission to the SRP which is through an agreed consultation process. The SRP is funded by the local authority for up to 30 commissioned places. The SRP is monitored through the SLA with the Local Authority carrying out provided for pupils supported by the SRP. The school's SRP provision is monitored as set out in Schedule 8 of the Service Level Agreement/Contract between the KCC SEN Inclusion team, SENCO and SRP Lead teacher

The admission arrangements for a pupil without an EHCP do not discriminate against or disadvantage disabled children or those with special educational needs.

Our SRP Lead Teacher is Mrs Mandy Cook.

8. Our school approach to SEN provision

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

The school will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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.

DfE/DOH SEND Code of Practice: 2015, 6.17

This may include progress in areas other than attainment, for example, social, emotional and mental health needs.

When deciding whether special educational provision is required, the school will start with the desired outcomes, including the expected progress and attainment using the school's graduated approach, and the views and the wishes of the pupil and their parents. The school

will use this to determine the support that is needed and whether the school can provide it by adapting the universal offer, or whether something different or additional is needed.

8.1 The kinds of special educational need for which provision is made

At Langafel, provision is made to support pupils with additional needs irrespective of whether a pupil has an education health and care plan in conjunction with The Continuum of Provision and Need and using the Graduated Approach.

At Langafel, we will ensure our 'best endeavours' to meet the needs of pupils with an Educational Health and Care Plan (EHCP) with the following kinds of special educational need: Cognition and Learning Difficulties, Communication and Interaction, Sensory and/or Physical Needs and Social, Emotional and Mental Health needs. Decisions on the admission of pupils with an EHCP are made by the Local Authority.

At SLIC, we envision a nurturing, inclusive environment where every child, aged 4-11, is empowered to thrive and achieve their fullest potential. Through personalised education and dedicated support, we aim to integrate our students into mainstream education where possible and provide a multi-sensory curriculum within the provision at SLIC. Our special provision is a beacon where differences are celebrated and every child is valued as an individual. With four specialised classes, we provide tailored learning experiences that cater to the unique strengths and needs of our students. Our facilities, including a sensory room, swing room, and a specialist playground, offer a stimulating and supportive environment designed to enhance learning and development. Led by a team of experienced and knowledgeable staff, our provision is committed to delivering a warm and caring atmosphere, where understanding is at the heart of all we do. Our focus is on building confidence, independence, communication and education, equipping our students with the tools they need to excel both within our setting and in future educational opportunities. Together, we strive to create a world where every autistic child feels valued, supported, and capable of achieving great things, laying the foundation for a bright and inclusive future.

OUR CURRICULUM-SLIC (Socialise, Learn, Interact and Communicate) at Langafel is our resourced mainstream provision for pupils who are diagnosed as having Autism Spectrum Disorder (ASD). In order to be considered for a place in SLIC a child must have an Education, Health and Care Plan (previously known as a 'Statutory Statement of Special Educational Needs') and their primary need must be ASD. We have 4 classes in SLIC with places for 30 pupils. Children are taught by trained staff comprising of 4 teachers and 16 teaching assistants. Teaching and learning follows the National Curriculum but is delivered using strategies and resources that meet the learning needs of the pupils. As well as academic learning, the teaching of social, interaction and communication skills are regarded as at least equally important.

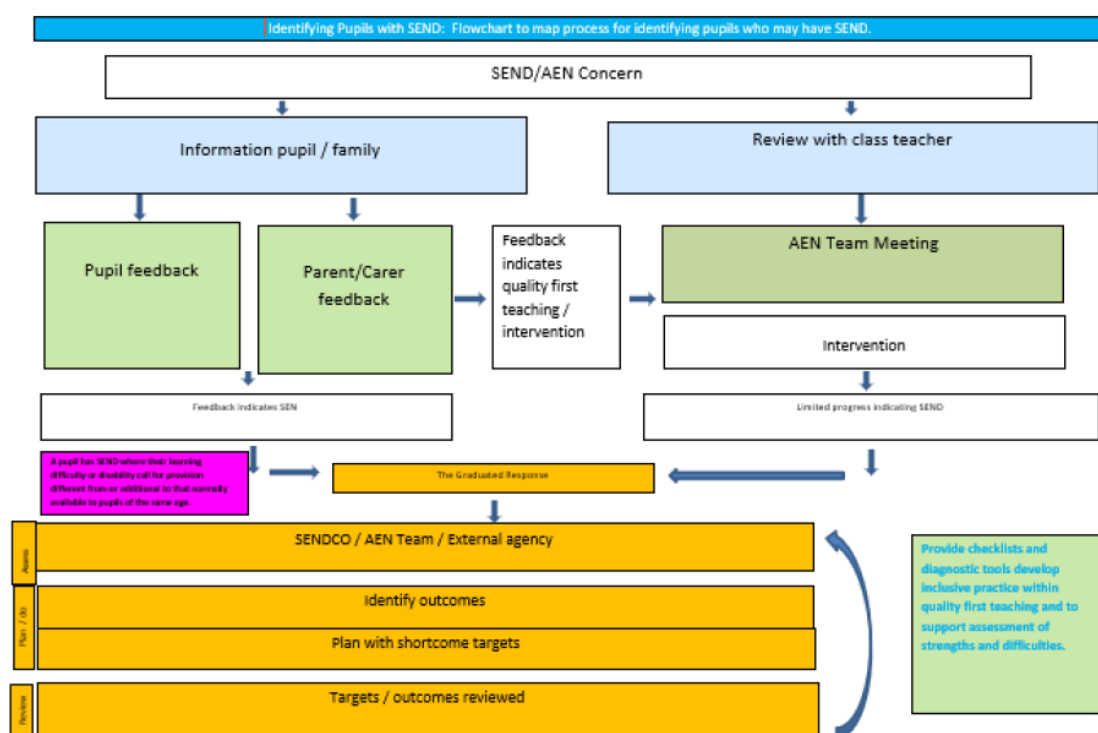
SLIC is a valued part of the school and pupils in SLIC enjoy the abundance of high-quality resources in the school and have the opportunity to be included in all mainstream activities. Pupils enrolled to SLIC should have the potential to be included in mainstream classes for part of their learning. They are supported in this by trained staff with whom they are familiar.

Inclusion in mainstream lessons enhances not only their learning, but also their social skills through interaction with mainstream pupils. Not only do SLIC pupils benefit but also mainstream pupils and staff as we have learnt to respect each other's differences and that is what makes our school a knowledgeable, tolerant and caring community.



8.2 The identification and assessment of pupils with special educational needs

In line with this SEND Code of Practice (DfE/DoH 2015) pupils at Langafel are identified as either having no SEN, having SEN with support, or having a SEN with an Educational Health and Care Plan.



At Langafel, progress is closely monitored throughout the year to review their academic progress. We will provide annual reports on your child's progress. For all children, a member of staff who knows your child well – such as their teacher – will meet with you 2-3 times a year.

Teachers carry out regular assessments to track progress and identify pupils who despite using high quality inclusive teaching strategies are:

- Working significantly slower than their peers who have the same starting point.
- Are unable to maintain or improve their progress rate
- Are unable to close the attainment gap in line with their peers or the gap is widening.

This may also include progress and development in areas other than academic attainment such as social, emotional, and physical.

To support pupils, the school uses a range of assessments to review and monitor the broader developmental needs and progress of all pupils such as assessments across the curriculum. These tests will enable the early identification of difficulties that a pupil may present. Information collected from the testing will inform the appropriate intervention and provision to support progress and outcomes.

Teachers at Langafel are responsible for classroom provision delivering a well sequenced and resourced curriculum and use high quality inclusive teaching strategies which are scaffolded, with adaptations made to meet a pupil's needs.

When teachers identify an area where a pupil is making slow progress or where they have concerns, they will follow the school early identification of need's protocols as set out in section 7. Teachers will inform parents/carers at an early stage to make them aware and discuss the further supporting strategies that the teacher will use to help the pupil.

However, if progress does not improve the teacher will inform the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. In this instance, the SENCO will, in consultation with the pupil's parents/carers, discuss further support.

This may include consultations with a specialist teacher through as well as consulting with Kent SEND Inclusion Advisors (SIA's). The purpose of a more detailed assessment will identify what additional resources and/or different approach is required to enable the pupil to make better progress. These will be shared with parents/carers, written into SEN provision plans, which are regularly reviewed, refined, and revised. At this point the SENCO will have identified that the pupil has an additional need because the school is making provision for the pupil which is additional and different to what is normally available. Teachers will be informed throughout the process and training will be delivered to ensure the provision is of a high quality.

It is important to note as stated in the SEND Code of Practice (DfE/DoH,2015 6.23) that slower than expected progress and lower attainment does not automatically mean a pupil would be recorded as having SEN.

If the pupil is able to make good progress using this additional and different resource but would not be able to maintain this good progress without it, the school will continue to identify the pupils having special educational need. If the pupil is able to make good progress without the additional or different resources, they will not be identified as having special educational needs. When any change of identification of SEN is amended, parents/carers will be notified.

The school will ensure that all teachers and support staff who work with a pupil with SEN or have an additional need are made fully aware of the provision that each individual pupil requires through passing on personalised plans and recording these on CPOMS so class teachers can access.

8.3 Consulting with Parents

Langafel prides itself in its relationships with parents/ carers. The school works hard to foster these and ensure that they are centred around their child and their individual needs. Parents/ carers are communicated with at every stage of their child's educational journey. Termly SEND coffee mornings take place.

9. Assessing, Monitoring, Reviewing and Evaluating Progress towards Outcomes

Langafel reviews progress of children using:

- The teacher's assessment and experience of the pupil
- The pupil's previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The pupil's individual development compared to their peers and national data.
- Collaboration with parents/carers to seek their views and experience and agreed next steps.
- The pupil's own views
- Advice from external support services, if relevant

At all times teachers and support staff who work closely with the pupil will be made aware of their needs, provision plan outcomes, key strategies, provision and approaches to support them throughout the school day. Any changes to provision will be communicated in a timely manner through the school's SEN protocols and processes as set out in the SEN Information Report.

This policy and SEN Information Report will be reviewed by Mrs Shead-Everest (SENCO) every year. It will also be updated to reflect any changes to the information or statutory policy.

The policy will be approved by the governing body and available to read and refer to on the school's website.

10. Complaints about SEND Provision

Refer to SEND Code of Practice Chapter 11 Pages 244 – 273

Complaints about SEN provision at Langafel should be made to the Head Teacher in the first instance. They will then be referred to the school's complaints policy.

Parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that the school has discriminated against their child. They can make a claim about alleged discrimination regarding:

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

All complaints relating to a named member of staff must be sent to the headteacher/principal.

If a complaint is not resolved after it has been considered by the governing body and 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, pages 246 and 247 of the SEND Code of Practice: [SEND Code of Practice](#)

Complaints Policy: [Complaints Procedures and Policies](#)

10. Glossary and SEND Acronyms

- **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.
- **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 do not 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