



Langley Mill C of E Infant School and Nursery SEND ON A PAGE

Initial concerns

- Teachers/staff share concerns with the SENCO using our initial concerns form
- Talk to parents
- Ensure quality first teaching is in place.
- SENCO will observe the child in class and offer advice
- Cycles of assess, plan, do review
- Interventions
- Discussions around placing the child on the SEN register, and possible referrals to outside agencies

At Langley Mill Infant School and Nursery we know that ‘every teacher is a teacher of SEND’.

- Teachers know that they are “responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.” (SEND Code of Practice 2016, 6.36)
- We identify a child as having SEND when “their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.” (SEND Code of Practice 2016, 6.15)

CPD

- The SENCO has delivered “Good Autism Practice” Jan 2025 and prior to this ‘making sense of Autism was delivered in 2023 Other recent training includes – emotion coaching – Nurture – assessment – QFT – Inclusion – sensory toolkit - KCSIE
- Staff are signposted to appropriate training according to the needs of the pupils in their classes.
- Outside agencies offer support and advice around working with individual children, and signpost to further guidance

Key data:

SEN support	20.2%(20 chn)	National	13.6%
EHCP	1.9% (2 chn)	National	4.8%

Children on the SEN register per year group

Year group	N	YR	Y1	Y2
Number of children	1	4	8	7
% of year group	5%	21%	27.6%	25%

Area of need		% of children on SEN register
Communication and Interaction	14	14.1%
Social, Emotional and Mental Health	5	5.05%
Cognition and Learning	0	
Sensory and Physical	1	1.01%

We currently have 10.1% of children in receipt of Inclusion Panel Funding and a further 5% awaiting this.

There are currently 4.04 % of children going through an EHCNA/have applied for an EHCP.

6.06% of the school have a diagnosis of ASD. This comes under the broad area of need of Communication and Interaction.

These children make up 30% of the SEN register

This does not mean there is no need within the cognition and learning area as many needs cross over, this is based on the first/highest need.

Our SENCO – Miss Brown

Miss brown works closely with outside agencies, including:
 Educational Psychologist
 School nurse service
 Local SEND team
 Speech and language services
 Teacher for the deaf
 Inclusion Support specialist teacher formally:
 Autism Outreach
 Behaviour Support
 SSEN teachers

Working with parents

We recognise that working with parents is key to ensuring the success of children with SEND in school.
 We do this through

- termly One Page Profile meetings where parent voice is listened to and recorded and successes, concerns and targets are shared, parents also sign this.
- updating the website with advice, and signposting to local and national support; this includes the SENCO’s school email address for contact
- Open door policy – meeting and greeting parents on the playground at drop off and pick-ups.
- Meetings and general discussions with SENCO and support with forms.

Key School Governors

Our SEND governor is Steven Henshaw.
 Extra-curricular activities – ALL of our children are invited to join our extra curricula activities which include: Lego club, ECO club, colouring club, film club, cooking club, craft club, breakfast club.