

Special Educational Needs and Disabilities (SEND) Information Report

Simon Langton Grammar School for Boys



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Contents

Kent SEND Information Report

1. What types of SEND does the school provide for?	4
2. Which staff will support my child?.....	5
3. What should I do if I think my child has SEND?	7
4. What happens if the school identifies a need?	8
5. How will the school measure my child's progress?	9
6. How will I be involved in decisions made about my child's education?.....	10
7. How will my child be involved in decisions made about their education?	11
8. How will the school adapt its teaching for my child?	142
9. How will the school evaluate whether the support in place is helping my child?	163
10. How will the school ensure my child has appropriate resources?	163
11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?.....	174
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?	175
13. How does the school support pupils with disabilities?	185
14. How will the school support my child's mental health and emotional and social development?	186
15. What support is in place for looked-after and previously looked-after children with SEN?	196
16. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?.....	17
17. What support is available for me and my family? (Local Offer)	208
18. What should I do if I have a complaint about my child's SEND support?	19
19. Supporting Documents.....	19
20. Glossary.....	20

Dear parents and carers,

The aim of this Information Report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

Kent SEND Information Report

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support we provide is working towards achieving the Kent Children and Young People (CYP) Outcomes Framework:



Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

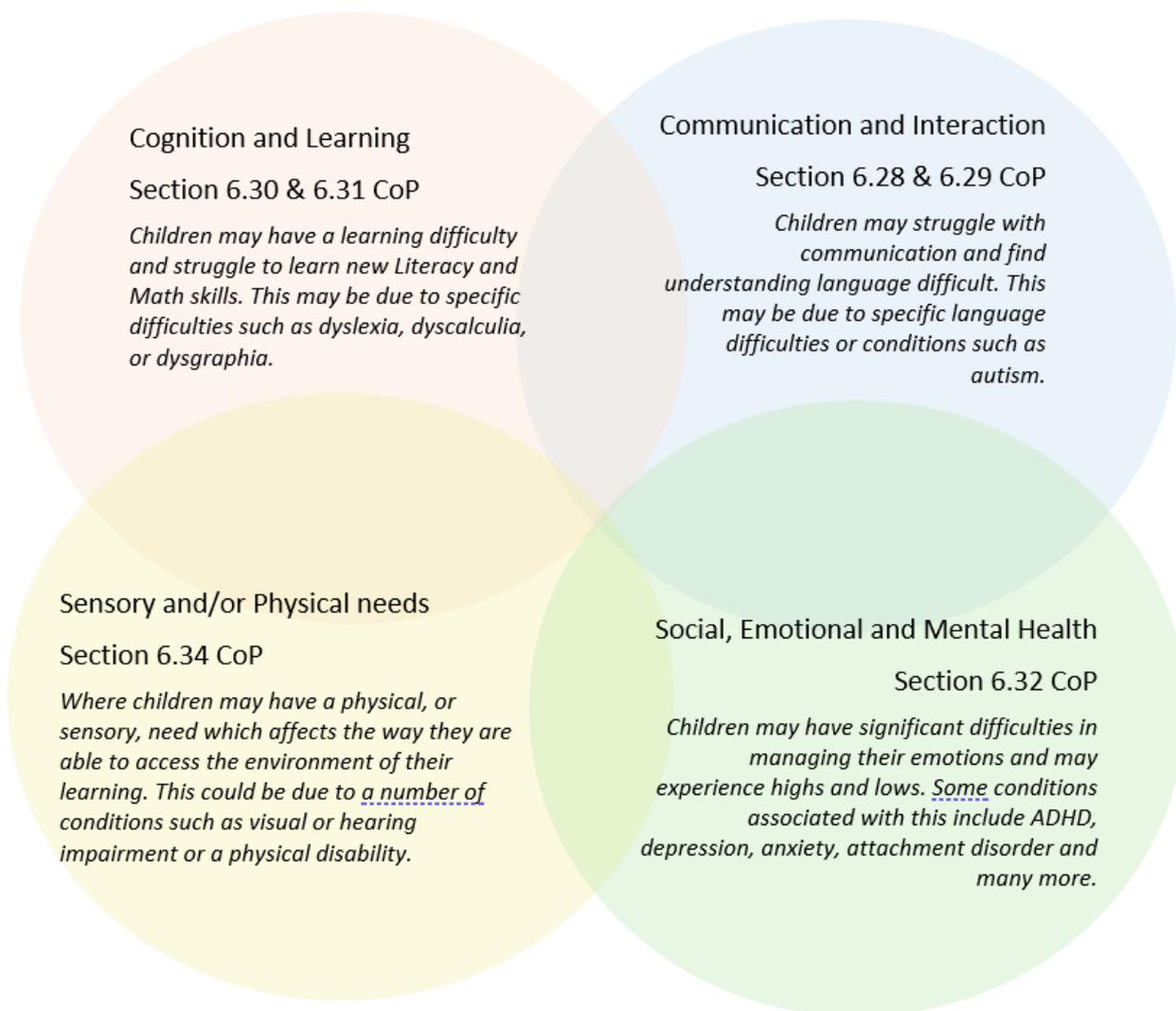
Kent SEND Information Report

1. What types of SEND does the school provide for?

Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):

AREA OF NEED	CONDITION
<i>Communication and interaction</i>	<i>Autism spectrum disorder</i>
	<i>Speech and language difficulties</i>
<i>Cognition and learning</i>	<i>Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia</i>
<i>Social, emotional and mental health</i>	<i>Attention deficit hyperactive disorder (ADHD)</i>
	<i>Attention deficit disorder (ADD)</i>
<i>Sensory and/or physical</i>	<i>Hearing impairments</i>
	<i>Visual impairment</i>
	<i>Multi-sensory impairment</i>
	<i>Physical impairment</i>

Kent SEND Information Report



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a wholistic overview of your child.

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years (link below).

[SEND_Code_of_Practice_January_2015.pdf \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/262322/SEND_Code_of_Practice_January_2015.pdf)

2. Which staff will support my child, and what are their key responsibilities?

At Simon Langton Grammar School supporting the needs of pupils with quality training to ensure that they wide range of pupil needs.



for Boys, all staff are considered responsible for SEND. Our staff are committed to regular, high- have the knowledge and skills to better meet a

Below outlines key staff who will be supporting your child. *Please note that this list is not exhaustive.*

Our Special Educational Needs Co-ordinator, or SENCO

Our **SENCO** for the SRP is Charlotte Speed. cspeed@thelangton.kent.sch.uk

Our **SENCO** for the mainstream school is Samantha Harvey. Sharvey@thelangton.kent.sch.uk

They are both qualified teachers. They have both achieved the National Award in Special Educational Needs Co-ordination.

Our **SEND Inclusion Manager** is Nicky Hatton. Nhatton@thelangton.kent.sch.uk

Class/subject teachers

All our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teaching assistants (TAs)

We have a team of LSAs, and Key Stage Coordinators who are trained to deliver SEN provision.

We have a number of learning support assistants who are trained to deliver interventions

External agencies

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These may include:

➤ Child and adolescent mental health services (CAMHS)

➤ Education welfare officers

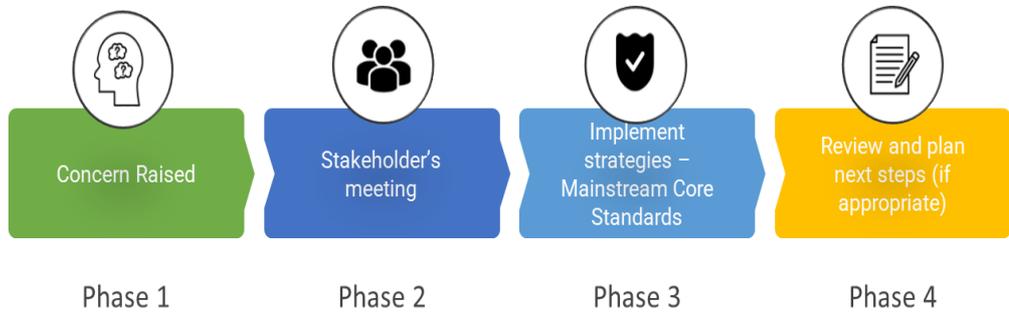
Kent SEND Information Report

- Educational psychologists
- GPs or paediatricians
- NELFT practitioners
- Occupational therapists
- Therapeutic practitioners
- Behaviour coaches
- Safeguarding services
- School Liaison Officer
- School nurses
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and language therapists
- Voluntary sector organisation



Kent SEND Information Report

3. What should I do if I think my child has SEND?



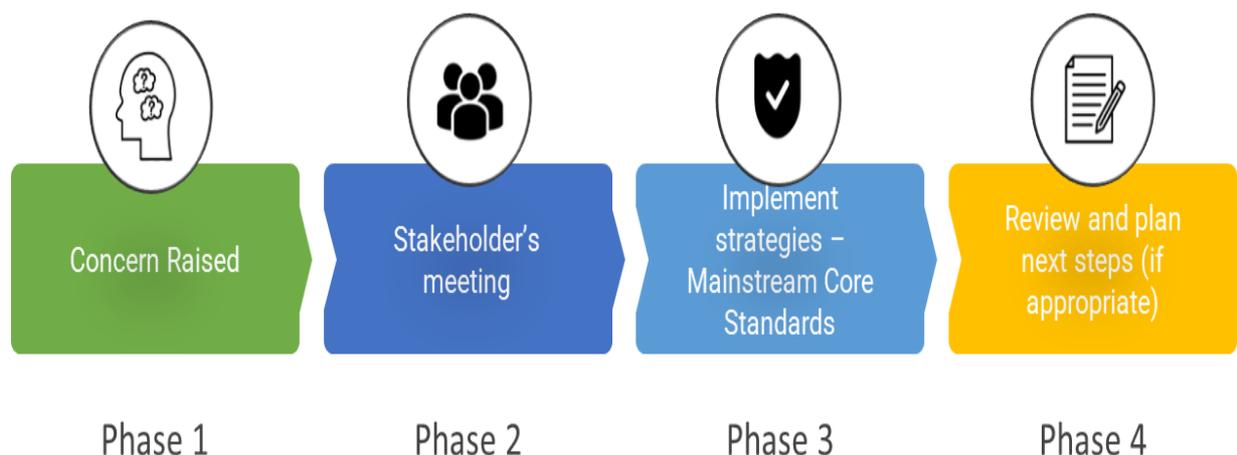
<p>Phase 1</p>	<p>If you think your child might have SEN, the first person you should tell is your child's Head of year.</p> <p>They will pass the message on to our SENCO, Samantha Harvey, who will be in touch to discuss your concerns.</p> <p>You can also contact the SENCO directly: sharvey@thelangton.kent.sch.uk</p>
<p>Phase 2</p>	<p>We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps.</p> <p>We will make a note of what's been discussed and add this to your child's record.</p>
<p>Phase 3</p>	<p>We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf . This</p>

Kent SEND Information Report

	will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.
Phase 4	If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register. They will receive additional support, and this will be reviewed using the assess, plan, do, review model.

4. What happens if the school identifies a need?

The same process is followed if a concern is raised by the school.



All our class teachers are responsible for the monitoring of all pupils who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the SENCO and will contact you to discuss the possibility that your child has SEND, and the school will follow the graduated approach (see previous page).

Kent SEND Information Report

What is Special Resource Provision (SRP)?

Simon Langton Grammar School for Boys has an SRP with a designation of Autism. The SRP supports young people who all have an EHCP and a diagnosis of Autism 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 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 of 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 students' lessons, but by KS4 the LSAs will be mainly there for out of lesson support and organisation.

- 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

Kent SEND Information Report

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 well-being 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

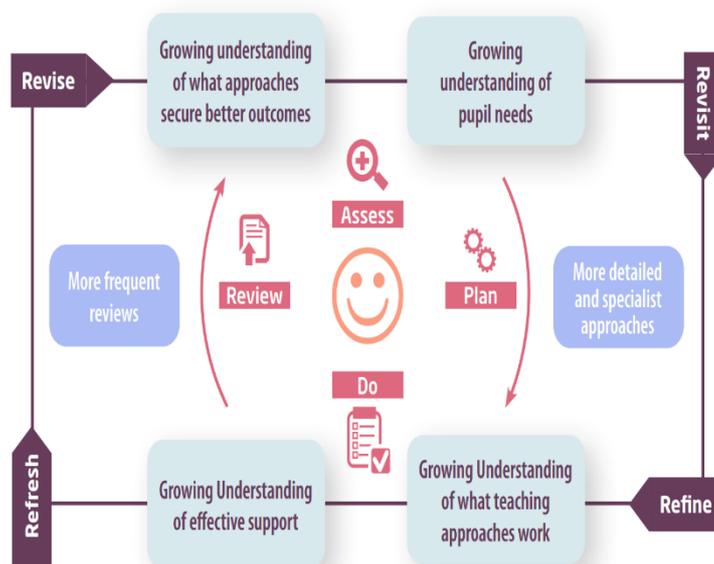
At The Langton we run a range of interventions depending on student needs. Children with SEN or disabilities may, from time to time, require access to different equipment or facilities. We will aim to support these needs following an evidence-based approach utilising internal and external resources where necessary.

How will the school measure my child's progress?

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**.

Kent SEND Information Report



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 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, 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.

6. How will I be involved in decisions made about my child’s education?

We will provide 3 reports on your child's progress, per year

A member of staff who knows your child well will meet you 3 times a year to;

- Set clear outcomes for your child’s progress

Kent SEND Information Report

- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact your child's form tutor or Head of Year.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and individual needs. We recognise that no two pupils are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Discuss their views with a member of staff or parents who can act as a representative during the meeting
- Complete a survey



8. How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.



We will differentiate (adapt) how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child and are guided by the Mainstream Core Standards in the first instance.

These adaptations may include:

➤ Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.



➤ Adapting our resources and staffing

Kent SEND Information Report



> Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.



> Learning Support Assistants or support staff will support pupils appropriately depending on their presentation of need



> Scaffolding lesson materials

We may also provide the following interventions:

These interventions are part of our contribution to Kent County Council's local offer.

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 slopes or other OT recommended resource
Organisational support	Writing frames/Word Banks/Sentence Starters
Emotional support- wellbeing team	Reader
Designated workspace	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 areas and lunch area
Differentiated PE / Games lessons	Use of small PE/Games changing area
Mentoring Support	Revision and Exam Technique sessions

Kent SEND Information Report

Separate KS3, KS4 & KS5 work areas	
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9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions.
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)



10. How will the school ensure my child has appropriate resources?

It may be that your child's needs mean we need to provide additional resources such as:

- Additional resources to support their learning
- Adaptations to in class support
- Further training for our staff
- External specialist expertise
- Extra equipment or facilities
- More teaching assistant hours

Where appropriate, we will consult with external agencies to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?



The expectation is that all schools providing an inclusive provision for all pupils. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum.

All our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips.

All pupils are encouraged to take part in school events such as charity events, sports day and inter-house activities. Support and adjustments will be made as necessary.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?



Please see our separate admission

policy, which can be found here.

<https://thelangton.org.uk/key->

<information/joining-the-school/>

The school will receive consultations from the Local Authority for students with EHCPs. Parent should liaise with the Local Authority if they would like Simon Langton Grammar School for Boys to be consulted for their child.

13. How does the school support pupils with disabilities?



Please see the school Accessibility Policy:

<https://thelangton.org.uk/app/uploads/2024/10/Accessibility-Plan-2023.pdf>

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of a variety of clubs to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEND by using school surveys, QR codes and frequent check ins
- Students have access to 1: Wellbeing support from wellbeing mentors
- We run a social club and offer nurture groups for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying

15. What support is in place for looked-after and previously looked-after children with SEND?



Samantha Harvey, our SENCO, will ensure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Pupils who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

16. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:



- Ensure all new teachers understand the students' needs
- Share the updated pupil profile with all class teachers

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

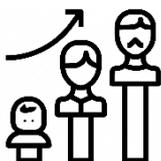
Between phases

The SENCO of the primary school meets with our SENCO to discuss the needs of the incoming pupils near the end of the summer term.

We arrange meetings with the parents of incoming pupils to discuss how we can best welcome their child into our community.

We offer a range of transition events for students coming into year 7, including a session with parents, current school staff and separate transition events for students to come into the school independently.

Onto adulthood



We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

17. What support is available for me and my family?

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:

Links to all local [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](#)

Kent SEND Information Report

18. What should I do if I have a complaint about my child's SEND support?

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 pupils 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>

You can make a claim about alleged discrimination regarding:

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

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>

19. Supporting documents

- *Child protection and safeguarding policy*
<https://thelangton.org.uk/app/uploads/2024/10/CP-policy-2024-Website-Version.pdf>
- *Equality Information and Objectives Policy*



- <https://thelangton.org.uk/app/uploads/2024/10/Equality-Policy-2023-24.pdf>
- *Attendance and punctuality policy* <https://thelangton.org.uk/app/uploads/2024/10/SLBS-School-Attendance-Policy-for-approval-June-2024.pdf>

Kent SEND Information Report

- *SEND policy*
- <https://thelangton.org.uk/app/uploads/2025/01/SEND-Policy-24-25-.pdf>
- *SEN & Disabilities Code Of Practice 2015*
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- *Mainstream Core Standards* <https://www.kent.gov.uk/about-the-council/strategies-and-policies/service-specific-policies/education-policies/send-strategies-and-policies/send-mainstream-core-standards>

20. Glossary

- **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.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil’s 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 don't 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

Kent SEND Information Report

- **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