

# Weald of Kent Grammar School

## SEND Information Report 2025-2026

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## Introduction

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.

As educational professionals, we are all working towards the goal of growing independent, curious, compassionate and courageous 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:



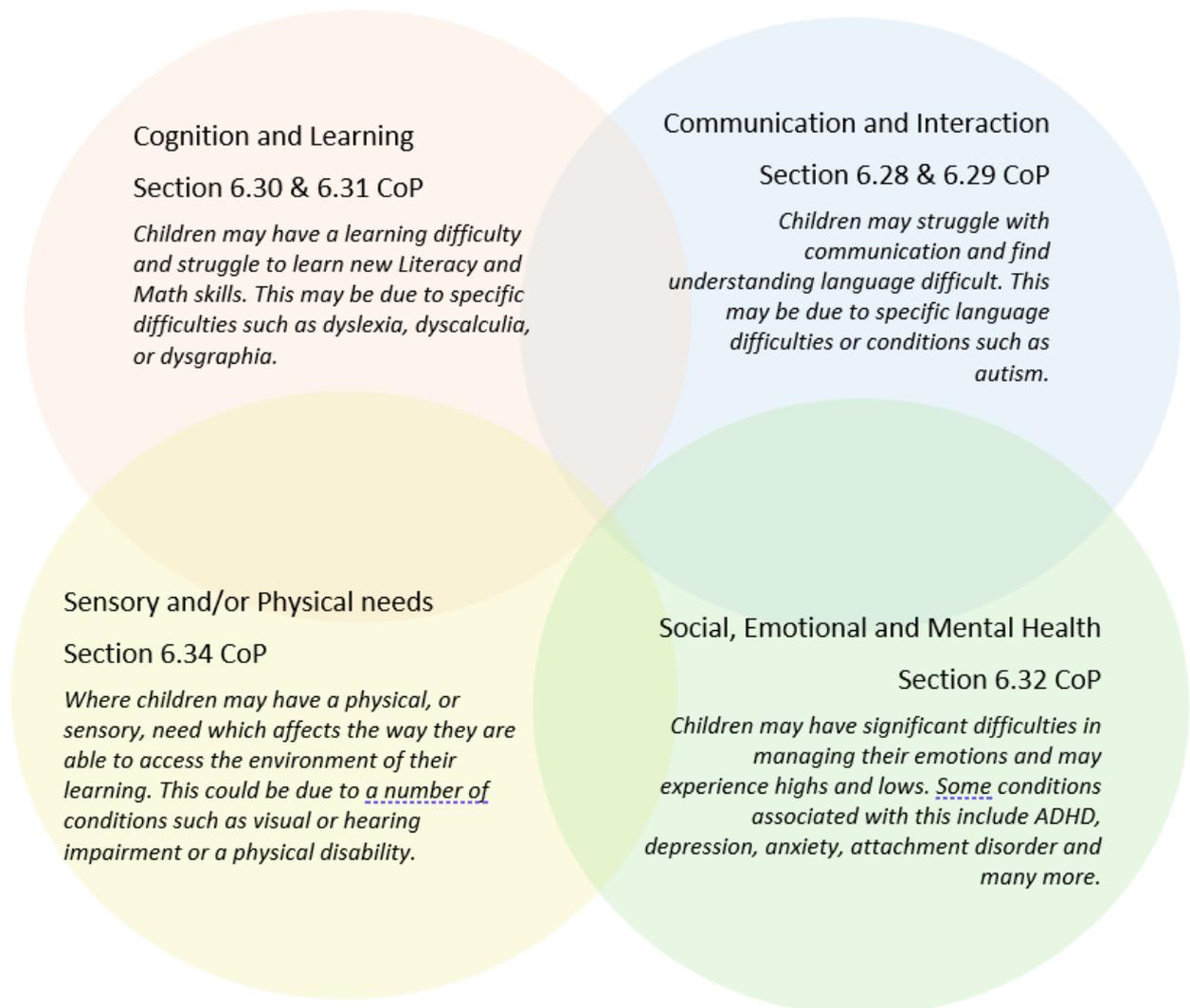
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our [SEND Policy](#) on our website.

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

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

Weald of Kent Grammar School provides for students with the following needs, as outlined in the SEND Code of Practice 2015:



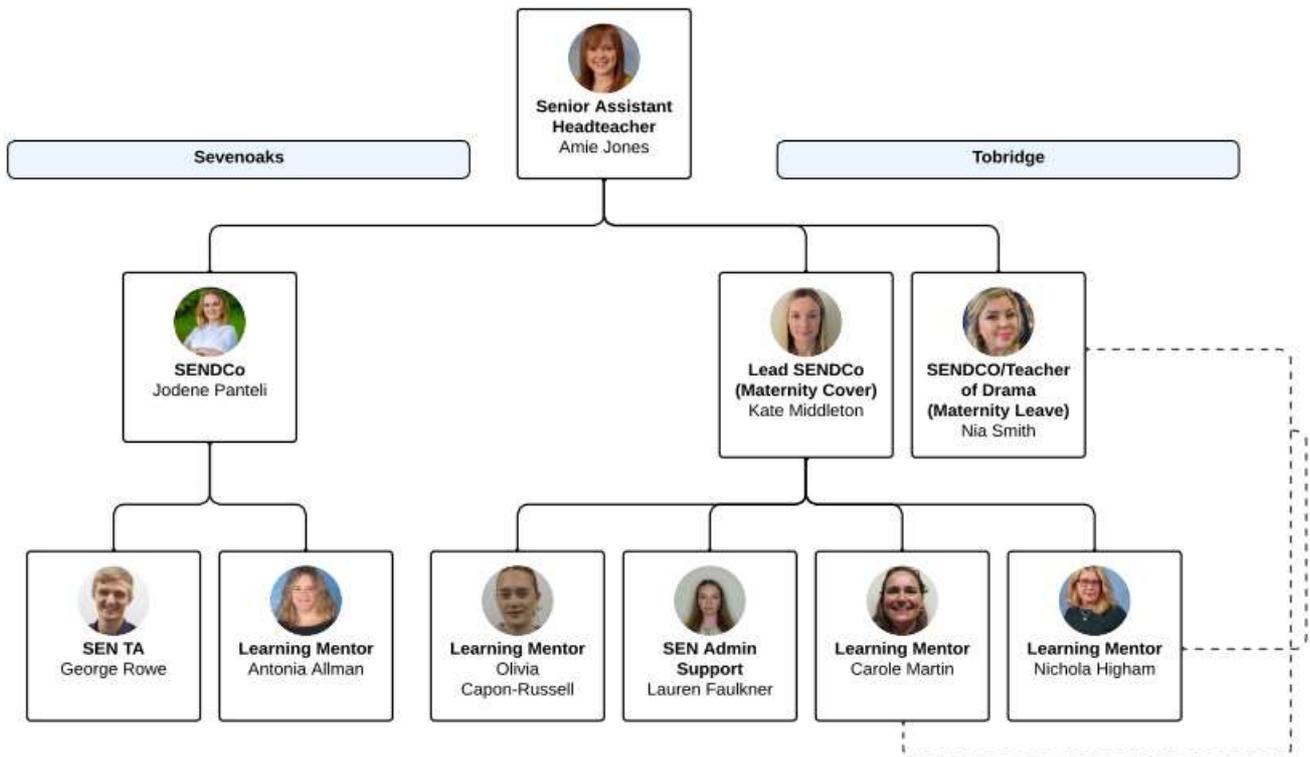
Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a holistic overview of your child.

More information about the Areas of Need can be found in the [Special Educational Needs and Disability Code of Practice: 0 to 25 years](#).

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

At Weald of Kent Grammar School all staff are considered responsible for supporting the needs of students with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of student needs.

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



### Learning Support

#### Our Lead Special Educational Needs and Disabilities Co-ordinator, or Lead SENDCO

The named Lead SENDCO is Kate Middleton.

They have six years' experience in the role as SENDCO within primary and secondary mainstream settings and have worked as a Specialist Teacher for Communication and Interaction for the Specialist Teaching and Learning Service (STLS). They are a qualified teacher, working in both mainstream settings within Kent and London and in a Specialist Resource Provision (SRP).

They achieved the National Award in Special Educational Needs Co-ordination in 2015.

#### Our Special Educational Needs Co-ordinator, or SENDCO

The named SENDCO is Jodene Panteli.

They have three years teaching experience in a Local Authority specialist SEND all-through residential school for students with social communication difficulties as their primary need, and a further seven years' experience as a SENDCO in Primary Schools in the London Boroughs of Bromley and Greenwich. They achieved the National Award for SEND Coordination in 2014 and have been in school leadership roles, including SENDCO, across the 2-19 age range with a broad emphasis on inclusion since 2013. They are a qualified teacher of over twenty years.

## Subject teachers

All teachers receive in-house SEND training, and are supported by the SENDCO to meet the needs of students who have SEND.

Internal training staff have received academic year 2024/2025:

- Selective/Situational Mutism Awareness Training
- Attention Deficit Hyperactivity Disorder (ADHD) Awareness Training
- Strategies to support with creating the conditions for scholarship i.e. emphasising the importance of clear instruction and established routines
- Metacognition Training
- Explicit Vocabulary Instruction Training
- Methods for using Mini Whiteboards

External training staff have received academic year 2024/2025:

- Access to National College resources including safeguarding training
- The Autism Education Trust (AET) Making Sense of Autism Training

The school recognises that all teachers are teachers of SEND and that research indicates that effective practice is underpinned by high quality teaching in the classroom. Our Teaching and Learning Framework benefits all of our students and is written with SEND students in mind, with an emphasis on explicit instruction, cognitive and metacognitive strategies and scaffolding.

## Learning Mentors and Teaching Assistant

We have a team of Learning Mentors and a teaching assistant, who are trained to deliver SEND provision and interventions.

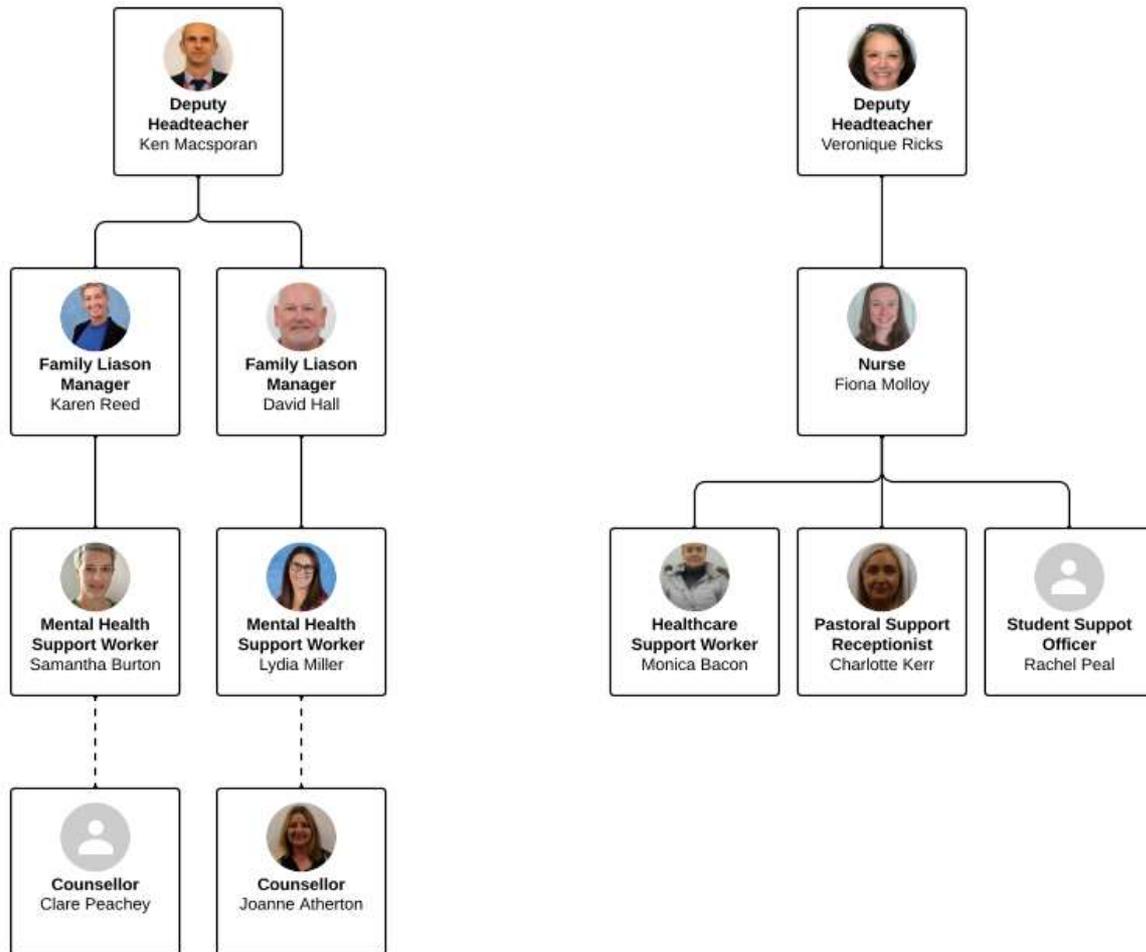
Training attended academic year 2024/2025:

- Selective/Situational Mutism (NHS Children's Therapies)
- Understanding and supporting girls with ADHD (National College)
- Identifying and Supporting Learners with Processing and/or Working Memory Difficulties (SEN Services Southwest)
- Executive Functioning: Supporting Neurodivergent students (National College)
- Mainstream Core Standards 'The Pathway to Inclusion' (The Education People) *TBC*

Interventions delivered academic year 2024/2025:

- Ad-hoc & scheduled Learning Mentor support 1-1s
- Revision and Exam support
- Executive Functioning support
- Selective/Situational Mutism Support Plan
- Social Communication and SEMH support via structured lunchtime clubs
- Learning Mentor and TA support in the classroom

## Student Services



### Mental Health Support Workers and Counsellors

We have Mental Health Support Workers and counsellors, who are experienced at supporting students with their social, emotional and mental health needs.

Training attended academic year 2024/2025:

- Understanding ODD & Conduct Disorders (Witherslack Group)
- Understanding Trauma & Attachment (i-Thrive)
- Kent Young Carers Awareness Training (IMAGO)
- 'Change Your Mind;' Running a CBA Intervention in Schools (KEPS)
- Autism Burnout
- Trauma Resilience and Attachment Workshop
- Trauma Informed School Workshop

Interventions delivered academic year 2024/2025:

- 10 Week CBA Intervention for students at risk of EBSA (Emotionally Based School Avoidance)
- Ad-hoc & scheduled Mental Health Support Worker 1-1s
- Training and Supervision of Peer Mentors
- 'Setting Boundaries within Friendships'
- Self-esteem skills building
- Developing assertiveness skills and understanding communication styles
- Understanding healthy relationships
- CBT approaches to developing self-awareness and self-help strategies

## External agencies

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

GPs or Community Paediatricians	NELFT Practitioners
Educational Psychologists	KCC SEN Inclusion Advisor
Occupational Therapists	Communities of Schools
NHS Kent School Health	Voluntary Sector Organisations
Speech and Language Therapists	Specialist Teaching and Learning Service (STLS)
Children and Young People's Mental Health Service (CYPMHS)	

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

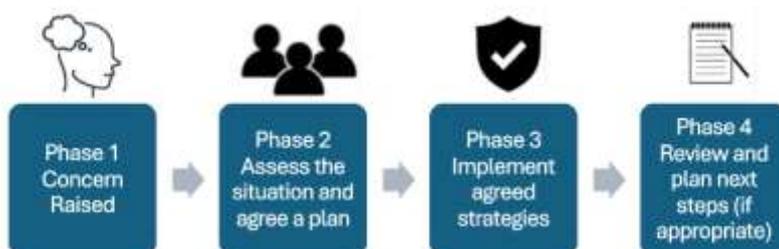
A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Special educational provision is an educational or training provision that is additional to, or different from, that is made generally for other young people of the same age by mainstream schools.

Students have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of the facilities of a kind generally provided for others of the same age in mainstream schools.

If you think your child has SEND, please notify the school and the following process will be followed:

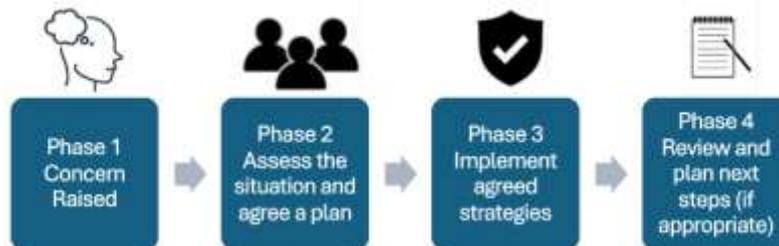


<b>Phase 1</b>	<p>For general or academic concerns, in the first instance, talk to your child's Form Tutor, subject teacher(s) or Head of Year.</p> <p>If you think your child might have SEND, parents and carers can get in touch with the SEND team directly, via the <a href="#">school website</a>.</p>
<b>Phase 2</b>	<p>The SEND Team will contact you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.</p> <p>The SEND Team will liaise with members of staff, including Form Teacher, subject teachers and Head of Year to gather further information. The SENDCo may observe your child in class and the school community.</p> <p>We may use screening assessments including CAT4 (Cognitive Abilities Test) and LUCID (light touch screener to identify possible dyslexic tendencies).</p>

	Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record.
<b>Phase 3</b>	We will implement the agreed strategies and monitor these over an agreed period. These are likely to be universal strategies set out in the <a href="#">mainstream core standards</a> . This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.
<b>Phase 4</b>	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 (The Graduated Approach) and recorded on a personalised plan. A Student Passport will be created jointly with your child, to capture their voice and highlight the key strategies, resources and interventions in place.

#### 4. What happens if the school identifies a need?

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



Subject teachers, Heads of Department and Heads of Year will review the progress for all students and identify those whose progress:

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

This may include progress in areas other than attainment, for example, social and emotional needs. We monitor the progress of all students through reports twice a year to review academic progress, use of in-class assessments, End of Year Assessments, public examination results and teachers' professional judgments and observations, as potential indicators of additional needs.

We screen students new to Weald at the start of Year 7 and Year 12 and use this information to reflect on the support we offer in school. We use the CAT4 (Cognitive Abilities Test) assessment to assess the main types of reasoning abilities. A LUCID Exact screening may be used to identify dyslexia tendencies, although is not a formal assessment.

If the teacher notices that a student is having difficulties, they try to find out if the student has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Students who don't have SEND usually make progress quickly once the gap in their learning has been filled. If the student is still finding it difficult to make the expected progress, the teacher will notify the SENDCO. The SENDCO will contact you to discuss the possibility that your child has SEND, and the school will follow the graduated approach.

**5. How will the school measure my child's progress?**

Weald of Kent Grammar School follows the 'graduated approach' to meeting your child's SEND needs.

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

**The Graduated Approach**  
Cycle of support



<b>Assess</b>	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.
<b>Plan</b>	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.
<b>Do</b>	We will put our plan into practice. The teacher, with the support of the SENDCO, will be responsible for working with your child and making sure the support we put in place is having the impact we intended.
<b>Review</b>	We will assess how well the support we put in place helped the student 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?

If your child is on the SEND register, a member of staff who knows your child well will meet you three times a year, to:

- Set clear outcomes for your child's progress
- 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

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 the [SEND Team](#).

## 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 students 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
- Prepare a presentation, written statement, voice recording etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a student questionnaire

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

Our curriculum is ambitious, broad and challenging, and sequenced to enable students to develop deep, secure understanding over time. Students will actively engage with the cultural capital needed to take advantage of the opportunities, responsibilities and experiences of adult life.

All teachers are teachers of SEND and your child's teachers are responsible and accountable for the progress and development of all students in their class across the curriculum. High quality teaching is our first step in responding to your child's needs.

We will adapt our approaches to how we teach to suit the way the student 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, providing writing scaffolds, consideration of seating arrangements etc.
- Using recommended aids, such as laptops, coloured overlays, visual prompts, larger font, etc.
- Supporting students with emotional regulation with time in Student Support.
- Creating a classroom sensory toolkit as part of a student's sensory diet etc fiddle object, ear buds.

### **We may also provide the following interventions:**

- Access to school counselling or Mental Health Workers
- Access to Learning Support Mentors
- Emotional Based School Non-Attendance Toolkit
- Talkabout Social Communication Skills Package
- Social Situational Mapping
- Language for Behaviour and Emotions

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

### **9. How will the school evaluate whether the support in place is helping my child?**

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions each term
- Using student questionnaires to gather their views
- Monitoring by the SENDCO
- Using personalised plans to measure progress
- Holding an annual review for students with Education Health and Care Plans (EHCP)

### **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

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 students who don't have SEND?**

At Weald of Kent Grammar, we provide an inclusive provision for all our students. It may be necessary for some students to receive interventions in addition to a broad and balanced curriculum.

All of our extra curricular clubs, activities and school visits are available to all our students. No student is excluded from taking part in these activities because of their SEND and/or disability.

All students are encouraged to go on our school trips and all students are encouraged to take part in Enrichment Week, Sports Day and Interhouse activities.

Where necessary, the school will use the resources available to it to provide support to enable the safe participation of the student in the activity.

No student is excluded from taking part in these activities because of their SEND and/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 students with SEND or a disability?**

Admission to Weald of Kent is detailed in our [Admissions Policy](#).

The SEND Team is available at Open Evenings for prospective students to discuss what support we can offer.

As we do not ask about SEND in our application process, we would like to assure you that this information would not be used to unfairly disadvantage a student on our waiting list for places as we are often oversubscribed.

We follow the Local Authority criteria for accepting students with an EHCP when we are the name school, and they have priority to our admissions criteria.

### **13. How does the school support students with disabilities?**

Under the Equality Act 2010, a person is considered disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities.

The school uses resources tailored to the needs of students who require support to access the curriculum. Curriculum progress is tracked for all students, including those with a disability. Targets are set effectively and are appropriate for students with additional needs. The curriculum is reviewed by Heads of Department to ensure it meets the needs of all students.

The school has disabled access to many of its facilities and ensures that such access is maintained. The environment is adapted to required needs; this includes ramps, lifts, disabled parking bay and accessibility toilets. The school will continue to take into account the needs of its students with physical difficulties and other impairments when planning and undertaking future improvements. Further information can be found in our [Accessibility Plan](#).

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

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

- Timetabled, school-wide lessons in Personal, Social and Health Education (PSHE) for all students.
- A carefully planned and sequenced curriculum that includes opportunities to promote spiritual, moral, social and cultural development.
- Lunchtime clubs for students who need extra support with social or emotional development, and promote teamwork and building friendships (i.e. Gardening Club, Friendship Club).
- Opportunities for students to use Student Services to self-regulate or co-regulate with a member of the pastoral team
- Students with SEND are encouraged to be part of the school council
- We have a 'zero tolerance' approach to bullying as outlined in our [anti-bullying policy](#). We employ both pro-active and re-active anti-bullying strategies and all reports of bullying and alleged bullying are taken seriously.

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

Mr Ken MacSporran (Designated Safeguarding Lead), Mrs Kate Middleton (Lead SENDCo) and Mrs Jodene Panteli (SENDCo) work together to make sure that all teachers understand how a looked-after or previously looked-after student's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Students 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 students 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 students with SEND prepare for a new school year we:

- Ask both the current Head of Year and next Head of Year to attend a transition meeting with the student, parent or carer and SENDCo to discuss transition for year ahead.
- Update the Personalised Plan and Pupil Passport with the student, ready to share again with staff in September.

### **Phase Transfer – Year 6 to Year 7**

We work closely with the educational settings used by students before they transfer to us to seek the information required to support the transition.

Transition arrangements – Primary to Secondary:

- A 'lilac' form is sent to all primary 'feeder' schools to gather information on how students present within the school community, to notify of diagnosis or suspected SEND, and support currently in place.
- A member of staff (Assistant Headteacher, Head of Year, SENDCo, DSL) will liaise with the primary school to gather further information as required or to arrange a visit.
- We arrange meetings with parents of incoming students to discuss how we can best support their transition to Weald.
- The SENDCo attends transition events arranged by the local authority and liaise with primary schools and parents and carers across Tonbridge, Malling and Sevenoaks.
- Additional SEND transition events take place in June and September (Staff Inset Day) for SEND students and parents and carers, coordinated by the SENDCo and Head of Year.
- The SENDCo will attend Annual Reviews for students with an EHCP
- The SENDCo attends the Year 7 Transition Evening for all parents in Term 6.
- All students receive a post-card from a current Year 7 student, welcoming them to Weald.
- A staggered start of the academic year to include induction day for Year 7 and 12 before the whole school body returns.
- There is a no-homework policy for the first month at Weald for all Year 7 students to enable them to engage in the wider opportunities in school, get to know key members of staff and their peers and settle into our approaches to teaching and learning.

### **Phase Transfer – Year 11 to Year 12**

- SEND information for Year 12 students, including access arrangements is collated on application and then again at enrolment at the end of August.
- For external students, we ensure effective handover between settings, to ensure SEND information is considered and provision put in place in readiness for the new academic year.
- Students attend an Induction Day in June to enable them to get a sense of how A Level study may differ from Key Stage Four.
- There is a staggered start for Year 7 and 12 students.
- We also contribute information to a student's onward destination by providing information to the next setting. School files, Child Protection Information, Access Arrangements documents and all mandatory information is sent on through the correct channels and on request to a student's next place of learning.

### **Onto adulthood**

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

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

We have a careers manager in school and an external careers advisor, who organise careers talks, trips and work experience for all students.

## **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, information can be found on the [Kent's SEND Information Hub](#) which includes details of Kent's Local Offer.

[IASK](#) (Information, Advice and Support Kent) offer families of children and young people (0-25 years) with SEND free, impartial and confidential advice

[Kent PACT](#) are part of the National Network of Parent Carer Forums (NNPCF) and supported by parent led charities. They are a forum of parents and carers that offer support to other parents and carers of children and young people (0-25 years) with SEND.

Other national and local charities and services that offer information and support to families of students with SEND include:

- [Kent and Medway Integrated Care System](#) – Information on Autism, ADHD and Learning Disability
- [Kent and Medway Integrated Care System](#) –Mental Wellbeing Information Hub
- [NELFT](#) – Information on Learning Disabilities, ADHD and Autism referrals via NHS
- [Ambitious About Autism](#)
- [National Autistic Society](#)
- [Kent Autistic Trust](#)
- [ADHD Foundation Trust](#)
- [Kent and Medway CYPMHS](#)
- [Kooth](#)
- [Space2beme](#) - Offers support to students, parents and carers, and the whole family
- [Children's Therapies, The Pod](#) - films, resources and links including neurodivergence, selective mutism and sensory processing.
- [Kent Family Hub](#)

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

Complaints about SEND provision in our school should be made to the SENDCo 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, that right also applies to the student 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 Weald has discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. Information about how to make such a claim can be found on the [government website](#).

A claim can be made 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. [Global Mediation](#) service is in place for Kent, Bromley, Medway, Surrey and East Sussex.

## 19. Supporting documents

This policy links to our policies, available on the [school website](#).

- Accessibility Policy
- Admissions Policy
- Anti-Bullying Policy
- Attendance Policy
- Positive Behaviour Policy
- Safeguarding Policy
- SEND Policy
- Teaching and Learning Policy

## 20. Glossary

- **Access arrangements** – special arrangements to allow students with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a student’s EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a student 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
- **CYPMHS**- children and young people mental health services
- **Differentiation** – when teachers adapt how they teach in response to a student’s needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will carry out a needs assessment to decide whether to issue 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 student’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the student
- **Intervention** – a short-term, targeted approach to teaching a student with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for students with SEND in the local area
- **Outcome** – target for improvement for students with SEND. These targets don't necessarily have to be related to academic attainment. Outcomes are usually set for a key stage.
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability
- **SENDCO** – the special educational needs and disabilities 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 students with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports students with SEND
- **SEND support** – special educational provision which meets the needs of students with SEND. These students are recorded as ‘K’ on the SEN register and parents and carers will be notified.
- **Transition** – when a student moves between years, phases, schools or institutions or life stages.

<b>Author/s:</b>	Kate Middleton	<b>Date:</b>	July 2025
<b>Next Review Date:</b>	July 2026	<b>Trustee:</b>	Ben Katz
<b>Ratified:</b>	8 July 2025 FTB		