

Garlinge Primary School and Nursery

SEND Report to Governors

July 2026

1. SCHOOL PROFILE

On the 23 June 2026 Garlinge Primary School and Nursery had 728 pupils on role.

Whole school SEN data is presented below with comparisons to Kent and England averages.

183/728 (25.14%) pupils with SEND (K code and EHCP)

64/728 EHCP (8.79%) is the proportion of our whole school population that has an education, health and care (EHC) plan (This compares to 4.1 % nationally and 4.4% in Kent)

119/728 K Code (16.35%) is the proportion of our whole school population that has SEN support (This compares to 14.8% nationally and 15.1% in Kent)

The school has 2 specialist resource provisions (SRP):

SRP for children with Autism has 26 pupils

SRP for children with Physical Disabilities has 5 pupils

Garlinge Primary School and Nursery has 2 satellite classes, managed and run by Foreland Fields Specialist School.

2. SEND PROFILE

Year Group	MG	K Code	EHCP	SRP PD	SRP ASC
Nursery	0	5	0	0	0
Year R	16	8	6	0	2
Year 1	16	17	7	0	3
Year 2	14	19	11	0	6
Year 3	15	18	11	1	6
Year 4	10	15	8	2	4
Year 5	12	21	8	1	2
Year 6	11	16	13	1	3
Total	94	119	64	5	26

3. IDENTIFYING PUPILS WITH SEND

The school has a robust and graduated approach to identifying pupils with Special Educational Needs and Disabilities (SEND). Teachers work closely with parents and carers from the earliest stages, recognising the valuable insights they can provide about their child's strengths and needs. Through regular discussions with parents, families and classroom observations, we can gather information about children which is then used to inform our class provision maps. Assessment tools such as scatterplot graphs, and recorded evidence on CPOMS also help to provide a detailed profile of need to identify potential barriers to learning and inform appropriate support strategies.

Once concerns are initially identified and raised, a rigorous teacher referral process is implemented, which may trigger observations within the classroom or extra support being put in place for that child. Pupil Progress Meetings, assessment data, or teacher assessed evidence that a pupil is not making expected progress despite high-quality teaching, also leads to further interventions and support being put in place, often leading to the child being placed in the monitoring group. This is done in conjunction with parents.

Where concerns are identified, the class teacher and SENDCO collaborate to review the evidence and determine next steps. A range of screening and assessment tools may be used, including Language Link assessments, sensory checklists, Talamo dyslexia screeners and other relevant assessments, to gain a clearer understanding of the pupil's needs. Targeted support and interventions are then implemented through a provision plan, following the graduated approach of Assess, Plan, Do, Review. A child receiving extra support considered to be above and beyond the mainstream core standards is identified as having SEN support (K code). Once again, this is decided and agreed through discussions with parents and class teachers.

The effectiveness of support is reviewed regularly, typically after a six-week period, to evaluate progress and identify any adjustments required. Where necessary, referrals are made to external agencies and specialist professionals to obtain further advice and guidance. This could be through SENDCO surgeries held with a specialist teacher representative and the Inclusion Advisor for Kent. These can be an invaluable source of support and guidance and can also lead to specialist teacher visits to the school to meet groups of children. Throughout the process, pupils' progress and wellbeing are closely monitored, ensuring that support remains responsive to their changing needs and that appropriate provision is put in place to help them achieve their full potential.

Where a pupil is identified as requiring a higher level of support than can be provided through ordinarily available provision, the school will work closely with parents and carers to consider whether an application for an Education, Health and Care Plan (EHCP) is appropriate. Our SENDCOs support families throughout this process, assisting with the completion of the necessary documentation and gathering evidence to demonstrate the pupil's needs and the support already in place.

The school is committed to ensuring that parents feel informed and supported during the EHCP application process. Families are provided with guidance and signposted to independent sources of advice and support, including the local Information, Advice and Support Service (IASS), enabling them to access impartial information about SEND processes, their rights, and available provision. The school continues to work collaboratively with parents, carers, and external professionals to ensure that the pupil receives the most appropriate support to meet their individual needs throughout this whole process.

4. PROGRESS MADE BY PUPILS WITH SEND

This table shows the end of KS2 Assessment data for 2024/25. The data in brackets is the National Average.

ATTAINMENT OF PUPILS WITH SEND COMPARED WITH PUPILS WITHOUT SEND END OF KS2 ASSESSMENT DATA 2024-2025 DATA IN BRACKETS IN THE NATIONAL AVERAGE

	Reading	Writing	Maths
Pupils with SEND (K and E Code)	30% (42)	19% (32)	22% (40)
Pupils without SEND	84% (85)	87% (84)	80% (84)
Attainment gap	-54% (-43)	-68% (-52)	-58% (-44)

5. UPDATE ON THE SCHOOL'S IMPLEMENTATION OF THE SEND SYSTEM

At Garlinge Primary School and Nursery, we are guided by the Mainstream Core Standards to ensure that all children with special educational needs are offered a broad and balanced curriculum adapted to meet their individual requirements through making meaningful adaptations to the curriculum or learning environment.

The school adopts a graduated and personalised approach to support pupils with Special Educational Needs and Disabilities (SEND). Individual needs are identified through ongoing teacher assessments, and targeted support is provided through intervention groups and personalised support plans that outline specific outcomes and strategies. This may be an academic focus of maths and English, or it may be more SEMH based where children may be offered Nurture, Drawing and Talking or ELSA. Where necessary, pupils may receive additional adult support in small-group or one-to-one settings; however, staff consistently promote independence and encourage pupils to develop their confidence and self-reliance as learners.

To ensure support is tailored effectively, the school liaises closely with external agencies when specialist input is required, such as Speech and Language Therapy services. Each pupil with SEND has a pupil passport that identifies their key areas of need and outlines practical strategies for supporting them in the classroom. These passports are developed collaboratively with pupils, enabling them to share their views and preferences through pupil voice, about how they learn best, and how they would like to be supported. These can then be used to quickly share information and child preferences with new adults working in the classroom. The school also ensures that all teachers have access to up-to-date information about pupils' needs. Teachers can quickly access pupil profiles, including details of any SEND needs and their primary area of need, enabling appropriate adjustments and support to be implemented consistently across the school.

5. UPDATE ON THE SCHOOL'S IMPLEMENTATION OF THE SEND SYSTEM

In addition, behaviour incidents involving pupils with SEND are automatically referred to the SENDCO and Inclusion Team through CPOMS. This enables the school to monitor patterns, understand potential underlying needs, and ensure that appropriate interventions and support strategies are put in place where needed. Through these systems and processes, the school maintains a comprehensive understanding of its pupils with SEND and provides targeted, responsive support to help them achieve positive outcomes.

Our school promotes an inclusive culture through a whole-school commitment to equality, belonging, and positive relationships. We follow the relational approach and guidance taken from *When the Adults Change, Everything Changes* (Paul Dix), which encourages staff to reflect on and adapt their practice to create a supportive and nurturing environment for all pupils. This is complemented by our SEND Policy, which ensures that children with additional needs are identified, supported, and fully included in all aspects of school life. All children in the school have learned the new school rules of being Safe, Caring and Ready, and they have had a chance to share what they think this should look like through pupil voice opportunities.

In addition, assemblies and circle time sessions provide regular opportunities for pupils to discuss themes such as diversity, respect, empathy, and inclusion. These activities encourage children to value differences, develop positive relationships, and contribute to our whole school community where everyone feels safe, respected, and able to achieve their potential.

Our school recognises the importance of strong partnerships with parents and carers of pupils with SEND and is committed to maintaining open, regular, and effective communication. Parents are kept informed of their child's progress and support through regular telephone calls, as well as termly meetings with class teachers to discuss attainment, wellbeing, and next steps in learning. Both SENDCOs are available to meet with parents and carers throughout the year, offering flexible opportunities for both scheduled appointments and informal drop-in discussions to address any concerns, share updates, or provide guidance. Communication is further supported through the My Child at School (MCAS) system, which enables parents to access important information and updates regarding their child's education as well as message the school directly requesting extra support if needed.

To strengthen collaboration between home and school, we also offer parent and pupil workshops that provide practical strategies, information about SEND provision, and opportunities for families to engage with the support available e.g. Workshops run by the Emotional Wellbeing Practitioners. For pupils with Education, Health and Care Plans (EHCPs), annual review meetings are held to evaluate progress towards outcomes, review the effectiveness of provision, and ensure that pupils, parents and carers, and professionals contribute to future planning. These are particularly valuable as it provides the child and the parent with opportunities to share in successes as well as discuss difficulties which they may be facing and see how further support can be offered.

Furthermore, the school offers specialist provisions in the form of an ASD SRP and a PD SRP. In the ASD SRP, a stage over age approach is taken to meet the needs of all individual children. Lessons and interventions are tailored to meet the needs and requirements named on the children's EHCPs. All children have equal access to clubs and school trips and are supported by SRP members of staff to access these when necessary. All children access forest school in Reception and year 1, and swimming lessons from year 4 upwards with the opportunity to access inclusive swimming sessions for the more vulnerable children.

6. SEND FUNDING

Impact of Primary SEN Funding

Primary SEN funding enables the school to provide a graduated and responsive approach to meeting the needs of pupils with Special Educational Needs and Disabilities (SEND). Funding is used strategically to provide specialist expertise, targeted interventions and additional adult support that remove barriers to learning, promote inclusion and improve outcomes for pupils. Where appropriate, Pupil Premium funding is

6. SEND FUNDING

combined with SEND funding to ensure pupils with multiple vulnerabilities receive coordinated, personalised support. The Executive Headteacher has overall responsibility for the strategic allocation and effective use of the school's SEND funding, working in close collaboration with the Heads of School, SENDCos and Business Manager to ensure resources are deployed efficiently and aligned with pupil's identified needs and the school's SEND priorities.

Targeted Teaching Assistant Support

Primary SEN funding also enables the school to deploy skilled Teaching Assistants and additional adults strategically across the school. Adult support is carefully planned and reviewed to ensure pupils receive timely intervention while promoting increased independence.

Additional adults work alongside teachers to:

- Deliver evidence-informed interventions.
- Provide pre-teaching and overlearning to consolidate learning.
- Adapt learning activities and resources to meet individual needs.
- Implement recommendations from specialist professionals.
- Monitor pupil progress and contribute to the Assess–Plan–Do–Review cycle.
- Support pupils to participate fully within quality-first teaching.

The deployment of additional adults is regularly evaluated to ensure support remains focused on improving outcomes rather than creating dependency.

Specialist Communication Support

Funding provides access to a Speech and Language Therapist who assesses pupils, delivers targeted intervention and advises staff on effective classroom strategies. This specialist input is complemented by dedicated Speech and Language Teaching Assistants who deliver programmes consistently, reinforcing skills and enabling pupils to apply them within everyday learning.

The impact of this provision includes:

- Improved speech, language, and communication skills.
- Increased confidence when communicating with adults and peers.
- Improved access to the curriculum.
- Enhanced literacy development, particularly in reading comprehension and writing.
- Greater participation in whole-class learning.

Social, Emotional and Mental Health (SEMH) Provision

Recognising that emotional wellbeing underpins successful learning, SEN funding supports a range of therapeutic and pastoral interventions including Learning Mentors, Drawing and Talking, Emotional Literacy Support, Thrive and Nurture-based assessments and interventions.

These approaches enable pupils to:

- Develop emotional resilience and self-regulation.
- Improve attendance, engagement, and readiness to learn.
- Build positive relationships with adults and peers.
- Reduce anxiety and emotional barriers to learning.
- Improve behaviour for learning and classroom participation.

6. SEND FUNDING

This early intervention approach helps prevent needs from escalating and supports pupils to access learning successfully.

Impact on Outcomes

The strategic use of Primary SEN funding and where appropriate, Pupil Premium Funding has contributed to:

- Improved communication and language skills.
- Increased engagement and participation in learning.
- Improved emotional wellbeing and resilience.
- Better attendance and punctuality for targeted pupils.
- Improved behaviour and self-regulation.
- Greater independence within the classroom.
- Improved progress from individual starting points.
- Increased inclusion in all aspects of school life.

Pupils receiving targeted support are better able to access the curriculum, develop positive relationships, and engage confidently in learning.

Monitoring and Evaluation

The effectiveness of Primary SEN funding is monitored through:

- Progress towards individual SEND outcomes and Education, Health and Care Plan (EHCP) targets.
- Academic progress and attainment data.
- Speech and Language assessments.
- Thrive and Nurture assessment outcomes.
- Attendance and behaviour information.
- Pupil and parent voice.
- Intervention evaluations.
- Regular review meetings with teachers, support staff and external professionals.

Leaders review this information regularly to ensure funding is allocated effectively; interventions demonstrate impact and provision remains responsive to pupils' changing needs.

Strategic Impact

The school's investment in specialist staff, therapeutic interventions, and targeted adult support reflects its commitment to providing an inclusive education where every pupil can achieve success. SEN funding enables early identification, timely intervention and personalised support that reduces barriers to learning, improves pupil wellbeing, and promotes sustained progress. SEN funding is deployed strategically, monitored robustly and evaluated through a range of measures to ensure it delivers positive outcomes for all children and represents effective use of funding.

7. STAFF DEVELOPMENT

The schools designated SENDCOs are Mrs Sarah-Jayne Bond and Miss Melissa Rowden.

Mrs Sarah-Jayne Bond is a qualified teacher with over 10 years of experience in this role and has worked as a teacher in mainstream and specialist education for over 28 years. She is trained and experienced in all key areas of SEND and also holds the following qualifications: B.A. (Hons) Degree; PGCE (Post Graduate Certificate of Education); PGC (Post Graduate Certificate) in Psychology; MA (Distinction) Special Educational Needs and Autism (Children); NASENCo (National Award for Special Educational Needs Co-ordination); NPQSL (National Professional Qualification in Senior Leadership) and NPQH (National Professional Qualification in Headship).

Miss Melissa Rowden is a qualified teacher with over 10 years of teaching experience working in both mainstream and specialist education. She is trained and experienced in all key areas of SEND and holds the following qualifications: B.Ed. (Hons) Degree, NPQML (National Professional Qualification in Middle Leadership) and NPQSENCO (National Qualification in Special Educational Needs Co-ordination).

Over the last academic year, all staff have participated in a comprehensive programme of professional development to ensure they are equipped to meet the diverse needs of all pupils. Mandatory training has included Safeguarding, The Prevent Duty, Allergies and Anaphylaxis, Online Safety, and GDPR, ensuring that staff maintain up-to-date knowledge of key statutory responsibilities and best practice.

The school's ongoing safeguarding, online safety, and wellbeing training ensures that pupils feel safe, supported, and ready to learn. The continuous professional development undertaken by staff has strengthened inclusive practice across the school, helping to improve outcomes for all pupils and ensuring that children with additional needs are able to access the curriculum, make progress, and achieve their individual potential.

Teaching staff have also undertaken specialist training through the Autism Education Trust on supporting children with autism, enhancing their understanding of inclusive strategies and approaches within the classroom. In addition, all teachers, teaching assistants and senior leaders have received training in Positive Behaviour Support with some trained in ProAct SCIPr-UK, enabling them to effectively promote positive behaviour, emotional regulation, and pupil wellbeing.

Furthermore, all staff have participated in training based on Paul Dix's *When the Adults Change, Everything Changes* approach. This training promotes a compassionate, consistent, and adult-led approach to behaviour management, emphasising the significant role that adult behaviour plays in shaping a positive school culture. Through this professional development, staff have developed a shared understanding of the importance of building positive relationships, maintaining high expectations, and responding to behaviour in a calm and consistent manner.

The impact of this training has been seen in the development of a more inclusive and nurturing learning environment, where pupils feel valued, respected, and supported. Consistent approaches across the school have strengthened relationships between staff and pupils, improved engagement in learning, and helped to create a culture of trust and mutual respect. By focusing on positive interactions and restorative practices, staff are better equipped to support pupils' social, emotional, and behavioural needs, enabling them to access learning more successfully and achieve positive outcomes.

Alongside face-to-face training, all staff complete a range of online courses to further develop their knowledge and skills across a variety of educational, safeguarding, and SEND-related areas. This ongoing commitment to professional development ensures that staff are well prepared to provide high-quality support, remove barriers to learning, and create an inclusive environment where every child can thrive and achieve their full potential.

Training all staff across the school to deliver a consistent, whole-school approach has been challenging due to time and resource constraints. However, by delivering training in short, manageable sessions that are repeated multiple times, it has become more accessible to all staff. This flexible approach has enabled most staff members to attend the training at a time that suits their schedules, supporting greater consistency in practice across the school.

8. WORK WITH EXTERNAL AGENCIES

Children and Young People's Mental Health Services (CYPMHS)

Children are regularly referred to CYPMHS for neurodevelopmental assessments and mental health support. However, waiting lists for both assessments and therapeutic support remain extremely long. During these waiting periods, the school continues to work closely with parents and carers, providing guidance, signposting to alternative services, and identifying additional sources of support where possible.

Emotional Wellbeing Practitioners (EWPs) – NELFT

Our collaborative work with the Emotional Wellbeing Practitioners (EWPs) has continued to be invaluable. They have provided support to pupils, parents, carers, and staff through a range of initiatives.

Throughout the year, EWPs have delivered several parent workshops focusing on behaviour management and supporting children with anxiety and worries. Following these sessions, parents have been able to express interest in targeted six-week intervention programmes, with places allocated based on need or through school signposting. Feedback from parents has been overwhelmingly positive, with many reporting increased confidence in supporting their children.

There has also been an increase in individual parent consultations following school-based review meetings. Parents have greatly valued the personalised advice and support provided by the EWPs. This term, the team has also delivered Year 6 transition workshops, helping pupils prepare for the move to secondary school. These sessions have been extremely well received.

Speech and Language Therapy (SALT)

We continue to work closely with the Universal Speech and Language Therapy (SALT) Team, who provide weekly support for pupils whose speech and language needs are identified within their EHCPs.

Where pupils do not make expected progress following targeted interventions delivered by our Speech and Language Teaching Assistants and commissioned Speech and Language Therapist, referrals are made for further specialist assessment.

Regular network meetings take place involving the Universal SALT Team, Specialist Teacher, commissioned Speech and Language Therapist, SEND Inclusion Advisor and school staff. These meetings review current practice, monitor our progress in embedding the Balanced System®, and identify priorities for further development.

The support provided by our commissioned Speech and Language Therapist has been particularly valuable this year. This has included:

- Training staff to deliver the Talk Boost intervention, which has demonstrated significant positive impact on pupils' communication skills.
- Providing direct speech and language intervention for children who are unable to access continued support through the Universal SALT Team.
- Delivering training for staff supporting the Reception Morning Provision, enhancing the quality of classroom practice and early language provision.

Educational Psychology Service

We have participated in two school-based reviews with our allocated Educational Psychologist from the Margate Community of Schools. These extended review meetings have enabled us to evaluate our current SEND practice, with a particular focus on strengthening our graduated approach to identifying needs at the earliest possible stage.

Together, we have reviewed the assessment tools used across the school, including Language Link and Talamo assessments, to ensure they effectively support early identification.

Across the Margate Community of Schools, improving reading outcomes for pupils with SEND has been identified as a shared priority. As a result, targeted professional development has begun to strengthen staff expertise in this area.

8. WORK WITH EXTERNAL AGENCIES

Occupational Therapy and Physiotherapy

The school continues to work closely with Occupational Therapists and Physiotherapists who provide assessment and support for individual pupils. Designated members of staff work alongside these professionals to learn and implement personalised programmes, ensuring that therapeutic recommendations are consistently embedded into pupils' daily routines.

School Nursing Service

We have continued to work collaboratively with the School Nursing Service, making referrals where appropriate and accessing specialist advice. Support has included guidance around toileting, anxiety management, and training for staff in meeting complex medical needs, including tube feeding and epilepsy awareness.

SEND Inclusion Advisor

Our SEND Inclusion Advisor has worked closely with the school throughout the year. We attend regular online SEND drop-in sessions to discuss individual pupils, review provision, and seek professional advice.

The Inclusion Advisor has also played a key role in supporting both the school and families where pupils' needs have exceeded the support available within our setting, assisting with discussions around alternative provision and specialist placements where appropriate.

Specialist Teacher Service

Our working relationship with the Specialist Teacher Service remains positive and beneficial. However, following county-wide changes to the service, there have been significant challenges in accessing timely support.

Although the school has continued to engage proactively with external agencies and submit referrals promptly, the revised referral processes, Community of Schools meetings, and ongoing uncertainty regarding the support available through Professional Resource Groups have created delays.

At the beginning of the academic year, specialist teaching support was not consistently available. This had a particular impact on our most complex pupils in the Early Years Foundation Stage, where timely specialist advice is essential to evidence graduated support and inform applications for Education, Health and Care Plans (EHCPs).

Despite these challenges, the school has continued to work collaboratively with external professionals to ensure pupils receive the best possible support, while adapting internal provision to meet needs wherever possible.

9. DOCUMENTS

DOCUMENT REVIEW TRACKER					
	Produced	Published	Available on your school website	Last reviewed	Review date
SEN information report	18 March 2025		Yes	June 2024	September 2026
SEND policy	Sept 2025		Yes	Sept 2025	Sept 2026

DOCUMENT REVIEW TRACKER					
Equality objectives policy	July 2025		Yes	July 2025	July 2028
Accessibility plan	24 Mar 2026		Yes	March 2026	March 2029