

Special Educational Needs and Disabilities (SEND) Information Report

Weald of Kent Grammar School



SEND Governor:

Ben Katz

Lead SENDCo/SENDCo

Matthew Simmons and Nia Smith

SLT Link to SEND

Amie Jones

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Introduction from the SEND Team

At Weald of Kent, we are committed to ensuring that every student feels understood and able to thrive. We recognise that students require different levels of support at different points in their educational journey. Our aim is to identify and remove barriers to learning so that all students can fully participate in school life, achieve their potential, and develop the confidence and independence they need for the future. This report outlines the SEND support we offer, information on our processes, and the roles and responsibilities within the school.

Our approach is underpinned by five key principles. First and foremost, we believe that universal provision comes first. High-quality teaching and adaptive practice are the foundation of support for all students - inclusive classrooms benefit everyone. Where additional support is needed, we ensure that interventions are evidence-informed, implemented in response to identified need and reviewed regularly to measure their impact.

We are equally committed to ensuring that the support we provide promotes independence. We want our students to develop the skills, resilience, and self-awareness needed to advocate for themselves and succeed beyond school. Strong partnerships are central to this work, and we believe that clear, consistent, and timely communication with students, families, staff, and external agencies is essential in achieving the best outcomes.

Finally, we believe that inclusion is everyone's responsibility. Supporting students with SEND is not the work of one department alone, it is embedded across our whole school community. By working together, maintaining high expectations, and focusing on what our students can do, we strive to create an environment where every young person feels a genuine sense of belonging and is empowered to flourish.

We hope that the information on these pages gives you a clear understanding of our provision and the support available at Weald. If you have any questions or would like to discuss your child's needs further, please do not hesitate to contact the SEND team.

You can find our SEND policy on our website [Policies - Weald of Kent Grammar School](#).

Matt Simmons
Lead SENDCo

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 is SEND and what types of SEND does the school provide for?

A child or young person has Special Educational Needs and/or Disabilities (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

The SEND Code of Practice states that a child has a learning difficulty or disability if they:

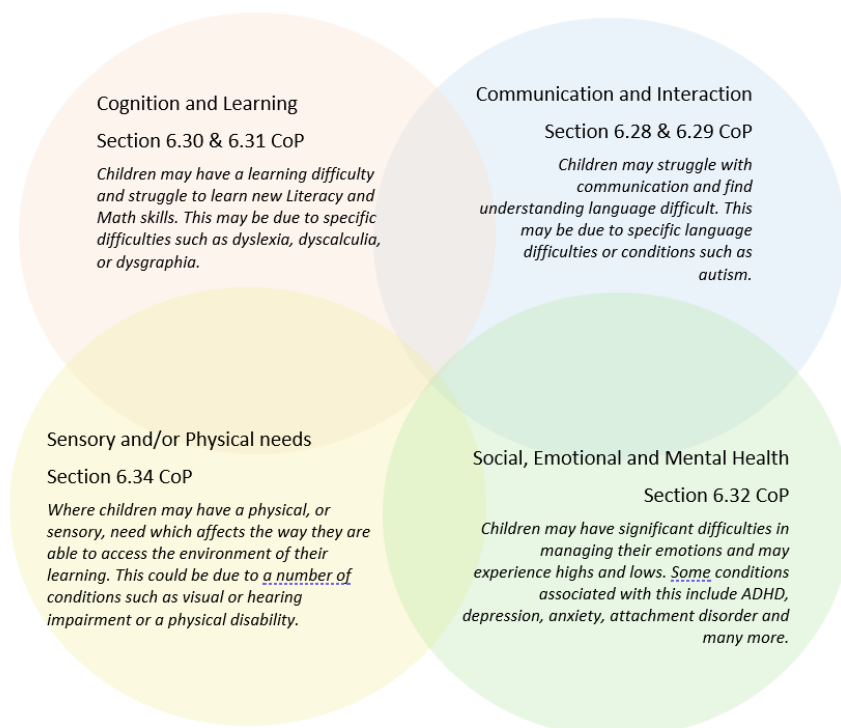
1. have a significantly greater difficulty in learning than the majority of others of the same age; **or**
2. have a disability which prevents or hinders them from making use of the educational facilities generally provided for others of the same age in mainstream schools.

A medical diagnosis is not required for a student to access support in school. Decisions about SEND Support are based on the impact a student's needs have on their ability to access learning and participate fully in school life. We gather information from a range of sources, including teachers, parents and carers, the student themselves, assessment information and, where appropriate, external professionals.

While a diagnosis can help us to understand a student's profile of strengths and needs, it does not automatically determine the support that will be put in place. Equally, students who do not yet have a diagnosis can still receive appropriate support where there is evidence that they are experiencing barriers to learning.

At Weald of Kent Grammar School, we provide for students who have special educational needs and/or disabilities (SEND) as defined by the SEND Code of Practice (2015). This includes students who have significantly greater difficulty in learning than most others of the same age, or who have a disability which prevents or hinders them from making use of the educational facilities generally provided for others of the same age.

We support students across the four broad areas of need identified within the SEND Code of Practice:



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. As a selective grammar school, we recognise that students with SEND may achieve highly academically while still requiring support to access school life successfully. We therefore consider the impact of a student's needs on their learning, wellbeing, independence and participation in the wider life of the school, rather than making assumptions based solely on attainment.

Some students may have an Education, Health and Care Plan (EHCP), whilst others may receive support through ISPs using the graduated approach of Assess, Plan, Do and Review. Others may require small adaptations to our universal provision. We work closely with students, families and external professionals to identify needs early and ensure that the support provided is both appropriate and proportionate.

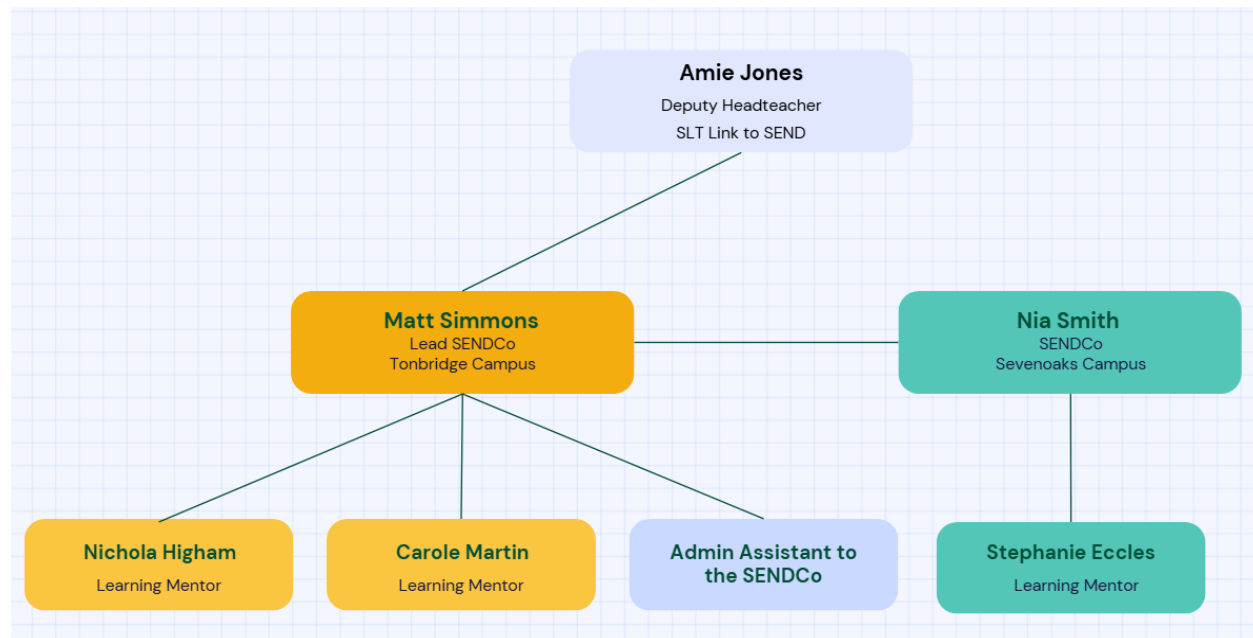
More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years (link below).

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/362822/SEND_Code_of_Practice_January_2015.pdf)

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 pupils 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 pupil needs.

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



Deputy Headteacher (SEND Link)

The Deputy Headteacher oversees the school's provision for pupils with additional needs, ensuring that support is effective, inclusive and aligned with statutory requirements. They provide strategic leadership for SEND and work closely with the SEND team, pastoral staff and external agencies.

Lead SENDCo (Tonbridge Campus)

The Lead SENDCo coordinates SEND provision across the school, identifying and supporting pupils with special educational needs and disabilities. They work with the Deputy Headteacher on strategic direction and future planning. They work with families, teachers and external professionals to ensure that pupils receive appropriate support and can access the curriculum successfully.

SENDCo (Sevenoaks Campus)

The SENDCo at the Sevenoaks Campus coordinates SEND provision for pupils based on that site. They work closely with staff, families and external agencies to ensure that pupils receive the support they need to achieve their potential.

Learning Mentors

Learning Mentors provide targeted support to pupils who may need additional help with organisation, engagement, confidence, emotional wellbeing or access to learning. They work closely with pupils, families and staff to help remove barriers to success.

SEND Administrative Assistant

The SEND Administrative Assistant supports the day-to-day administration of the SEND department. They coordinate meetings, maintain records, communicate with families and external agencies, and help ensure that SEND processes run efficiently.

Our Special Educational Needs Co-ordinator, or SENCO

The named Lead SENCO at Tonbridge is Matthew Simmons.

Our named SENCO at Sevenoaks is Nia Smith.

Class/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 2025/2026:

- Routines and classroom management
- Getting to know your SEND students and their needs
- Reasonable Adjustments – Behaviour training
- Responsive teaching: Feedback to feedforward
- Explicit instruction training

We actively engage with the support provided by external agencies and have received specialist training on the following:

- Gary Aubin: High Quality Teaching for SEND (What the evidence suggests)
- 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 inclusion by design, the graduated approach, explicit instruction, cognitive and metacognitive strategies and scaffolding.

Learning Mentors

Learning Mentors receive appropriate training and professional development to support them in their role. This is reviewed regularly and informed by the needs of pupils, school priorities, and advice from relevant professionals where appropriate.

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.

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:

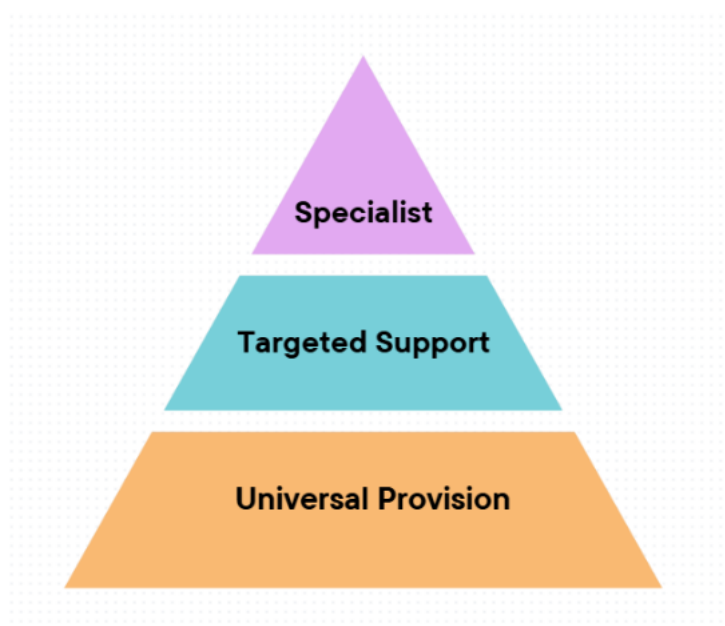
- GPs or Community Paediatricians
- Educational psychologists
- Occupational therapists
- NHS Kent School Health
- Speech and Language Therapists
- Children and Young People's Mental Health Service (CYPMHS)
- NEFLT
- KCC SEN Inclusion Advisor
- Communities of Schools
- Voluntary Sector Organisations

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

If you have concerns about your child's learning, wellbeing or ability to access school, we encourage you to contact us as early as possible. In most cases, your first point of contact should be your child's Form Tutor or Head of Year, who know your child well and can gather information from subject teachers about how they are managing across the curriculum.

You may also contact the SEND Team directly if you would like to discuss your concerns in more detail.

Once concerns are raised, we will work in partnership with you and your child to build a fuller picture of their strengths and areas of need.



In line with the graduated approach outlined in the SEND Code of Practice, we will consider whether adjustments through high-quality teaching and universal provision are sufficient or whether additional support may be required. Support is based on identified need and the impact this has on your child's ability to access education successfully.

4. What happens if the school identifies a need?

The SEND Team works closely with Heads of Year, Heads of Department, subject teachers and pastoral staff to monitor and review the progress and wellbeing of all students.

We recognise that SEND can present in different ways and may become apparent at different stages of a student's education. As part of our graduated approach, we identify students who may require additional support, including those who:

- are making progress that is significantly slower than that of their peers from the same starting point.
- fail to match or sustain their previous rates of progress.
- demonstrate a widening attainment gap despite appropriate teaching and support.
- experience persistent barriers to learning, attendance or participation in school life.

Importantly, progress is considered more broadly than academic attainment alone. We recognise that difficulties relating to emotional wellbeing, independence, communication, behaviour, attendance or engagement can also indicate that a student may require additional support.

To help us build a fuller understanding of a student's strengths and areas of need, we may use a range of screening and assessment tools, including the Cognitive Abilities Test (CAT4) and Lucid Exact. These assessments can provide valuable information about how a student learns and whether further investigation may be beneficial. However, they do not provide a formal diagnosis and are used alongside information gathered from teachers, parents and carers, the student themselves and, where appropriate, external professionals.

The identification of SEND is an ongoing process rather than a single event. Through regular review and close collaboration with families, we aim to identify needs early and ensure that appropriate support is put in place at the right time.

We recognise that students require different levels of support at different points in their school journey. In line with the graduated approach outlined in the SEND Code of Practice, support is provided in a staged and responsive way. Students may move between these levels of support depending on their needs and the impact those needs have on their ability to access learning successfully.

Universal Support

Universal support forms the foundation of our approach and is available to all students. These strategies are embedded within high-quality teaching and the Weald Teaching and Learning Framework. Research consistently demonstrates that the greatest influence on outcomes for students with SEND is high-quality classroom teaching. As a result, our first response to emerging need is always to strengthen and adapt universal provision.

Examples of universal support include:

- Adaptive teaching and Quality First Teaching strategies;
- Clear routines, expectations and classroom structures;
- Light-touch reasonable adjustments to improve access to learning;
- Use of visual supports, modelling and scaffolded resources;
- Retrieval opportunities and strategies to reduce cognitive load;
- Flexible grouping and seating arrangements where appropriate;
- Pupil Profiles that outline practical strategies to support individual students.

For many of our students with SEND, these approaches are sufficient to enable them to thrive within the classroom environment.

Targeted Support

Where a student continues to experience barriers to learning despite high-quality universal provision, additional targeted support may be considered.

Targeted support is tailored to identified needs and is regularly reviewed to ensure it remains appropriate and effective (Please see Section 3 for more information).

Specialist Support

A small number of students require more intensive or highly specialised provision.

Examples of specialist support include:

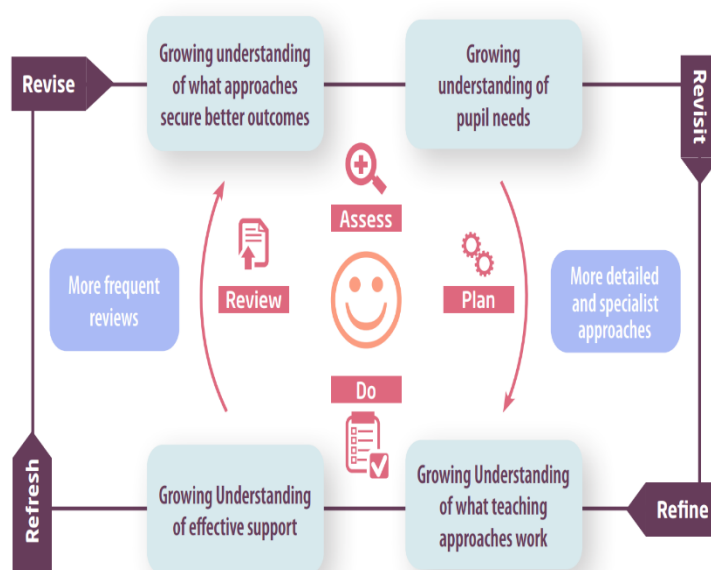
- Advice and recommendations from external professionals such as Educational Psychologists, Specialist Teachers, Speech and Language Therapists or health professionals;
- Requests for statutory assessment through an Education, Health and Care Needs Assessment (EHCNA);
- Provision specified within an Education, Health and Care Plan (EHCP);
- Multi-agency working to coordinate support across education, health and social care services.

Specialist support is considered when a student's needs are significant, complex or persistent, and where evidence indicates that additional expertise or resources may be required.

The majority of students with SEND at Weald of Kent Grammar School are successfully supported through universal and targeted provision. Our aim is always to provide the **right support, at the right time, for the right reason**, enabling students to develop independence and achieve their full potential.

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.



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 and what is the SEND register?

What is the SEND Register?

The SEND Register is a record of students who require provision that is additional to, or different from, the universal provision that is accessible to all of our pupils.

Students on the SEND Register may receive support through SEND Support (SEN K) or may have an Education, Health and Care Plan (EHCP). Inclusion on the register indicates that the school has identified that a student has special educational needs and requires a coordinated approach to planning, monitoring and reviewing support.

Being placed on the SEND Register does not depend on a student having a formal diagnosis. Instead, decisions are based on evidence that a student is experiencing persistent barriers to learning and requires support beyond ordinarily available classroom provision.

The SEND Register is reviewed regularly as part of the graduated approach. As students' needs change over time, the type and level of support they receive may also change. Some students may remain on the register throughout their time at school, while others may no longer require SEND Support if they are able to make sustained progress through universal provision alone.

Parents and carers will always be informed if their child is identified as requiring SEND.

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 review the support we are providing.

What Targeted Support is the school able to offer?

Students on the SEND Register may access a range of targeted interventions and additional support where this has been identified as appropriate through the graduated approach. The support offered is always based on individual need and intended outcomes and will be reviewed regularly to evaluate its impact.

Examples of targeted support available at Weald of Kent Grammar School include:

- 1:1 mentoring with a senior member of staff to support organisation, emotional wellbeing, goal-setting, self-advocacy and engagement with school;
- Individual Support Plans (ISPs) with agreed outcomes and strategies;
- Small-group interventions to develop specific skills or address identified barriers to learning;
- Access to pastoral support and regular check-ins;

- Support with transitions and preparation for periods of change;
- Assessment and screening to better understand a student's learning profile and inform appropriate support;
- Liaison and collaborative working with external professionals, where appropriate.

It is important to note that not all students on the SEND Register will require the same interventions. Support is tailored to the needs of the individual student and is reviewed through the ISP cycle to ensure that it having the desired impact.

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 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
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

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.
- Creating a classroom inclusion toolkit

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 ensure my child has appropriate resources?

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 ISPs 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 pupils 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 pupils with SEN or a disability?

Admission to Weald of Kent is detailed in our Admissions Policy:

[Admissions Weald of Kent](#)

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 pupils 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, disable parking bays and accessibility toilets. The school will continue to consider 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, found on our website, [Policies - Weald of Kent Grammar School](#).

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), Mr Simmons (Lead SENDCo) and Mrs Smith (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?

KS2 to KS3

We recognise the importance of a successful transition from primary to secondary school, particularly for students with SEND. Moving to a new school can bring significant changes in routines, expectations and relationships, and we are committed to ensuring that students feel prepared, supported and confident as they begin their journey at Weald of Kent.

In order to identify student need, we send an information form to all primary feeder schools to gather information on how students present within the school community, to notify of diagnosis and support currently in place. Please note that access arrangements for assessments do not necessarily translate across into Secondary school due to JCQ regulations.

As part of our enhanced transition offer, students identified by their primary school as benefiting from additional support may access:

- Two additional dedicated transition days, providing opportunities for familiarisation with the school environment, routines and key staff;
- A parent information session, including an opportunity to meet members of the SEND Team and ask questions about the support available at Weald;
- The creation of a Pupil Passport, outlining important information about a student's strengths, needs and helpful strategies, which is shared with their Form Tutor and reviewed during the first few weeks of term;
- The sharing of relevant information with teaching staff, ensuring that appropriate strategies and reasonable adjustments can be implemented from the outset.

For students with Education, Health and Care Plans (EHCPs), we will work closely with families, primary schools and external professionals to ensure continuity of provision. This may include individual meetings prior to transition to plan effectively for the move to secondary school.

Each year, we welcome a large cohort of students into Weald of Kent. While it is not possible to offer individual pre-transition meetings for every family, we aim to ensure that all parents and carers have access to clear information and opportunities to share relevant details about their child. Families are encouraged to engage with our enhanced transition process and to contact the SEND Team if they have questions or feel that additional discussion would be beneficial.

Our goal is to ensure that every student feels known, understood and supported from their very first day at Weald.

Between Year Groups

Important information relating to a student's SEND needs, strengths and support strategies is securely stored on **Arbor**, our school information management system. This enables relevant staff to access up-to-date information so that appropriate support can be implemented consistently across the school.

Where key staff change, such as at the start of a new academic year or during transitions between key stages, SEND information forms part of the handover process. This helps to ensure continuity of support and enables new staff to understand a student's profile of needs, the strategies that are effective, and any reasonable adjustments that should be in place.

Our aim is to ensure that students do not have to repeatedly explain their needs as they move through the school, and that support remains responsive, informed and consistent over time.

KS4 to KS5

We recognise that successful transitions are important at all stages of a student's educational journey. In addition to our enhanced transition arrangements for Year 7, we have systems in place to support students moving into the Sixth Form and those preparing for their next steps beyond Weald of Kent.

- SEND information for Year 12 students, including details relating to examination access arrangements, is gathered as part of the application process and reviewed again at enrolment in August to ensure appropriate support is in place from the beginning of the academic year.
- For external students joining the Sixth Form, we work closely with previous settings to ensure an effective handover of information. This enables us to understand a student's strengths and needs and to implement appropriate provision in readiness for their transition to Weald.
- Year 12 students attend an Induction Day in June, providing an opportunity to familiarise themselves with the school environment and gain an understanding of how A Level study may differ from Key Stage 4.
- We operate a staggered start for Year 7 and Year 12 students, allowing them additional time to settle into new routines, navigate the school site and build confidence before the full student body returns.
- As students move on from Weald of Kent, we contribute to effective onward transitions by sharing relevant information with the next educational setting. Where appropriate and in line with data protection requirements, this may include school records, safeguarding information, examination access arrangements documentation and other information necessary to support continuity of provision.

Onto adulthood

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

Families seeking additional information, advice or support regarding SEND may find the following services helpful:

- The Kent SEND Information Hub and KELSI provide up-to-date information about SEND services, support, and local provision available across Kent.
- Information, Advice and Support Kent (IASK) offer impartial advice and guidance to children, young people and parents on SEND matters, including education, health and care processes.
- Kent Family Hubs provide support for families and can help signpost local services and community-based provision.
- Families may also wish to access support from a range of local and national organisations relating to specific needs, including autism, ADHD, speech and language needs, mental health and emotional wellbeing.

As services and support available to families can change over time, we recommend visiting the Kent SEND Information Hub for the most current information about local services, charities, support groups and specialist organisations.

[Special Educational Needs and/or Disabilities \(SEND\) - KELSI](#)

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 Lead 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 students themselves. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND code of practice: 0 to 25 years - GOV.UK](#). 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:

[Policies - Weald of Kent Grammar School.](#)

- 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 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
- **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

Author/s:	A Jones/M Simmons	Date:	July 2026
Next Review Date:	July 2027	Trustee:	Ben Katz
Ratified:	6 July 2026 FTB		