

SEN information report

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SEN needs

The definition of Special Educational Needs is as follows: '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.'¹ Children and young people's SEN are generally thought of in the following four broad areas of need and support (SEN Code of Practice, 2015, paragraphs 6.28 – 6.35):

1. Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASC are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

2. Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3. Social, emotional and mental health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated,

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https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

4. Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

The breakdown of needs at The Langton for the academic year 2021-2022 is demonstrated in the tables below:

21/22	Total	%	EHCP	EHCP %	SEN	SEN%	AEN	AEN%
C&L	127	48	0	0	0	0	127	57
C&I	84	31.5	41	98	1	33	42	19
SEMH	21	7.8	0	0	0	0	21	10
S/P	34	12.7	1	2	2	66	31	14
Total	266		42		3		221	

The Langton has a Specialist Resource Provision for Autism. We have 42 students as part of the SRP, in addition to those we have 7 students who have an EHCP or are receiving SEN support: 4 with C&I needs and 3 with S/P needs. 3.4% (NA is 4%) of students at The Langton have an EHCP, this has increased from 2.5% last year (NA was 3.7%). As we are a grammar school setting, there are additional requirements to entering the setting and therefore it is expected that the EHCP percentage for needs such as cognition and learning might be lower. In 2020 the Government released 'Grammar School Statistics' in which it stated that:

In 2019, pupils at grammar schools were much less likely than pupils at non-selective schools to have Education Health and Care (EHC) Plans or Statements (0.3% compared to 1.7%), have Special Educational Needs (SEN) support (4% compared to 11%)²

Although these statistics are slightly outdated, it is evident that due to the SRP we still have more students with EHCPs than an average grammar, but a lower level on SEN support. The number of students with an additional educational need totals 221, therefore 21% of our cohort have an additional or special educational need. Interestingly, 57% of those with AEN have C&L needs, 19% have C&I needs, 10% have SEMH needs and 14% have S/P needs. Our main interventions support those with C&L and C&I needs.

² <https://researchbriefings.files.parliament.uk/documents/SN01398/SN01398.pdf>

Through having the SRP for Autism we naturally have the expertise and understanding amongst the staff and resources available to help students with those needs and make adjustments to their curriculum. We also have a range of support on offer for students with C&L needs, with literacy support in KS3 and revision and study support in KS5. We work closely with the English department to ensure the relevant support and setting is in place for KS4, as the students have received a grounding of support in KS3. Through reasonable adjustments and quality first teaching, we accommodate a large number of our students within the mainstream. SEMH is a need which is growing and we have an increasing range of staff with a focus in this area, demonstrating how we are ready to support these students. The sensory and/or physical needs are the most variable and wide ranging. Our staff adapt and support the students as needed and work closely with the county experts to ensure we can provide the best education for the students.

SEN Provision

Whole School Approach

Quality first teaching and additional interventions are seen as standard across the school; ensuring all students, whether with a defined need or not, have the best support to access their education and thrive at The Langton. Through the staff working collaboratively with each other, the students and the parents, we are able to best support the child whilst in our care. Through a culture of success and positivity, adaptation is the norm which enables students to access the mainstream curriculum. Yearly CPD and teachers' observation allow us to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. These discussions serve to remind staff that all teachers are responsible for every child in their care, including those with special educational needs. The SEN team review and record what we offer every child or young person in our care and what we offer additionally, to ensure all our learners can progress. The aim of the SENCO is to make our teachers and managers experts in SEN, to ensure that all students can thrive at our school.

Underpinning our provision in school is the graduated approach cycle of Access → Plan → Do → Review. **Assess:** The progress of students in all lessons is formally assessed by the teachers three times a year through the report cycle. This data is analysed by the academic leads and then the relevant staff are informed of the findings. The staff informed of the results are the Heads of Year, the SENCO, the academic mentors and SLT. Informal data is collected when necessary, for example if a concern is raised about progress or engagement, we do not need to wait for the report data. **Plan:** Where it is clear that a student is struggling the school consults with the students and their parents and the relevant intervention or support is agreed upon. This could be led by the HOY, teacher or SEN department. **Do:** The intervention and support is put in place for the student. **Review:** The data is reviewed at the next learning report. However, if it is clear that something is not working, or is still hindering the progress then we can intervene earlier by looking at the soft data.

Our approach to identification and assessment of special educational needs is set out in our SEN Policy [<https://thelangton.org.uk/app/uploads/2022/01/AEN-Policy-2021.pdf>]. We have set out below summary information on the school's approach to SEND which covers the following areas:

Teaching students with SEND

Where necessary, adaptations are made to ensure progress for all learners. These adaptations are made following the advice of the LSA and/or student and written in a pupil profile. The profile lists information about the student's strengths and weaknesses for each staff member to see. This is to help the staff understand the needs of the student, for example where they should sit, mannerisms, what areas of the curriculum they might struggle with, guidance as to how they might best access lessons, how to adapt resources etc.

Additional support and equipment is listed under the resources available below.

Curriculum adaptation

Where necessary, we can adapt the curriculum to help facilitate a students' learning. For example, some of our students with SEND become overwhelmed with the amount of homework in KS3, we can then consider where we can use time in school to help a student complete work in a school day. A detailed analysis was conducted in the academic year 2020 -2021, where 67% of our students with SEN have a reduced curriculum in KS3. The majority of the subjects which are dropped are MFL at 52%; it is worth noting that some students are taking two languages, so they are still able to develop the skills a MFL offers. Often our students with SEN struggle with the subject English and therefore struggle to apply grammar rules and understanding to other languages also. 35% of subjects dropped at KS3 were the creative option, this is due to the boys understanding that they are an 'option' at GCSE and therefore feeling more comfortable to drop it earlier in their academic careers.

It is important to note that we review this each term to ensure it is the right decision for the student. The LSAs work hard to encourage the students to attend lessons again, this is easier to do with creatives than MFL. Anecdotally, our students 'fail' more in MFL than creatives, so this will have an impact on our student's attitude towards the subject. The creatives are more adaptive and build upon rewarding confidence and effort – they are not seen to be failing constantly and can better manage their anxiety. The creatives allow our students with C&I a chance to develop more social and emotional skills and understanding.

In KS4 70% of the students had a modified curriculum. This is to give them more time on their timetable to engage with the key subjects and allow them to focus on other skills. Without this time their breaks and lunches would be filled with homework. This would mean they would not be able to wind down, relax or develop their social skills.

A further consideration is the access to the English GCSE course. All of our students are entered into English Language GCSE, but they can occasionally become overwhelmed and anxious at the prospect. We will sometimes offer students the chance to sit Functional Skills English. This is a more practical application of the English Language skills and can be taken into consideration when students would like reassurance or might not manage the GCSE. This allows them to show their skills to future educators and employers. In the academic year of 21 – 22, 4 students needed to complete the FS English Level 2 exam, 3 students passed and one did not sit the exam due to a change of placement.

In KS5 the students have selected their key subjects and can therefore focus on those subjects and they have free periods to focus on and complete their work. 73% of our KS5 cohort did not manage to complete the EPQ. This is due to the nature of the task: there is a lot of freedom with the project and although there are deadlines, they are often not explicit which can lead to our students with SEN feeling overwhelmed and anxious. More guidance is put in place for them, but often it has a negative impact on the rest of their subjects.

%	Lang	Creative	Option	HOI	PB/Citz	EPQ	Students Reduced	Students full
KS3	52	35	4.3	4.3	4.3		67	33
KS4			60	30	10		70	30
KS5						100	73	27

Supporting the social, emotional and mental development of SEND pupils

Through the establishment of the SRP we have been able to use the staff expertise to educate the school staff on the needs of students with SEN. This has allowed us to engage and debate with staff to help to support the students. This has naturally fostered an ethos of inclusion. As The Langton prides itself on not being an 'exam factory' it encourages a range of attributes to ensure we have 'well-rounded' students. As part of this ethos there is a zero bullying policy. Differences are discussed and acknowledged in assemblies, lessons and in form time to help promote the idea of inclusivity; inclusivity is key to ensuring and supporting those with additional needs. The key attributes are often rewarded and praised when demonstrated allowing students with SEN to understand the emotional development which can happen at school also. We have a list of interventions from wellbeing to board game club, to help students with SEN to develop socially and emotionally whilst at The Langton. Unfortunately, due to the last few years there has been a limit on the social interactions and we were concerned about the isolation of our students whilst at home. LSAs spoke regularly to parents and students and encouraged different activities or potential ways to stay in touch. Students were also invited to work in school, where deemed it was necessary.

Evaluation of the provision

Each year we look at the needs of our students and ensure we have the right support and provisions in place to support all learners. The SENCOs often go on training courses and encourage staff to complete CPD to ensure we have the relevant training to help support students.

Where the school needs additional support or expertise to meet the needs of a pupil with SEND, it may be necessary to call upon support from external agencies (e.g. Educational Psychologists, Speech & Language Therapists, other Local Authority services, Occupational Therapists etc). Our approach in such situations is to liaise with the parents/ care givers before contacting LIFT. We use LIFT to check we are supporting the student in the best way forward and to be put in contact with any further specialist. Once we have held the meeting, we liaise with the staff student and care givers involved to ensure all agree to a plan and accept the provision in place. Occasionally, LIFT may be omitted when we need to more quickly support the student. We work with the parents and external agencies to ensure relevant support is in place for the student to access education.

We have internal processes for monitoring quality of provision and assessment of need. These include reviewing students' progress towards their targets on a termly basis, reviewing impacts of interventions, examining the termly data, liaising with the parents to name a few.

Deployment of resources

Students who attend our SRP have a range of resources to help them to settle and engage with the mainstream curriculum and access school. This support is personalised for each student. Some of this support can also be offered to those with SEN, where needed. The Faculty of Support can offer a range of the following:

- LSA support – Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age. Each student has an allocated member or members of staff; this is their point of contact and is there to help them to navigate the school. LSAs can help get them to lessons on time, help with the organisation, help to establish relationships with peers and teachers. The aim for LSA support is to encourage independence as the student goes through the school, so they can slowly take away their reliance on the LSA for organisation. For example, a year 7 LSA might attend 90% of the student's lessons, but by KS4 the LSAs will be mainly there for out of lesson support and organisation.
- Desk space in base – this gives the student a space to organise and store their work. They are able to personalise this space with drawings and pictures which mean something to them. This is to help them identify it as a safe and calming space. Their timetable is also displayed to help them navigate the school day. This desk can be used to complete homework, school work or assessments if the students feel overwhelmed or stimulated in the mainstream environment. They have their own set of organisational drawers also.
- Quiet room– we have a room with filtered lights and soft furnishings. This is there as a safe space for students to access when they feel overwhelmed. They can use this space to wind down and
- Lunch Room – a separate lunch room to offer the boys a quieter place to eat. It takes them away from the main school lunch area which can be overwhelming and noisy for those with autism.
- Changing room – there is a small changing room in Base for the boys to use, this is to avoid being overwhelmed or anxious whilst using the main changing area.
- Wellbeing – A range of trained staff are available for students, ranging from wellbeing mentors to a school counsellor. There is a comprehensive system in place, beginning with HOY intervention to ensure the right level of support is in place.
- Wheelchair Access – In the last few years the school has installed automatic doors on some of the ground floor doors. This allows students with wheelchairs to access the majority of the classrooms on the ground floor and the main hall and Tong Centre for 6th form. There are automatic doors leading to the sport's hall corridor, where a lift can take students to the 6th form area.
- Care Suite – a care suite has been installed which allows students with physical disabilities to be cared for and use the toilets safely. There is a small room as you go in, where students can have lessons or spend time with friends.

- Interventions – at The Langton we run a range of interventions depending on student need. A list of the available interventions is shown below. Children with SEN or disabilities may, from time to time, require access to different equipment or facilities. We will aim to support these needs following an evidence based approach utilising internal and external resource where necessary.

Faculty of Support Overview Provision Map	
Access to low stimulus environment (Base/M3/6 th Form)	Wiggle cushion or other OT recommended resource
Safe haven / Sanctuary (Base/M3/6 th Form)	Writing slope or other OT recommended resource
Organisational support	Writing frames/Word Banks/Sentence Starters
Emotional support- wellbeing team	Reader
Designated work space	Scribe
Computer / Laptop / I pad	Prompter
Physical strategy 'stress toy' etc	Touch typing training
Access to advocates / key worker	Spelling Club/Library Lesson intervention
Individualised time table	Individualised literacy intervention (1:1)
Exit strategy	Literacy intervention (Small group)
Additional exam access arrangements	Maths Intervention
Regular/Daily liaison with parents	Social Group
Speech and Language Therapy (SLT)	Academic Mentoring (Through Faculty Support Mentors)
A designated Faculty/M3/Sixth Form Base locker	Reduced Curriculum/Dropped Option Study
Small group sessions with English/Literacy specialist	Academic Mentoring (Through Sixth Form Mentors)
Counselling	Homework support (After school)
Coaching sessions	6 th Form Study skills group
Careers guidance	Social communication group- 'Year 7 lunch club'
Visual timetable	Mediation between student/teacher
Assistive technology e.g. VI/HI	Support during trips
In class support/LSA	Access to supervised small lunch room
Differentiated PE / Games lessons	Use of small PE/Games changing area
Mentoring Support	Revision and Exam Technique sessions
Use of 6 th Form Study Room/Office during study slots	Home-School Contact Book

SEN Examination Results Analysis

A Level

The SEN A Level results this year generally positive. There was an 100% pass rate and 94% A* - C grades. Two of the cohort also made great progress during their time with us. One had been part of the SRP since year 7 and the other student received SEN support at GCSE. This cohort was still dealing with the impact of the covid years. These years impacted individual students differently, especially as some students required more time away from school. We would still like to continue to improve upon SEN students' progress at KS5, as discussed in the targets for next year.

GCSE

The GCSE cohort had a more turbulent time. Although there were some clear success stories, there was an 86% pass rate (9-5), which is lower than the whole school results. The limited curriculum must be taken into consideration when looking at the progress 8 scores (which are yet to be released). Due to the nature of this cohort and the SEN needs we expected there to be a lower pass rate. However, this will also be a close target for the following academic year: year 11 SEN revision workshops have been put in place and a KS4 coordinator for the has been appointed to monitor these students.

Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach. If a staff member is the first to notice a need, parents are contacted and involved with the discussion surrounding interventions and support for students, including the outcomes. We encourage open communication with the students and their parents, so they understand the purpose of the work and the targets; this will give it the best possible chance of success.

If the parents or student are the first to identify or be concerned over a need they are welcome to contact the SENCO directly. Often the first point of contact is a form tutor or HOY, who then put the family in touch with the SENCO. As a note; after home schooling, we had a notable increase of parents getting in touch to discuss the needs of their children and any struggles they experienced.

If a student is on SEN support, or has an EHCP then the parents are consulted formally three times a year. For those with an EHCP there is continuous conversation between the LSA, the student and the parent.

As part of the SRP we hold a steering committee meeting twice a year. The meeting involves KCC, parents, teachers and students. it had not taken place for a number of years due to covid, but one was held in the summer of 2022. The parents' voice was very clear on the positive impact that the SRP has had on their children and the PEO was pleased with the support on offer. The meeting gave us new targets for the academic year of 22/23: to streamline how our LSAs gather notes on students, to ensure all paperwork is efficient; complete a parent and pupil questionnaire to help further improve our SRP.

Staff contacts and development

The SEND provision within our school is co-ordinated by the SENCO. Our SENCO is Samantha Harvey who can be contacted at the school by e-mailing sharvey@thelangton.kent.sch.uk.

The SRP is operated by Matthew Tithecott who can be contacted at the school by e-mailing mtithecott@thelangton.kent.sch.uk. Mr Tithecott is also a Safeguarding officer and oversees the Looked After Children.

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

Area of expertise	Initials of person
C&I	MTi, JPH, LS, LB
C&L	SH, JB, JPH

SEMH	MTi, SP, LS, LB
S/P	AP. LS

Important courses were still completed which we hope to expand upon next year: JB is now a L5 Dyslexia Specialist Teacher and MTi has completed SPELL training and can now be a trainer, First Aid for Mental Health to self-nominated 6th formers.

There are external support services available for parents of children with SEND which can be found at: <https://www.iask.org.uk/>

School partnerships and transitions

The SEN Code of Practice states: SEN support should include planning and preparing for transition, before a child moves into another setting or school. This can also include a review of the SEN support being provided or the EHC plan. To support the transition, information should be shared by the current setting with the receiving setting or school. The current setting should agree with parents the information to be shared as part of this planning process.³

This year, we worked with our feeder partners to welcome 7 students with special educational needs or disabilities. In order to achieve a smooth transition for our new cohort we have a group of staff who go to Primary schools and liaise with the teachers and SENCO. This ensures students have seen new teachers and we have a more practical understanding of the student and their needs than an EHCP allows. Once the initial visit is made our future year 7 SEN cohort come to the school on transition days. This is to help them understand and familiarise themselves with the SRP, the safe spaces and the staff. We run two days and extend their time spent in school to ensure they are comfortable in their new setting. These have always been very successful and help to calm the anxieties of both the parents and the students.

We supported 3 children and young people transition to the next phase in education in KS4. One completed a mid-year transfer and 2 left us for College after completing their GCSEs. 7 students left us after completing their A Levels, 6 of which went on to university and the final student took a gap year and is currently applying for Oxbridge. We help to prepare the students through application support and, where necessary, contact with their universities. Through the interventions and support offered throughout the school we are able to slowly remove the support and increase independence ensuring they are more prepared for university. We inform them of the university structures and help them to liaise with the SEN departments.

The School works closely with the local authority which retains a strategic role across its area to support SEND provision. Details of that support are set out in the local authority's local offer which can be found at:

<https://local.kent.gov.uk/kb5/kent/directory/results.action?localofferchannel=0>

We closely monitor children and young people's destination data.

Recent Challenges

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https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Recent challenges for our school have included supporting students through a global pandemic. The Covid 19 virus and subsequent school closures impacted our students with SEN in a variety of ways. Some benefited from the lack of social pressure and the anonymity of online lessons (they were not forced to have the cameras on); they were able to question the teacher directly without 'public scrutiny' and listen without the social pressure. As our SEN students had LSA to liaise with, they were monitored closely and allowed to come into school, where home learning became too difficult. However, we acknowledge that it is important to develop a range of skills at The Langton. Our students within the SRP have come back with a positive attitude to socialising and have renewed the friendships. However, we have seen the negative impact it has had on some of our students taking their examinations this year.

Our AEN students are the ones who have struggled the most with the online learning environments. Most of our AEN students struggle with organisation and the lack of structure and ever-changing dynamics were not conducive to lesson engagement and managing workload. It is much harder for students with a neurodiversity to engage with the online environment and remain focused for the lessons. This has impacted their overall learning and we are still seeing the impact of this as students are struggling to revise and fully apply themselves.

A further challenge remains the space available for students. The SRP was designed to accommodate 3 students per year in KS3 & 4, however, we have a much higher level of students in the SRP. This means we cannot offer as much support to other students as we used to. The quiet spaces are louder than we would like, which hinders relaxation and free time.

Further development

Our strategic plans for developing and enhancing SEN provision in our school next year include a renewed CPD plan for staff. As the needs of our students expand, our staff understanding needs to grow also. We need to look forward to growing areas of need within the school and ensure that staff have the tools at their disposal to help to support and engage these students.

A lot of the AEN support which is in place engages with our students throughout KS3 & 4, this is to ensure they have the relevant support in place. However, as a large number of students join our Sixth Form from other schools, we need to establish more rigorous support for KS5 to help new students understand what support is on offer and where they can find it.

We are looking to develop and expand our space to help facilitate the growing number of students in the SRP. This will focus on a new KS4 area, with a new appointment of KS4 co-ordinator. This will help to focus on and support the students in the KS4 cohort and further develop their independence as they have progressed throughout the school. This will also support the quiet nature of the KS3 cohort.

Relevant Policies

The SEN Policy is located here:

<https://thelangton.org.uk/app/uploads/2022/01/AEN-Policy-2021.pdf>

Our Complaints Policy is: <https://thelangton.org.uk/app/uploads/2021/07/SL-Procedure-for-Handling-School-Complaints-202107-Final.pdf>

This enables parents of all registered pupils at the school to raise concerns about the school. Please note that appeals and complaints about decisions taken by the local authority should be made to that body. The school's complaints procedure cannot be accessed to resolve such complaints.

For parents who require additional independent advice and support, there is a service available within Kent. The IASK service can be contacted by phone on 03000413000 or by email iask@kent.gov.uk.

Other policies can be found at: <https://thelangton.org.uk/policies/>

Legislation and guidance considered when compiling this report include:

- Children & Families Act 2014
- SEND Regulations 2014
- Equality Act 2010
- Mental Capacity Act 2005
- SEND Code of Practice 2015.

Date presented to/approved by Governing Body: November 2022

Date of next review: October 2023