Langley Mill Church of England (Controlled)
Infant School and Nursery
SEND Information Report Academic year 2026-2027

Dear parents/carers,

At Langley Mill Infant School and Nursery, we welcome all children and celebrate their uniqueness. Some children may need extra help at times, and this report explains how we support children with Special Educational Needs and Disabilities (SEND), and how we work together with parents and carers.

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1. What is the Local Offer?

The **Local Offer** is information published by Derbyshire County Council about services and support available for children and young people with SEND (aged 0–25).

You can find it here: https://www.localoffer.derbyshire.gov.uk/home.aspx

Our school SEND Information Report is part of this offer.

2. How do we identify if a child has SEND?

Children may need extra support at different points in their school journey.

A child is considered to have SEND if they:

- Find learning significantly harder than others their age.
- Have a disability that makes it difficult to use the same facilities as their peers.

We work closely with parents, children, and staff to build a clear picture. This includes:

- Teacher observations and assessments.
- Cause for concerns forms
- Talking with parents and carers.
- Listening to the child's voice.

SEND needs are grouped into four broad areas:

1. **Communication and interaction**. This can include: Autism spectrum disorder and or speech and language difficulties.
2. **Cognition and learning**. This can include: Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia Moderate learning difficulties Severe learning difficulties
3. **Social, emotional and mental health**. This can include: Attention deficit hyperactive disorder (ADHD) Attention deficit disorder (ADD) Anxiety and mental health needs
4. **Sensory and/or physical needs.** This can include: Hearing impairments Visual impairment Multi-sensory impairment medical conditions

3. Who is responsible for SEND at our school?

- **Class teachers** – make sure children's needs are met every day in class, plan support, and keep parents informed.
- **SENDCO – Miss Phillippa Wakefield** – coordinates provision, keeps records up to date, liaises with outside professionals, and supports staff and families.
- **Headteacher – Mrs S. Gardner** – oversees day-to-day provision for SEND and ensures parents are involved in decisions.
- **SEND Governor – Mr M Fotheringham**– checks that the school is meeting its statutory duties and supporting all children with SEND.

📞 Contact us:
Phone – 01773 713429
Email – info@langleymill-inf.derbyshire.sch.uk

4. How we support children with SEND

We use a **graduated approach**, meaning we put in place the right support at the right time.

Quality First Teaching (for all children)

- High expectations from all teachers.
- Lessons planned to build on what your child already knows.
- Different teaching methods used to match learning styles.
- Use of visual resources, practical equipment, and strategies recommended by professionals.
- Widgits have been introduced across school for September 2026 to help aid communication for all

Targeted Support

- Small group or 1-to-1 sessions run by teachers or teaching assistants.
- Focused activities to help close gaps in learning.

Specialist Support

- Involvement from outside agencies such as Speech and Language Therapists, Educational Psychologists, or health professionals.
- Parents are fully involved in decisions and referrals.

High Level Support (via EHCP or Inclusion Panel)

- Extra funding for significant, complex needs.
- Individualised support plans and additional adult support. (One-page profiles)
- Targeted support from our inclusion support advisory teacher (ISAT)
- Application for temporary funding such as **Inclusion Panel Funding**
- Specialist strategies written into an **Education, Health and Care Plan (EHCP)**.

5. What happens if we decide SEND provision is needed?

If you are concerned about your child's progress:

- Speak first with your child's class teacher.
- If you're still concerned, you can contact Miss Wakefield (SENDCO) or Mrs Gardner (Headteacher).

If teachers are concerned:

- We will contact you for a meeting.
- Together we will plan next steps, which may include extra support or referrals to specialists.

Support is recorded on our **Provision Map** and regularly reviewed to make sure it is working.

6. How we support children day to day

We adapt lessons and provide resources so all children can access learning.

This may include:

- **Adapting the curriculum** (grouping pupils, using smaller steps, 1-to-1 work).
- **Adapting teaching methods** (extra processing time, reading instructions aloud, pre-teaching key vocabulary).
- **Using aids and resources** (visual timetables, coloured overlays, slanted boards, laptops, larger print).
- **Widigit –** Specialist picture and word cards to aid and improve communication, these are used by teams such as ISAT and SALT but also help all students.

- **Support from Teaching Assistants** (1-to-1 or small group support).
- **Specialist interventions** such as nurture groups, sensory circuits, or positive play.

Children are always involved in their learning journey. They share their progress, successes, and goals through one-page profiles and review meetings.

7. Support for parents and carers

We value strong partnerships with families.

We offer:

- Regular opportunities to meet with class teachers, the Headteacher, or the SENDCO.
- SENCO meetings available as part of parents evening.
- Termly reviews of support plans with parents involved either as part of parent meetings or additional to where needed.
- Home–school contact books where helpful.
- Access to Derbyshire Information, Advice and Support Service (DIASS): Derbyshire IASS for SEND.

8. Supporting children at transition times

Transitions can be a challenge for some children. We help by:

- Using visual aids, “now and next” boards, and adult support.
- Sharing records and holding planning meetings with new teachers or schools.
- Providing taster sessions or transition books to prepare children.
- Ensuring consistency between EHCPs, SEN support plans, and new settings.

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9. Supporting emotional and social development

We know that some children need extra support with friendships, behaviour, or emotions.

We offer:

- A structured PSHE curriculum in every class.
- Additional support such as Emotion Coaching, nurture groups, positive play, 1-to-1 talking and drawing therapy, and therapeutic stories.
- Access to further support from Derbyshire Inclusion support and advisory team.
- Sign posts to parenting courses and Neurohubs.

10. Education, Health & Care Needs Assessments (EHCNA)

If your child needs more support than school can provide, we may apply for an EHC Needs Assessment.

This could mean:

- Extra funding and specialist advice.
- A detailed **EHCP** setting out support and goals through key stage outcomes.
- Involvement of your views and your child's voice at least once a year.

Parents or the school can request an assessment via the Local Offer website.

11. Looked-after children

For children who are looked-after (LAC) or previously looked-after (PLAC):

- Our **Family Support Worker** and **Designated Safeguarding Lead (DSL)** work closely with Miss Wakefield (SENDCO).
- Teachers are supported to understand how a child's circumstances may affect learning and wellbeing.
- Each child will have a **Personal Education Plan (PEP)**, which we ensure works alongside their SEND support plan or EHCP.

12. Complaints regarding SEND provision

If you have concerns:

1. Speak with your child's class teacher.
2. If not resolved, contact the SENDCO (Miss Wakefield).
3. If still unresolved, speak to the Headteacher (Mrs Gardner).
4. You may also contact Derbyshire's Parent Partnership service for independent advice.

Our full complaints policy is available from the school office and our website.

Staff Training and Expertise

Our staff are trained in a wide range of approaches to meet children's needs, including:

- Attention Autism
- Physical Literacy
- Sensory Processing and Sensory Circuits
- Inclusive Classroom practice (visuals, manipulatives, planning support)
- Nurture training and networks (through Derbyshire County Council and Engagement Team)
- Positive Play
- Working alongside Speech and Language specialists
- Trauma-Informed practice and Attachment Awareness
- Emotion Coaching

This training helps us to create a safe, inclusive and supportive environment for all children.