

## Special Educational Needs and Disabilities (SEND) Information Report

Laddingford St Mary's C of E Primary School & Nursery



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# Kent SEND Information Report

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:



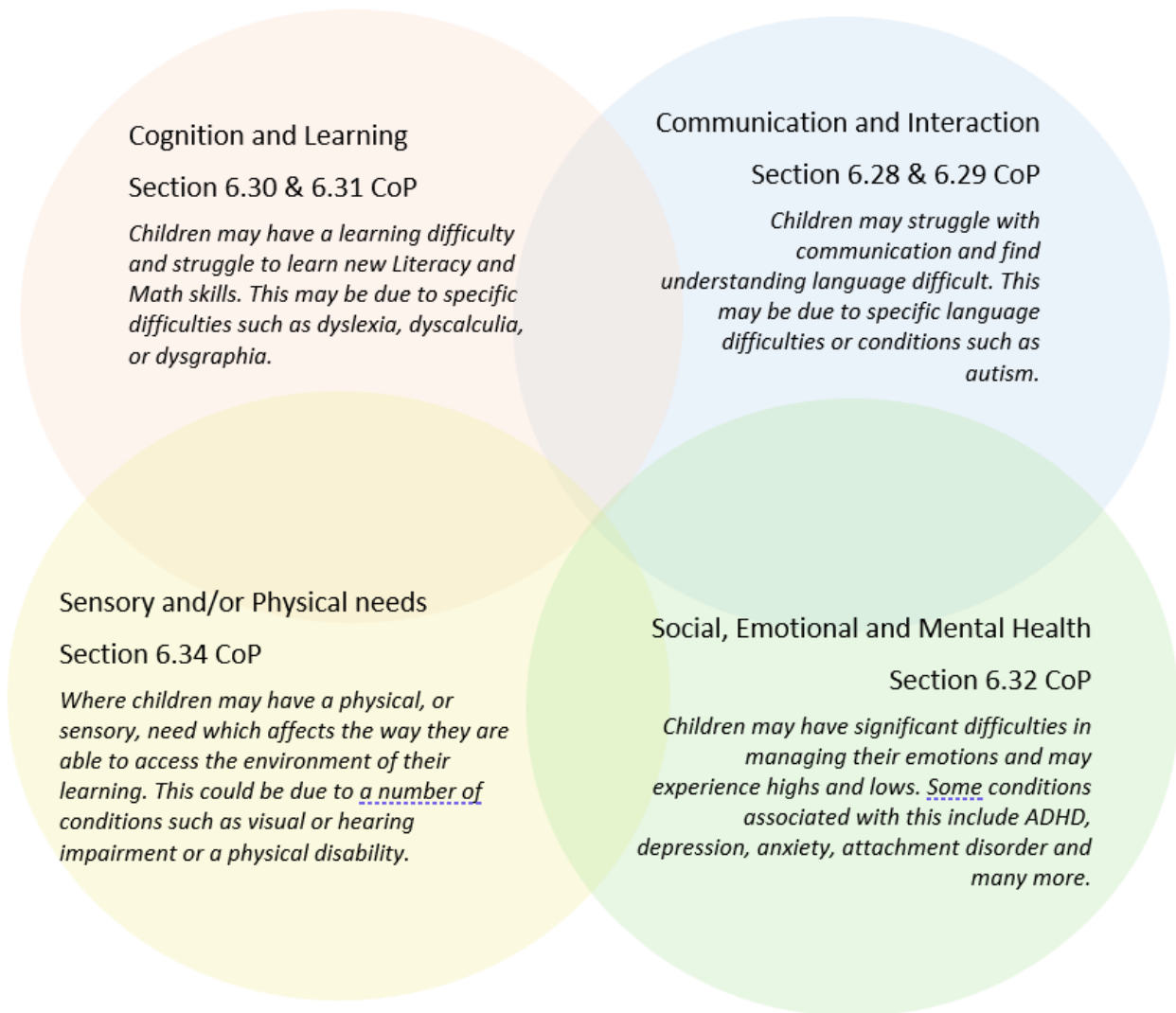
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website.

**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 \(publishing.service.gov.uk\)](#)

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



At Laddingford St Mary's 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 Lucy Clark.

They have 5 years experience in this role and have worked as a class teacher, Assistant Head and also Headteacher. They are a qualified teacher.

They achieved the National Award in Special Educational Needs Co-ordination in 2012. They also have achieved the National Professional Qualification for Headteachers.

### 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.

All of our teaching and support staff have completed Autism Awareness training.

### Teaching assistants (TAs)

We have a team of TAs, including one higher-level teaching assistant (HLTAs) who are trained to deliver SEN provision.

### 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)
- Education welfare officers
- Educational psychologists
- GPs or paediatricians
- NELFT practitioners
- Occupational therapists
- Therapeutic practitioners
- Behaviour coaches
- Safeguarding services
- School Liaison Officer
- School nurses
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and language therapists
- Play therapist



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



<b>Phase 1</b>	<p>If you think your child might have SEND, raise your concern with the school so that the SENCO is aware.</p> <p>Speak to Mrs Smith initially.</p>
<b>Phase 2</b>	<p>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.</p>
<b>Phase 3</b>	<p>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: <a href="https://www.kelsi.org.uk/data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf">https://www.kelsi.org.uk/ data/assets/pdf file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf</a> . This will initiate the ‘Graduated Approach’ where support will be continually reviewed. See next page for more details.</p>
<b>Phase 4</b>	<p>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.</p>

## 4. What happens if the school identifies a need?

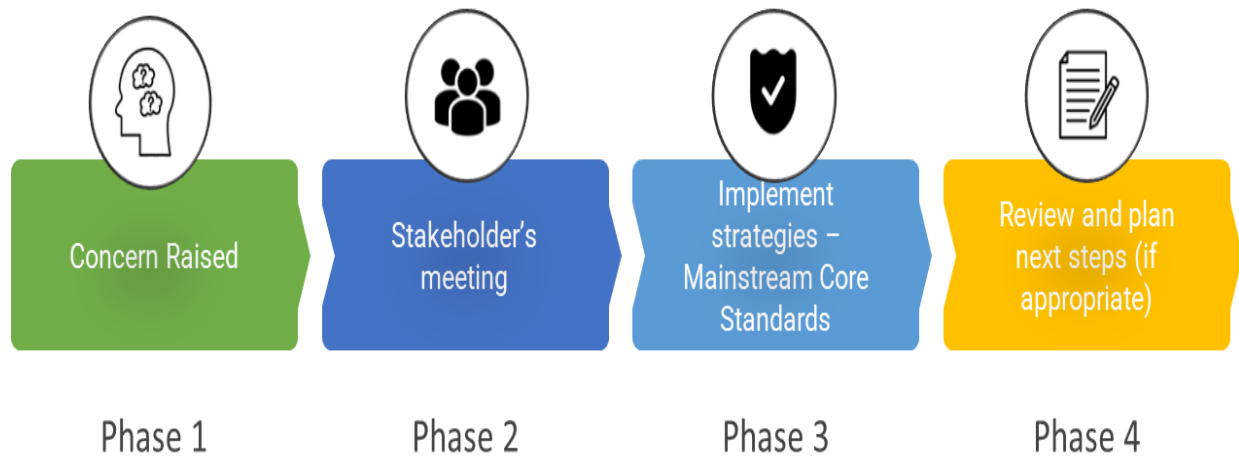
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Upon entry to Laddingford, no matter which year group this is, we endeavour to complete the following assessments on all children. These assessments create a picture of the whole child and support us to ensure we are providing the very best provision to enable each and every child within our care to be successful.

Our baseline assessments include but are not limited to the following:

- Speech and Language Link Assessments (inc Little Link for all Nursery children)
- Ravens 2 Progressive Matrices (non-verbal assessment of cognitive ability)
- British Picture Vocabulary Scale (BVPS)
- Strengths and Difficulties Questionnaire
- Expressive Vocabulary Test (EVT)

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.

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.

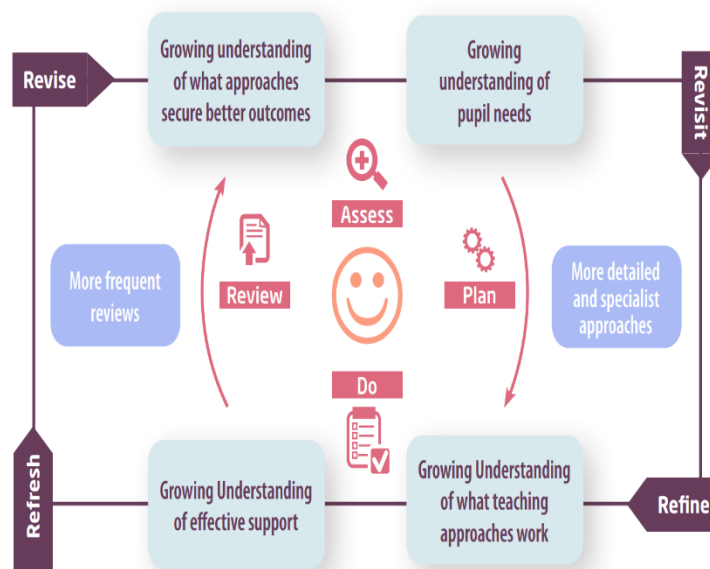
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If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND, and the school will follow the graduated approach (see previous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



<b>Assess</b>	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.
<b>Plan</b>	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.
<b>Do</b>	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.
<b>Review</b>	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 reports on your child's progress three times per year, in the form of pupil progress postcards.

A member of staff who knows your child well will meet you upon your request 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 the school office to book an appointment with the SENCO.

## 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:

- Attend meetings to discuss their progress and outcomes
- 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?

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:**

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<b>Universal Provision</b> Quality First Teaching for All Pupils	<b>Targeted Provision</b> Interventions for children needing 'catch up' provision including those on the SEND register	<b>Enhanced Provision</b> Individualised Interventions for children on the SEND register, including those with EHC plans
<ul style="list-style-type: none"> <li>- In class CT and TA support</li> <li>- Differentiated curriculum planning, activities, delivery and outcome</li> <li>- Visual aids/modelling</li> <li>- Visual timetables</li> <li>- Use of writing frames</li> <li>- Use of manipulatives</li> <li>- Alternatives to recording including use of ICT</li> <li>- Peer support</li> <li>- Circle time</li> <li>- Behaviour and well-being coaching</li> <li>- Individual reading and sound rehearsal</li> <li>- Handwriting practise</li> <li>- Pupil voice</li> </ul>	<ul style="list-style-type: none"> <li>- In class CT and TA support</li> <li>- Catch up programmes</li> <li>- English and Maths catch up</li> <li>- Comprehension groups</li> <li>- Speech and language based on Language Link/SALT programmes</li> <li>- Phonics work in small groups</li> <li>- High frequency word games</li> <li>- Precision teaching</li> <li>- Daily reading</li> <li>- Peer reading support</li> <li>- Social skills groups</li> <li>- Small-group handwriting practice</li> <li>- Pupil voice</li> </ul>	<ul style="list-style-type: none"> <li>- In class CT and TA support</li> <li>- Individualised curriculums</li> <li>- SEN phonics programmes</li> <li>- 1-1/small group coaching</li> <li>- 1-1 SALT intervention</li> <li>- Advice from Educational Psychologist</li> <li>- Advice and support from ASC specialist</li> <li>- Individual coordination programmes</li> <li>- Sensory circuits</li> <li>- Social stories</li> <li>- Circle of friends</li> <li>- Playground buddies</li> <li>- Transition support</li> <li>- Pupil voice</li> </ul>

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?



We want the children who attend Laddingford St Mary's CofE Primary School & Nursery to leave us in Year 6 with the skills and positive thinking needed to achieve their ambitions and to lead happy, successful lives. We believe all children's potential is limitless and encourage children to exceed their own expectations. This is our ambition for every child who attends our school, regardless of background, vulnerability or special educational need.

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.

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?



Our school is committed to inclusion and equality of opportunity. We welcome applications from all children, including those with Special Educational Needs (SEN) and disabilities.

We do not discriminate against prospective pupils because of a disability or special educational need. All applications are considered in line with:

- The Equality Act 2010
- The Children and Families Act 2014
- The SEND Code of Practice

Where a child has an Education, Health and Care (EHC) Plan, the local authority consults the school before naming it in the plan. We work closely with families and the local authority to ensure we can meet the child's needs appropriately.

For pupils with SEN but without an EHC plan:

- Applications are considered in exactly the same way as all other applications.
- Admission decisions are not based on a child's SEN or disability.
- We make reasonable adjustments, where required, to ensure equal access to the admissions process.
- Parents are welcome to contact the school to discuss their child's needs prior to application

We ensure our admissions process is accessible to all families, including providing information in alternative formats upon request.

### Admission of pupils with an EHC plan

In accordance with the Children and Families Act 2014, any child with an Education, Health and Care (EHC) Plan that names the school will be admitted.

These pupils:

- Are allocated a place before the school's oversubscription criteria are applied.
- Are admitted even if this means the school exceeds its published admission number (PAN).
- Do not count within the oversubscription ranking process.

This ensures that children whose needs have been formally assessed and whose EHC Plan names the school are prioritised appropriately and in line with statutory requirements.

## Oversubscription criteria and fairness

Where the number of applications exceeds the number of places available, the school applies its published oversubscription criteria in a clear, transparent and fair manner.

Our oversubscription criteria:

- Do not take into account a child's disability or SEN status.
- Are objective and measurable (e.g. looked-after children, siblings, distance from the school).
- Apply equally to all applicants.

The criteria are structured to ensure that:

- No child is disadvantaged because of a disability or special educational need.
- Reasonable adjustments can be made during the application process.
- Decisions are not based on academic ability (unless the school is a permitted selective school) or perceived capacity to meet need outside the statutory EHC process.

If parents believe their child's disability has affected their application, they have the right to:

- Appeal an admissions decision.
- Raise concerns under the Equality Act 2010.

## **13. How does the school support pupils with disabilities?**



You're 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.

We are committed to creating a nurturing, inclusive environment where every child is valued and supported to achieve their full potential. We welcome pupils with disabilities and work closely with families and professionals to ensure appropriate provision is in place.

As a small school, we are able to know our pupils and families well. This enables us to:

- Provide personalised support tailored to individual needs
- Build strong, trusting relationships with pupils and parents

- Respond quickly to emerging needs
- Offer a calm, supportive environment where children feel safe

We focus on removing barriers to learning so that all pupils can participate fully in school life.

In line with the Equality Act 2010, we make reasonable adjustments to ensure pupils with disabilities are not placed at a substantial disadvantage.

This may include:

- Adapting classroom layouts or seating arrangements
- Providing assistive technology or specialist equipment
- Adjusting teaching materials (e.g. larger print, visual supports)
- Allowing additional time for tasks or assessments
- Supporting mobility around the school site

We regularly review our Accessibility Plan to improve physical access, access to the curriculum, and access to information.

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

The wellbeing of our pupils is central to everything we do. We recognise that positive mental health is essential for children to learn, thrive and build healthy relationships. As a small school, we are well placed to provide personalised and responsive support.

We promote a caring, family-oriented environment where every child feels known, valued and safe. We:

- Build strong relationships with pupils and families
- Notice changes in behaviour or wellbeing quickly
- Respond promptly to concerns
- Provide consistent adult support

We foster a culture of openness where children feel comfortable sharing worries or concerns.

Mental health and emotional wellbeing are actively promoted through our PSHE curriculum and wider school ethos. We teach children about resilience, positive relationships and strategies for self-regulation, helping them to understand and manage their emotions effectively. Our behaviour policy focuses on understanding, reflection and restoration, supporting pupils to learn from situations and repair relationships. Through consistent expectations, inclusive practice and the promotion of positive friendships, we create a safe and supportive environment where children feel confident to express themselves and seek help when needed.

For pupils with more significant social, emotional or mental health (SEMH) needs, we work closely with families and may involve external agencies such as:

- Educational Psychologists
- CAMHS (Child and Adolescent Mental Health Services)
- School nursing services
- Early Help or family support services

Where appropriate, we contribute to support plans or Education, Health and Care (EHC) Plans.

All staff are trained to recognise signs of emotional distress and understand safeguarding responsibilities. Our designated safeguarding lead ensures that concerns are followed up promptly and appropriately.

We believe that strong home–school communication is essential. We work collaboratively with parents and carers to:

- Share concerns early
- Agree consistent strategies
- Signpost to additional support where needed

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



Lucy Clark, our Headteacher and SENCO will work with all staff to ensure they 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
- Schedule lessons with the incoming teacher towards the end of the summer term

## Between schools

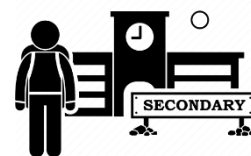
When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

## Between phases

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 your local offer. Kent County Council publishes information about the local offer on their website:

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

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?

Complaints about SEND provision in our school should be made to the SENCO in the first instance. 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.

## 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.

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- **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