

Policy for Inclusion and Special Educational Needs

Simon Langton Grammar School for Boys



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Approved by Governing Body

September
2025

Last reviewed on: September 2025

Next review due by: September 2026

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1. Aims

Simon Langton's Policy for Inclusion and Special Educational Needs aims to:

- Ensure our school fully implements national legislation and Kent Local Authority's guidance and expectations.

Sets out how our school will:

- Support pupils with SEND ensuring our best endeavours to provide the appropriate provision to enable positive outcomes.
- Provide an inclusive environment that enables pupils to access all aspects of school life alongside their peers.
- Provide pupils with the skills and attributes that enable them to become confident individuals who can successfully live fulfilling lives.
- Support pupils with SEND to realise their aspirations and achieve their best.
- Communicate with pupils with SEND and their parents or carers ensuring co-production and seek pupil and parent or carer voices to fully involve them in decision making and discussions to support their child's provision.

- Communicate and explain the roles and responsibilities of key school and external professionals who are supporting the provision for pupils with SEND.
- Ensure the SEND Policy is understood and implemented consistently by all staff and is monitored by Governors.

At Simon Langton Grammar School for Boys, all pupils irrespective of need access a broad and balanced curriculum which is delivered through high quality inclusive teaching to enable every pupil to make progress and reach their full potential socially, emotionally and academically. When required to do so, the school will make reasonable adjustments to support pupils with SEND. The school set high expectations and aspirations for each individual pupil, working together with them, and their parents/carers to ensure that pupils with SEND become confident and independent children and young people who are able to successfully transition to the next phase of their education or adult life.

2. Legislation and Guidance

This policy is written in line with:

The regulation associated with:

- Children and Families Act 2014 – Part 3: [Children And Families Act 2014 Part 3](#)
- Special Educational needs and Disability (SEND) Code of Practice 2015:
- The Special Educational Needs and Disability Regulations 2014: [The Special Educational Needs and Disability Regulations 2014](#)
- Equality Act 2010: [Equality Act 2010](#)
- School Admission Code 2021 [School Admission Code 2021](#)
- The School Information Regulations: Updated 24/10/24

Maintained Schools: <https://www.gov.uk/guidance/what-maintained-schools-must-publish-online>

- Governance in Maintained Schools Handbook 2024: [Governance in Maintained Schools](#)

Kent Local Authority:

The Local Authority's local offer

The Local Authority's Offer can be found in the SEND Information Report

<https://www.kent.gov.uk/education-and-children/special-educational-needs>
Countywide Approach to Inclusive Education (CATIE)
[A Countywide Approach to Inclusive Education \(kelsi.org.uk\)](https://www.kelsi.org.uk)

What does inclusion mean in Kent?

'As the champion of families, children, and young people our collective priorities are to be certain that all children and young people are engaged with and included in the provision of high-quality inclusive education. Ensuring that, whatever their circumstance or ability, our children have a sense of belonging, feel respected, are valued for who they are and develop the knowledge and skills required for adult life. In doing so, we strive to achieve a continuous improvement in standards, a significant narrowing of achievement gaps for vulnerable groups of learners and a wholly inclusive education system which ensures:

- **Equitable access for all.** Sufficient, appropriate, quality education provision is available for all children and young people in Kent.
- **No child is left behind.** All children and young people are supported to be engaged fully in their education.
- **Effective collaboration.** There is collaboration and multi-agency working providing a self-informing, sustainable system which supports the education of all.' (KCC: CATIE p 2-3)

Education Strategy – to be confirmed

Special Educational Needs Mainstream Core Standards (ordinarily available provision) : [Special Educational Needs Mainstream Core Standards](#)

The Mainstream Core Standards:

- Sets out the provision that the Local Area has agreed should be ordinarily available for Children and Young People with SEND
- Provides guidance and advice to support schools to meet the needs of and include Children Young People with SEND
- Provides clear guidance to schools on the statutory duties regarding the inclusion of Children and Young People with SEND
- Provides information to all stakeholders on the work of schools in relation to the inclusion of Children and Young People with SEND.

The schools are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support at The Langton works towards achieving the Kent Children and Young People Outcomes Framework



Our SEND policy should be read in conjunction with our school’s policies published on our website :

- SEN Information Report: <https://thelangton.org.uk/app/uploads/2025/01/SEN-Information-Report-Sept-2024.pdf>
- Safeguarding policy: <https://thelangton.org.uk/key-information/safeguarding/>
- Behaviour Policy: <https://thelangton.org.uk/app/uploads/2024/12/Behaviour-and-Relationships-Policy-Nov24.pdf>
- Equality Policy: <https://thelangton.org.uk/app/uploads/2024/10/Equality-Policy-2023-24.pdf>
- Accessibility Plan: <https://thelangton.org.uk/app/uploads/2024/10/Accessibility-Plan-2023.pdf>
- Attendance and punctuality policy: <https://thelangton.org.uk/app/uploads/2024/10/SLBS-School-Attendance-Policy-for-approval-June-2024.pdf>

3. Definitions

Definition of SEN

‘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.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools to mainstream post-16 institutions’

(DFE/DOH 2015: 15-16)

Definition of Disability:

‘Many children and young people who have SEN may have a disability under the Equality Act 2010- that is ‘. a physical or mental impairment which is a long-term and substantial adverse

effect on their ability to carry out normal day-to-day activities.’ This definition provides a low threshold and includes more children than many realise: ‘Long term’ is defined as a ‘year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is sufficient overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires a special educational provision, they will also be covered by the SEN definition’ (DfE/DOH 2015: 16)

Special Educational Needs Register:

At The Langton the SENCO will regularly review the SEN register as part of the Graduated Approach. The SENCO will work in co-production with parents/carers and if required key external professionals to ensure high quality SEN provision is in place, informing parents/carers of any changes that have been agreed. School staff will also be informed, and records updated accordingly on the appropriate school system. A diagnosis does not necessarily mean that a pupil will be placed on the SEN register if the universal and targeted provision the pupil is accessing is enabling them to make good progress.

Special Educational Needs (SEN) support

‘SEN support means support that is additional to, or different from, the support generally made for other children of the same age in a school. It is provided for pupils who are identified as having a learning difficulty or a disability that requires extra or different help to that normally provided as part of the school’s usual curriculum offer. A pupil on SEN support will not have an education, health and care plan.’

<https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>

Education, health and care (EHC) plans

A local authority may issue an EHC plan for a pupil who needs more support than is available through SEN support. This will follow a statutory assessment process whereby the local authority considers the pupil’s special educational needs and any relevant health and social care needs; sets out long term outcomes; and specifies provision which will deliver additional support to meet those needs.

<https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>

AEN

The AEN (Additional Educational Needs) register is a confidential record maintained by the school to identify and support students requiring additional learning resources or accommodations. This register ensures that tailored interventions and appropriate

educational plans are in place to promote equitable access and academic success for all students.

4. Inclusion and Equal Opportunity

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations. We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

The Graduated Approach using the APDR (Assess, Plan, Do, Review) cycle is employed to systematically identify and address the needs of students with SEN. Staff assess the student's needs, develop and implement targeted intervention plans, and regularly monitor progress through ongoing reviews. This continuous cycle enables the school to adapt and improve provision, ensuring interventions remain effective and responsive to each student's evolving needs.

AV1 Robot Use

1. Purpose

The use of the AV1 robot is to support pupils who are unable to attend school in person due to long-term illness, medical treatment, mental health challenges, or other valid reasons. The AV1 enables pupils to remain engaged with their education and peers through a secure, real-time audio-visual connection.

2. Eligibility Criteria

Pupils may be considered for AV1 use if they:

- Have a confirmed medical condition or other verified need resulting in prolonged absence (typically 15+ school days, consecutive or cumulative).
- Are expected to return to in-person learning when able.
- Are on roll as a full-time pupil and able to engage with learning remotely.
- Have parental/carer consent and appropriate healthcare or professional documentation.

3. Roles and Responsibilities

3.1 School Leadership

- Ensure appropriate storage, charging, and security of the AV1 unit.
- Assign a designated AV1 coordinator (e.g. SENCO or pastoral lead).
- Liaise with No Isolation, local authority (if relevant), and safeguarding leads as necessary.

3.2 Classroom Teachers

- Support inclusion of the AV1 in everyday lessons.
- Engage with training to facilitate the use of the AV1 robot in lessons
- Ensure the robot is positioned appropriately to maximise access to learning.
- Treat the AV1 as the pupil's representative—engaging them in discussions, Q&A, and group work where possible.
- Offer students using the AV1 Robot feedback in a timely manner

3.3 Designated Staff (e.g. SENCO, Inclusion Lead)

- Coordinate training, technical support, and pastoral oversight.
- Review the need and designation of the AV1 robot
- Monitor pupil engagement and ensure the provision remains suitable and effective.
- Act as point of contact for families and external professionals (e.g. NHS, CAMHS).
- Be the point of contact for any policy violations

3.4 Pupil (User) and Parents/Carers

- Agree to terms of use and adhere to respectful, educational engagement.
- Ensure the pupil has a safe, quiet space to access the AV1 and a stable internet connection.
- Notify the school of any issues or change in circumstances.
- Communicate clearly with the school when the student accesses school in person and when they plan to use the AV1 robot.
- Are responsible for ensuring they have access to reliable technology for the robot to operate

3.5 IT Support / Technician

- Set up and maintain the AV1 device.
- Ensure secure Wi-Fi access and troubleshoot technical issues.
- Liaise with No Isolation technical support where necessary.

4. Data Protection and Safeguarding

The AV1 Robot complies with **UK GDPR** and **DfE data protection guidelines**:

- It does **not** record or store any video or audio.
- It operates with **end-to-end encrypted streaming**.
- Pupils and staff must never use or place the AV1 in toilets, changing rooms, medical rooms, or any private/confidential environment.
- Use is subject to the school's **Safeguarding and Child Protection Policy**.

A **risk assessment** and **Data Protection Impact Assessment (DPIA)** must be completed prior to deployment.

5. Acceptable Use and Conduct

- The AV1 may only be used during school-approved learning hours and settings.
- Pupils using the AV1 must comply with the school's **Behaviour Policy** and **Safeguarding policy**.
- Misuse (e.g. inappropriate communication, unauthorised access) may result in restricted or withdrawn access.

6. Training and Awareness

- Teachers and staff will receive orientation on the use of AV1 and inclusive classroom practices.
- Pupils and classmates will be introduced to the AV1 to foster understanding and reduce stigma.
- Parents/carers will be briefed on technical and behavioural expectations.

7. Monitoring, Evaluation and Review

- AV1 usage will be reviewed termly by the SENCO.
- Regular feedback will be gathered from the pupil, family, teachers, and classmates.
- Continuation of AV1 support will depend on its effectiveness, pupil engagement, and ongoing need.

5. Roles and Responsibilities – in conjunction with SEN Information Report

Simon Langton Grammar School for Boys work strategically in line with the Special Educational Needs Code of Practice 2015

The school will ensure that pupils, parents and carers have:

- Access to impartial information, advice and support throughout their time in the school/academy to help them make informed decisions and choices about their future.
- Are effectively supported to understand their rights and decision-making processes and choices regarding their plans and support.
- An understanding of their individual plans, outcomes, provision and support and the reasons why some changes may not be possible

(Area SEND inspections: framework and handbook updated April 2024)

5.1 SENCO

All maintained schools and academies are required by law to have a named SENCO who is a qualified teacher and has been awarded the National Award for Special Educational Needs Coordination (prior to September 2024) or The National Professional Qualification for SEND (from September 2024).

SENCOs must complete the qualification within three years of taking up the post.
The SENCo for the SRP is Charlotte Speed: cspeed@thelangton.kent.sch.uk

The SENCO for the mainstream school is Samantha Harvey:
sharvey@thelangton.kent.sch.uk

They have both achieved the Award in Special Educational Needs Co-ordination.

The SRP Lead (Assistant Headteacher) has an important role to play with the headteacher and governing body with regards to the strategic oversight and implementation of Langton's SEN policy and development.

They will:

- Oversee the day-to-day responsibility and implementation of the SEND policy.
- Ensure all statutory requirements are adhered to throughout the year
- Co-ordinate provision for children with SEN using the graduated approach – Assess, Plan, Do, Review to review and monitor provision for all pupils with SEN.
- Communicate and provide all staff with the key SEN and medical information, advice, guidance, and strategies to support pupils with SEN ensuring high quality provision across the school/academy.
- Collaborate with teachers, support staff, parents and carers regarding all aspects of their child(ren)'s provision including interventions and outcomes.
- Offer professional guidance to staff to secure high quality inclusive provision in the classroom and throughout the school day.
- Collaborate with curriculum leaders to remove barriers to learning.
- Develop and lead whole school continued professional development to ensure high quality provision for all pupils with SEN.
- Liaise with the relevant Designated Teacher where a looked after child or young person has SEN
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Be the key point of contact for external agencies, especially the local authority and its support services
- Ensure the school keeps up-to-date records of all pupils with SEN.

- Ensure any pupils who has a part time timetable is agreed with parent/carers, is registered on the KELSI website and a clear re-integration strategy is planned in conjunction with the parent/carer and pupil.
- Hold status in order to have capacity and authority to make change.
- Ensure genuine coproduction and collaboration with the wider community.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- To keep up to date with key national and local SEN development.
- Attend key meetings organised by the local authority such as The Countywide SENCO Forum to ensure they have up-to-date strategic and operational information.
- Is fully involved in all aspects of transition planning whether phased or in year regarding pupils with SEND, following expectations set out in the District Plans and Kent Transition Charter. Ensuring parents/carers are fully informed throughout the transition period.
- Work closely with other colleagues and SENCOs in their Community of Schools.

Developed from DfE/DOH SEND Code of Practice 2015:108-109

5.2 Headteacher

The head teacher will:

- Work closely with the SENCO and SEN link governor to determine the strategic development of the SEN policy and provision across the school.
- Work with the SENCO and governors to ensure the school adheres to all legislative and statutory guidance keeping up to date with all key national and local policies and expected SEN practice.
- Ensure the SENCO has sufficient time and resources to effectively carryout their role.
- Work closely with the SENCO to carry out their duties employing the Graduated Approach, using their 'best endeavours' and when required making reasonable adjustments to ensure the school/academy is providing high quality SEN provision.
- Have overall responsibility for the provision for pupils with SEN, their progress, and outcomes.
- Have the responsibility for monitoring the school's notional SEN budget and any additional funding allocated by the LA to support individual pupils or SEN provision for groups of pupils.

5.3 SEND Governor

The SEND link governor is Bev Farrell

Our Governing Body have a legal responsibility to pupils with SEN as defined in the Children and Families Act 2014 and SEND Code of Practice 2015.

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body following monitoring visits.
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

Maintained School

7.2.2 Children with special educational needs and disabilities (SEND)

Governing bodies have legal duties in relation to pupils with SEND that are set out in the [Children and Families Act 2014](#) and the [SEND code of practice](#).

Governing bodies should have an individual responsible for specific oversight of the school's arrangements for children with SEND.

The [SEND code of practice](#) assists the governing body and the link or lead governor in supporting and promoting discussions with regards to outcomes for learners with SEND.

DfE: Maintained schools guidance guide: updated 2 October 2024 [Maintained Schools Handbook](#)

5.4 Teachers

All teachers are teachers of pupils with special educational needs. Our SENCO(s) provide a vital strategic role and provides significant advice and support to teachers, but the responsibility for the learning and progress of all children lies with the teacher.

'High quality teaching, differentiated for individual pupils, is the starting point in responding to pupils who have or may have SEN. Additional intervention and SEN support cannot compensate for a lack of good quality teaching.

Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils, and their knowledge of the SEN most frequently encountered.' (DfE/DoH SEND Code of Practice 2015: 25)

Every teacher is responsible for:

- The progress and development of every pupil in their class

- Instilling high aspirations for every pupil.
- Delivering a broad balanced curriculum embedding high-quality inclusive teaching strategies and resources
- Working closely with teaching assistants or specialist staff to plan, monitor, track and assess the impact of support and interventions, and how they can be transitioned and embedded in the classroom.
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision.
- Ensuring they follow this SEN policy.

See below for a summary of the adaptations we may use to support pupils with SEN.

SEND Provision Map	
Access to low stimulus environment (Base/J Block/ 6 th Form)	Wiggle cushion or other OT recommended resource
Safe haven / Sanctuary (Base/J Block/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
Laptop	Prompter
Physical strategy 'fidget toy' etc	Touch typing
Access to advocates / key worker	Spelling Club/Library Lesson intervention
Individualised timetable	Individualised literacy intervention
Exit strategy	Literacy intervention (Small group)
Additional exam access arrangements	Maths Intervention
Regular liaison with parents	Social Group
Speech and Language Therapy (SLT)	Academic Mentoring (Through support staff)
A designated Faculty/J Block/Sixth Form Base locker	Reduced Curriculum/Dropped Option Study
Small group sessions with English/Literacy specialist	Academic Mentoring (Through Sixth Form Mentors)
Counselling referral	Homework support (After school)
Coaching sessions KS4	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 as necessary
In class support/LSA	Access to supervised social area and lunch area
Differentiated PE / Games lessons	Use of small PE/Games changing area
Mentoring Support	Revision and Exam Technique sessions
Separate KS3, KS4 & KS5 work areas	

5.5 Parents and carers

Parents and carers should inform the school if they have any concerns about their child's progress socially, physically, emotionally, or academically or if there are any changes to provision that have been advised by key external professionals working with their child following an appointment.

Parents/ carers are actively involved in all aspects of the decision-making process through meetings or agreed forms of communication and are afforded every opportunity to contribute discussions regarding their child's SEN provision.

Parent voice; parents are invited to share their views at least annually by the school.

ADPR meeting process; parents will have 3 meetings a year with a member of school staff.

Reporting system; students will have 3 reports each academic year. Any concerns regarding your child should be raised with your child's Head of Year in the first instance.

5.6 The pupil

Seeking the voice of the pupil is an important aspect of ensuring the SEN provision is highly effective for every pupil with SEN. Pupils are given every opportunity to express their view and provide information to support review meetings as part of our Graduated Approach in year meetings and for pupils with an EHCP the statutory Annual Review. However, the voice of the pupil can be sought at any time throughout the school year.

Pupils at Simon Langton are able to express their views through pupil voice, student council, debating society and Appendix 1.

6. SEN Information Report

Our SEN policy works in conjunction with our SEN Information report which sets out how this policy is implemented in the school.

<https://thelangton.org.uk/app/uploads/2025/01/SEN-Information-Report-Sept-2024.pdf>

The SEN Information Report is updated annually or if necessary, when changes to the information may be required during the academic year.

7. Admissions and Accessibility

The Langton is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions and admissions processes.

Please see our separate admissions policy, which can be found here:

<https://thelangton.org.uk/key-information/joining-the-school/>

Admission for the SRP

The Langton has a specialist resource provision SRP. The Local Authority will manage admission to the SRP which is through an agreed consultation process. The SRP is funded

by the local authority for up to 35 commissioned places. The SRP is monitored through the SLA/ Contract with the Local Authority carrying out provided for pupils supported by the SRP. The school SRP provision is monitored as set out in Schedule 8 of the Service Level Agreement/Contract between the KCC SEN Inclusion team, SENCO and SRP Lead teacher

The admission arrangements for a pupil without an EHCP do not discriminate against or disadvantage disabled children or those with special educational needs.

8. Our school approach to SEN provision

Simon Langton Grammar School for Boys monitors the progress of all students formally through a report three times a year to review their academic progress. We also use a range of assessments with all the students at various points: Cognitive Ability Tests (CATS), Subject Specific Assessments, GCSE & A Level Assessments. Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support to enable the student to catch up. We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make. Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- >Is significantly slower than that of their peers starting from the same baseline
- >Fails to match or better their previous rate of progress
- >Fails to close the attainment gap between them and their peers
- >Widens the attainment gap

DfE/DOH SEND Code of Practice: 2015, 6.17

8.1 The kinds of special educational need for which provision is made

At Simon Langton the provision is made to support pupils with additional needs irrespective of whether a pupil has an education health and care plan in conjunction with The Continuum of Provision and Need and using the Graduated Approach.

At Simon Langton we will ensure our 'best endeavours' to meet the needs of pupils with an Educational Health and Care Plan (EHCP) with the following kinds of special educational need: Cognition and Learning Difficulties, Communication and Interaction, Sensory and/or Physical Needs and Social, Emotional and Mental Health needs. Decisions on the admission of pupils with an EHCP are made by the Local Authority.

Simon Langton Grammar School for Boys has an SRP with a designation of Autism. The SRP supports young people who have an EHCP and who have passed the Kent Test.

The SRP supports young people to access the curriculum in a variety of ways, including:

- LSA support; Considerably 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 it is there to help have their barriers to learning removed to enable them to thrive and become independent learners. LSAs can help get students to lesson on time, help with organisation, help to establish relationships with peers and teachers and provide SEN interventions.

- Access to a desk space in Base; Students have access to desk space within the SRP to support their individual sensory and emotional needs. This space offers a controlled and calming environment for use when the mainstream classroom setting becomes overwhelming. It is also available during free lessons to facilitate focused and independent work in a supportive setting. Providing this flexible resource promotes inclusivity and helps students regulate their engagement and wellbeing effectively. If the students would like, they have the opportunity to have their own set of organisational drawers also.

- Quiet room; Students have access to a dedicated quiet space within the SRP to support their sensory and emotional regulation needs. This space is available for use when students feel overwhelmed, dysregulated, or require time to manage their emotions in a calm environment. Providing this area helps to reduce anxiety and promotes positive engagement within the wider school setting. The provision of a quiet space is integral to fostering a supportive and inclusive learning environment tailored to individual needs.

- Social area; Students have access to a designated social space within the SRP to support their communication and social development. This space is available all day, including during break times and lunchtimes, providing a structured and supportive environment for positive peer interaction. The social space is designed to facilitate the practice of social skills in a low-stress setting, promoting confidence and meaningful connections. Access to this area contributes to the overall wellbeing and inclusion of students within the school community.

- Changing room; There is a small changing room in Base for the young people 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, including wellbeing mentors. 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 many of the classrooms on the ground floor and the main hall and Tong Centre for 6th form. There are automatic doors leading to the sports 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 needs. 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.

8.2 The identification and assessment of pupils with special educational needs

In line with this SEND Code of Practice (DfE/DoH 2015) pupils at Simon Langton Grammar School for Boys are identified as either having no SEN, having SEN with support, or having a SEN with an Educational Health and Care Plan.

At The Langton progress is closely monitored throughout the year to review their academic progress, we provide 3 reports on each child's progress per year

Teachers carry out regular assessments to track progress and identify pupils who despite using high quality inclusive teaching strategies are:

- Working significantly slower than their peers who have the same starting point.
- Are unable to maintain or improve their progress rate
- Are unable to close the attainment gap in line with their peers or the gap is widening.

This may also include progress and development in areas other than academic attainment such as social, emotional, and physical.

To support pupils, the school use a range of assessments to review and monitor the broader developmental needs and progress of all pupils across a variety of subjects. Information collected from the testing will inform the appropriate intervention and provision to support progress and outcomes.

Teachers at Simon Langton are responsible for classroom provision delivering a well sequenced and resourced curriculum and use high quality inclusive teaching strategies which are scaffolded, with adaptations made to meet a pupil's needs.

When teachers identify an area where a pupil is making slow progress or where they have concerns, they will follow the schools early identification of need's protocols as set out in section 7. Teachers will inform parents/carers at an early stage to make them aware and discuss the further supporting strategies that the teacher will use to help the pupil.

However, if progress does not improve the teacher will inform the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. In this instance, the SENCO will, in consultation with the pupil's parents/carers, discuss further support.

The purpose of a more detailed assessment will identify what additional resources and/or different approach is required to enable the pupil to make better progress. These will be shared with parents/carers, written into SEN provision plans, which are regularly reviewed, refined, and revised. At this point the SENCO will have identified that the pupil has an additional need because the school/academy is making provision for the pupil which is additional and different to what is normally available. Teachers will be informed throughout the process and training will be delivered to ensure the provision is of a high quality.

It is important to note as stated in the SEND Code of Practice (DfE/DoH,2015 6.23) that slower than expected progress and lower attainment does not automatically mean a pupil would be recorded as having SEN.

If the pupil is able to make good progress using this additional and different resource but would not be able to maintain this good progress without it, the school/academy will continue to identify the pupils having special educational need. If the pupil is able to make good progress without the additional or different resources, they will not be identified as having special educational needs. When any change of identification of SEN is amended, parents/carers will be notified.

The school will ensure that all teachers and support staff who work with a pupil with SEN or have an additional need are made fully aware of the provision that each individual pupil requires through sharing the students' pupil profile and ensuring it is available for teachers to view on the school's electronic

Within our school setting we are able to request support from a range of external agencies including speech and language services, educational psychologist services and the specialist teaching and learning service.

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 Kent's local offer. Kent information about the local offer on their website:

<https://www.kent.gov.uk/education-and-children/special-educational-needs-and-disabilities/about-the-send-local-offer>

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

Link off to all [local SENDIASS organisations](#) in your catchment area.

Local charities that offer information and support to families of children with SEND can be found here:

- [For us Too](#) - Canterbury, Swale and Thanet
- [Includes Us 2](#) - Ashford, Dover and Folkestone and Hythe
- [Space 2 Be Me](#) - Maidstone, Tonbridge and Malling and Tunbridge Wells
- [We are Beams](#) - Dartford, Gravesham and Sevenoaks

National charities that offer information and support to families of pupils with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

8.3 Consulting with Parents

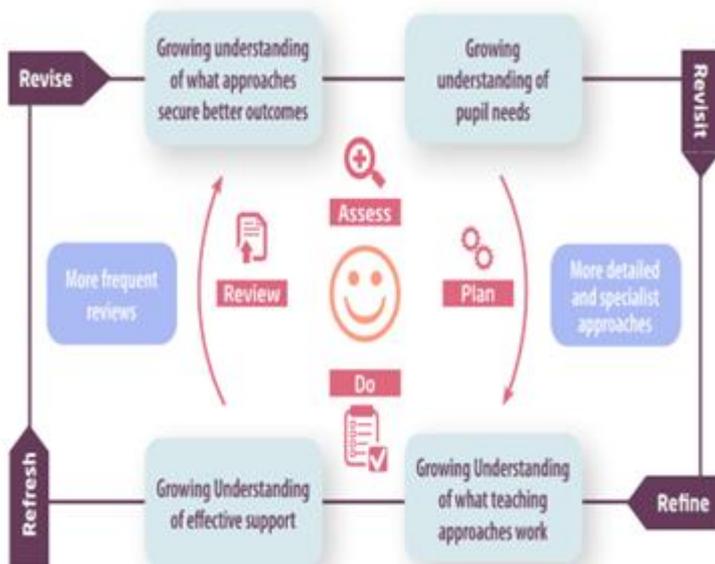
The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- >Everyone develops a good understanding of the pupil’s areas of strength and difficulty
- >We take into account any concerns the parents have
- >Everyone understands the agreed outcomes sought for the child
- >Everyone is clear on what the next steps are

9. Assessing, Monitoring, Reviewing and Evaluating Progress towards Outcomes

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**.



Assess	If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your
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	child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.
Plan	In discussion with you and your child, as appropriate, 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.
Do	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.
Review	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.

The school best endeavours through, for example:

- The teacher's assessment and experience of the pupil
- The pupil's previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The pupil's individual development compared to their peers and national data.
- Collaboration with parents/carers to seek their views and experience and agreed next steps.
- The pupil's own views
- Advice from external support services, if relevant
- Ensure pupils are prepared for their next steps and onward pathways.

At all times teachers and support staff who work closely with the pupil will be made aware of their needs, provision plan outcomes, key strategies, provision and approaches to support them throughout the school day. Any changes to provision will be communicated in a timely manner through the school's SEN protocols and processes as set out in the SEN Information Report.

This policy and SEN Information Report will be reviewed by Samantha Harvey & Charlotte Speed every year. It will also be updated to reflect any changes to the information or statutory policy.

The policy will be approved by the governing body and available to read and refer to on the school website.

10. Complaints about SEND Provision

Please see the school's complaint policy;

<https://thelangton.org.uk/app/uploads/2024/12/Complaints-Policy-November-2024.pdf>

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>

Parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that the school has discriminated against their child. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

All complaints relating to a named member of staff must be sent to the headteacher/principal.

If a complaint is not resolved after it has been considered by the governing body and 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, pages 246 and 247 of the SEND Code of Practice [SEND Code of Practice](#)

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. <https://www.kelsi.org.uk/special-education-needs/special-educational-needs/mediation-and-resolution>

10. Glossary and SEND Acronyms – REVIEW and add to other school information is added

- **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.
- **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.
- **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 do not 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