

# Langley Grammar School

## SEND Information Report

*September 2025*



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*The SEND Information Report describes the implementation of the principles set out in the school's Special Educational Needs and Disabilities Policy, which can be found on the website.*

### 1. Special Educational Needs and Disabilities Coordinator contact details

The school's Special Educational Needs Coordinator (SENDCo) is Catherine Andrews. She can be contacted initially through the main school email address [school@lgs.slough.sch.uk](mailto:school@lgs.slough.sch.uk) or by phone **01753 598300**.

### 2. SEND provision

Langley Grammar School currently provides additional and/or different provision for students with a range of Special Educational Needs and Disabilities (SEND), including:

- Communication and interaction, for example, autism, speech and language difficulties;
- Cognition and learning, for example, dyslexia, developmental co-ordination disorder;
- Social, emotional and mental health difficulties, for example, attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD);
- Sensory and/or physical needs, for example, visual, hearing, and physical impairments.

### 3. Identifying students with SEND

#### **a) How are students with special educational needs identified?**

Langley Grammar School uses a range of screening, diagnostic and assessment tools to assist in early identification of students with SEND:

- 11+ registration form
- Primary school visits and new intake data entry;
- Cognitive Abilities Test (CAT) data;
- Progress data and attitude to learning scores;
- Behaviour and achievement points;
- Referral by class teachers, Phase Leaders, parents, or the student themselves.

#### **b) How are the requirements of students with special educational needs assessed?**

Once a student has been identified as possibly having SEND, steps are taken to ascertain the student's precise areas of need. These can include:

- Lesson observations;
- Feedback from teachers, phase leaders, parents, or the student themselves;
- SEND Teacher Advisor referral;
- General Practitioner referral;
- Children and Young People's Integrated Therapies Service referral;
- CAMHS referral;
- Berkshire Sensory Consortium Service assessment;
- Educational Psychologist assessment.

#### **4. Involving students and parents**

Parents will be actively involved in setting and reviewing targets for their child; they are expected to support them in achieving these targets, and contribute to assessing the impact on their child's wider attainment and progress.

Parents are expected to support their child by attending review meetings and by contacting the school to communicate relevant information. Where a student has an EHCP (Educational Health and Care Plan), the student and their parents will be part of the process of assessing the outcomes and impact of the plan.

#### **5. Assessing and reviewing SEND students' Progress**

The progress of students with SEND is closely monitored using a range of measures including:

- Progress data and attitude to learning scores;
- Attendance and punctuality records;
- Achievement and behaviour points;
- Behaviour and exclusion reports;
- Pupil Passports;
- Teacher/Parent/Student/Phase Leader feedback;
- Review meetings.

All teachers and support staff who work with a student will be made aware of their needs, the outcomes sought, support provided and any teaching strategies or approaches that are required. The effectiveness of the support and interventions and their impact on the student's progress will be regularly reviewed.

#### **6. Supporting students moving between phases and preparing for adulthood**

Before a student starts at Langley Grammar School, information is gathered from both the primary school and the parents/carers. Incoming Year 7 students attend an induction day in the summer term so that they can start to make friends and familiarise themselves with the school.

In September, Year 7 and Year 12 students start a day before the rest of the school for further induction activities. Some students with SEND needs may be invited to attend the school at additional times in the summer term so that they are fully prepared for the transition to secondary school. Year 7 students are assigned a Sixth Form 'buddy' to whom they can talk about any worries or concerns they might have.

The SENDCo and Deputy SENDCo work closely with SEND students to support their decisions about subject option choices at GCSE and A-Level, careers, and higher education options. The SENDCo will seek additional input from external providers where necessary.

Students with SEND will also be guided through transitions by the SENDCo or Deputy SENDCo. The SENDCo will also support SEND students' personal development by providing essential information and advice to help them to live independently as adults, and make a positive contribution to society alongside curriculum provision.

#### **7. Our approach to teaching students with SEND**

Teachers are responsible and accountable for the progress and development of all the students in their class. New staff members meet with the Deputy SENDCo for training on how to support the students with identified SEND.

In addition to regular training focusing on high-quality teaching and learning, all staff have access to regular professional development from in-house training by specialists on specific learning needs.

High quality inclusive classroom practice which is aligned to the school's Excellence in Teaching Model is the most effective way to support a student with SEND. However, for some students, additional support may be necessary for them to achieve their full potential.

We will follow the 'graduated approach' to meeting your child's SEN needs.

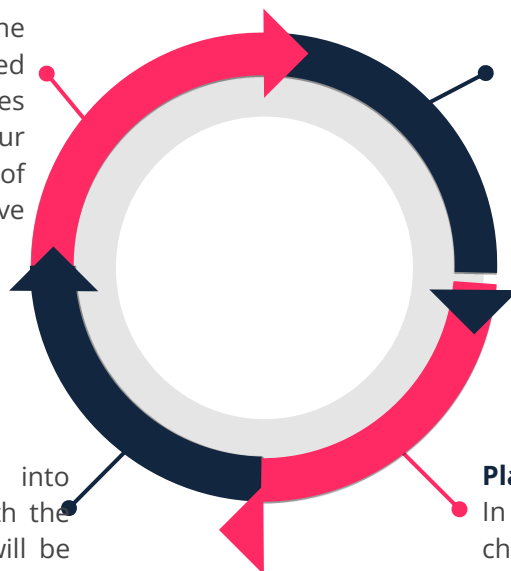
The graduated approach is a 4-part cycle of **assess, plan, do, review**.

**Review**

We will assess how well the support we put in place helped the child to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

**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 input from you and your child, as well as getting help from external professionals where necessary.



**Do**

We will put our plan into practice. The teachers, 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.

**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.

There is an expectation that SEND students attending the school are able to participate in mainstream lessons alongside their peers with appropriate support.

In addition to high quality teaching and learning, the school provides a range of additional support for learning for students with specific SEND:

<b>Communication and Interaction</b>	<ul style="list-style-type: none"> <li>• Autism Support Services</li> <li>• Speech and Language Therapists</li> <li>• Learning Support Assistants and HLTA</li> <li>• Group intervention through ELSA and Lego Therapy</li> <li>• Access Arrangements for examinations</li> </ul>
<b>Cognition and Learning</b>	<ul style="list-style-type: none"> <li>• Educational Psychologists</li> <li>• SEND Teacher Advisers</li> <li>• Adapted resources</li> <li>• Group intervention for study skills and revision techniques</li> <li>• 1:1 intervention for English, Maths and Science</li> <li>• Access Arrangements for examinations.</li> </ul>
<b>Social, Emotional and Mental Health</b>	<ul style="list-style-type: none"> <li>• Mental Health Lead</li> <li>• School counselling sessions</li> <li>• Child and Adult Mental Health Services (CAMHS)</li> </ul>

	<ul style="list-style-type: none"> <li>• Access Arrangements for examinations.</li> </ul>
<b>Sensory and/or Physical Needs</b>	<ul style="list-style-type: none"> <li>• Berkshire Sensory Consortium Service</li> <li>• Occupational Therapists</li> <li>• Physiotherapy</li> <li>• Access to technology (e.g. radio aids)</li> <li>• Adapted resources (e.g. enlarged worksheets)</li> <li>• Building Access (e.g. lifts, classroom changes)</li> <li>• Access Arrangements for examinations.</li> </ul>

We ensure that learning environments are effective and that all students can access the breadth of the mainstream curriculum. Students with SEND are only withdrawn from lessons if there is significant evidence that this is the best route for them and it is kept to a minimum; all experience a range of subjects.

## 8. Expertise and training of staff

The current SENDCo has over 10 years' experience in this role and has completed the National Award for Special Educational Needs Coordination. The school has a Deputy SENDCo who is responsible for the progress and attainment of students with SEND at an operational level. Both responsibilities have allocated time in order to manage SEND provision.

The school also employs two Learning Support Assistants and one Senior Learning Support Assistant. The SEND Team works closely with the Student Support Team, who provide front-line welfare support for individual students. In addition, the SEND Team collaborates with the school's Mental Health Lead, providing support for students with wellbeing and mental health issues.

Relevant teaching staff have been trained in teaching students with hearing and visual impairments, including those with profound hearing loss who have cochlear implants.

The school uses specialist staff from the Berkshire Sensory Consortium (including a teacher of the deaf and a teacher of the blind) and Slough Autism Services.

The Senior Learning Support Assistant is a fully qualified and experienced Emotional Literacy Support Assistant (ELSA). She delivers the school's ELSA programme which is overseen by an Educational Psychologist. The Senior ELSA also delivers the school's Lego Therapy programme.

## 9. Evaluating the effectiveness of SEND provision

The effectiveness of provision for students with SEND is evaluated by:

- reviewing students' individual progress;
- reviewing the impact of interventions after an appropriate period of time;
- seeking the opinions of students, parents and teachers;
- holding annual reviews for students with EHC plans.

## 10. Providing equality of opportunity for students with SEND to engage

Students are encouraged to participate in the wide variety of sporting, musical and other opportunities available at Langley Grammar School.

The school has excellent facilities including a sports centre and drama studio, and a strong House system provides a framework for a wide range of sporting competitions and other events including music and drama competitions.

There are a wide range of day and residential educational visits through which students can develop and apply what they have been learning in the classroom. The school operates the Duke of Edinburgh's Award programme for students in Year 9 upwards.

Additional sports provision has been introduced for SEND students in PE. Specialist equipment for Boccia, New-Age Kurling and TriGolf sets have enabled students with physical needs to engage fully in the PE curriculum. All Stars Sports Club has been established to provide alternative activities to improve students' physical literacy, specifically developing gross and fine motor skills.

## **11. Support for Improving Emotional and Social Development**

The pastoral support system at Langley Grammar School is thorough and robust; Form Tutors and Phase Leaders work together closely to ensure that students enjoy their time at school. A pastoral review during the first half term of Year 7 looks at how students have settled into secondary school, including their social interaction and contribution to lessons.

Students who are identified as needing social and emotional support may be provided with a mentor or referred to the School Counsellor. Students whose behaviour is presenting a concern may be put on behaviour report and/or have an individualised behaviour plan. Students' successes and achievements are celebrated regularly in assemblies and through the school newsletter.

The school provides a harmonious and well-ordered community that encourages consideration for others. Bullying or harassment of any kind is unacceptable. If bullying does occur, students can report it in the knowledge that incidents will be dealt with promptly and effectively.

Students explore the issue of bullying in their Personal and Citizenship Studies (PCS) lessons; there are also anti-bullying workshops during Year 7 tutor time and a team of Sixth Form anti-bullying mentors run assemblies to raise awareness of bullying and provide mentoring to individuals.

In addition, the Sixth Form Individual Needs Mentors act as key support personnel for younger students with additional educational needs, offering support and guidance and listening to any concerns.

## **12. Complaints about SEND Provision**

Concerns about SEND provision should be raised with the SENDCo in the first instance. If the concern cannot be satisfactorily resolved informally, the complainant will then be referred to the school's complaints policy.

Parents of students 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.

## **13. Contact Details of Support Services for Parents of Students with SEND**

Productive collaboration with a variety of agencies ensures that parents/carers and the school have appropriate support in meeting a student's needs. The following list of agencies is not exhaustive, but provides an indication of the support services which can be involved in supporting students at Langley Grammar School:

- Berkshire Sensory Consortium (Hearing and Visual Impairments)
- Slough Autism Service
- Child and Adolescent Mental Health Service (CAMHS)
- Occupational Therapists
- Speech and Language Therapists (SALT)
- Educational Psychologists
- Physiotherapists

- SEND Teacher Advisers
- Slough SEND Team.

These agencies assist the school in securing the necessary equipment and facilities to meet a student's needs (e.g. the Berkshire Sensory Consortium can provide radio aids, hearing aid batteries etc.).

#### **14. The Local Authority Local Offer**

Slough local authority's local offer is published here:

<https://www.sloughfamilyservices.org.uk/kb5/sloughcst/directory/localoffer.page>

#### **15. Admissions**

Students are admitted to the school in Year 7 on the basis of their ability as determined by their performance in the 11+ entrance examination set and administered by the Slough Consortium of Grammar Schools. The procedures for testing are outlined in the *Slough Consortium of Grammar School - a Guide to the 11+ Test* document published annually by the Consortium.

The registration process for the 11+ examination allows parents to notify the Consortium that a student may have SEND. Extra time of up to 25% for each paper may be available for students with SEND. Supporting evidence from the student's primary school will be required, as well as a copy of any diagnosis a student may have and/or a copy of their Education, Health and Care Plan (EHCP).

For students with an EHCP our admission policy specifies that:

- The Equality Act 2010 places a duty on all schools and Local Authorities to reasonably accommodate the requirements of the individual to facilitate their effective education.
- To be 'eligible for consideration' in the context of this admission route means that the student's ability is in line with the normal cohort admitted through the 11+ examination.

#### **16. Physical and Curriculum Access**

Students with SEND are integrated into the activities of the school as far as is practical and as long as it is compatible with their needs. The effective education of the other students and the efficient use of resources is also considered when reviewing students' access to the full curriculum.

Arrangements in line with the Equality Act 2010, reasonable adjustments may be made to ensure that students who have a disability are not put at a disadvantage in comparison to students who are not disabled. All buildings within the school have wheelchair access. There are toilets for the disabled around the school. There are automatic doors to the 2020 Teaching, 2006 MFL and Sports blocks, lift access to all levels is available in all buildings except the 1996 block which does not include any specialist teaching rooms. There are wide access doors across the school site.

#### **17. Exam Access Arrangements**

Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements fall into two distinct categories: some are delegated to centres (e.g. use of a word processor for examinations or supervised rest breaks), others require prior JCQ (Joint Council for Qualifications) awarding body approval (e.g. extra time).

Access Arrangements allow candidates/learners with SEND or temporary injuries to access the assessment without changing the demands of the assessment. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.

Further details about the JCQ access arrangements can be found via this link:

[https://www.jcq.org.uk/wp-content/uploads/2025/08/JCQ-AARA-2025\\_FINAL.pdf](https://www.jcq.org.uk/wp-content/uploads/2025/08/JCQ-AARA-2025_FINAL.pdf)

## 18. Approval and review

The SEND Information Report will normally be reviewed annually by the SENDCo and SLT lead in line with the LGS Policy Framework, or as required in response to any changes in the relevant guidance from the Department for Education.

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### Policy approval

This report will be reviewed **annually** in line with the LGS Policy Framework; it will also be updated if any changes to the information are made during the year.

<b>Reviewed by</b>	<b>Deputy Headteacher Special Educational Needs Coordinator</b>	<b>Date</b>	<b>September 2025</b>
<b>Approved by</b>	<b>Governing Board</b>	<b>Date</b>	<b>October 2025</b>
<b>Next Review</b>	<b>Deputy Headteacher Special Educational Needs Coordinator</b>	<b>Date</b>	<b>September 2026</b>