

SEND INFORMATION REPORT, 2026

The SEND Information Report aims to explain how we implement our SEND policy. In other words, how SEND support works in our school and try to answer some of the questions that you may have.

If you want to know more about our arrangements for SEND, you can also read our SEND policy. You can find this on our website.

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

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

We provide for a wide range of Special Educational Needs and Disabilities, divided into four broad areas. We recognise that these needs may change over time.

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

2. Which staff will support my child, and what training have they had?

SENDCO is Susannah Wood. Mrs Wood has had extensive experience and training in this role which includes a Masters Degree in Education and a Level 7 Post Graduate Certificate in Specific Learning Difficulties (teacher and assessor).

Assistant SENDCO is Hollie Joslyn. Miss Joslyn has had four year's experience in this role and is a qualified teacher, previously teaching Physical Education. She is working towards achieving the National Award in Special Educational Needs Co-ordination.

Subject Teachers

All of our teachers receive in-house training, and are supported by the Learning Support Team to meet the needs of those who might have SEND.

Teaching Assistants (TAs)

We have a fabulous team of 20 TAs, including one higher-level teaching assistant (HLTA). The learning support team receive regular training, for example, Autism Awareness, meeting the needs of a range of neurodiverse learners, Manual Handling and Fresh Start (literacy intervention programme).

External agencies and experts

Whenever necessary we will work with external support services to meet the needs of young people with SEND and to support their families. These include: speech and language therapist, educational psychologist, occupational therapist, School Health Nurse, Attendance and Engagement Team, Special Educational Needs Support Services and Physical Disability Team.

3. How will the school know if my child needs SEND support?

We have a clear approach to identifying and responding to SEND. All teachers at Langtree are responsible for identifying learners with SEND, and in collaboration with the SENDCo, will ensure that those requiring different or additional support are identified at an early stage.

We have detailed exchanges with feeder primary schools. Information gained is used to shape your child's curriculum and pastoral provision in the first few months.

On entry to the school every learner's attainment is assessed in order to ensure continuity of learning. This may flag up those who require additional class based interventions and/or further assessment.

If the teacher notices that somebody is falling behind, they try to find out if the young person has any gaps in their learning. If they can find a gap, they may make reasonable adjustments in the classroom to try to fill it. Young people who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the young person is still struggling to make the expected progress, the teacher will talk to the SENDCO. The SENDCo will look at assessment data and request feedback from a number of teachers to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare a young person's progress and development with their peers and available national data.

Following this, we may carry out some literacy assessments and talk to your child to get their opinion of how things are going. We may also observe your child in some lessons to see what their strengths and difficulties are.

We are not able to carry out dyslexia assessments. However, we may be able to identify if a young person has dyslexic traits.

In some instances, with agreement from parents, we may suggest a referral to Neuro-developmental Diagnostic Clinic (NDC). This can be done through the specialist Child and Adolescent Mental Health Services (CAMHS), or privately.

Finally, we may place a child on the Monitoring SEND Register, or the SEND Register which will involve writing a profile which outlines potential barriers to learning, and potential strategies/reasonable adjustment that can be used in the classroom. We share this profile with parents / carers to add, or amend. This information is then shared with all teachers.

Both the 'Monitoring' and 'SEND Register' are fluid and a young person may come off it at any time. We use Oxfordshire guidance to determine both entry and exit criteria.

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

Please tell us about your concerns. If you think your child might have SEND, you can contact your child's tutor, Head of Year, or the SENDCo. Email addresses can be found on the school website.

5. How will the school evaluate whether the support in place is helping my child?

Parents will have the opportunity to meet with their subject teacher at Parents' evenings and information evenings throughout the year. All parents will be sent a copy of their child's assessment data three times a year. In addition to this, if your child has an EHC Plan they will have an Annual Review with the SENDCo. Throughout the course of any academic year parents may be requested to attend meetings to discuss progress; at times with multi agency professionals in attendance.

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

- Feedback from teachers and pastoral staff
- Learning walks to ensure teachers are confident to deliver the curriculum and are making reasonable adjustments.
- Progress data

- Reviewing the impact of interventions
- Using student questionnaires
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

In addition to the above, we will follow the 'graduated approach' to meeting your child's SEND needs.

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

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

This process will be continual. If the review shows a student has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

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

We strive to work in partnership with parents, in order to more effectively enable a child with SEND to achieve good outcomes. You can meet with your child's subject teacher, Head of Year, SENDCO or Tutor to:

- Set 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 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.

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.

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

We have high aspirations for all our learners, including those with SEND and believe that your child is integral to the decision-making process affecting them. We recognise that they are entitled to the same quality and level of information, advice and support as their parents'/carers' views, opinions, wishes and feelings are always considered. For those children with an Educational Health Care (EHC) Plan, their views will be sought before any Annual Review meetings and will be invited to attend them. We aim to provide as much information and support as necessary to help achieve the best possible outcomes, preparing them effectively for adulthood.

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

Teachers are responsible and accountable for the progress and development of all learners in their class, including when a learner receives support from Teaching Assistants. High quality teaching, differentiated or adapted for individuals, is the first step in responding to SEND. All teachers are aware of and may implement reasonable adjustments in order to support the progress of your child.

There is no '1 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.

These adaptations might include:

- Differentiating our curriculum to make sure all children are able to access it. For example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts, etc.
- Teaching assistants may be able to support identified and / or groups in the classroom

We are aware that some may find participation in a full curriculum difficult to manage due to the level and pace of work. To a degree, we may be able to personalise your child's curriculum, however, removal from lessons is likely to mean that your child is not being taught by teachers and could be isolated from their peers.

If appropriate, we provide interventions (outside of the classroom). For example:

- Fresh Start Literacy Programme - a phonetic based programme that is taught 1:1 in Year 7
- Hackney Literacy Trust - extra literacy lessons taught in a small group. This could be in Year 7 or 8.
- Language for Thinking Programme
- Social Communication group or 1 to1 programme
- Multiplication reinforcement
- Touch Typing
- Quiet workstation
- Movement breaks
- Exit Card
- Nurture groups / CAMHS (Child, Adolescent Mental Health Service) workshops Individual counselling
- Emotional Literacy Support Worker
- School Health Nurse

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

All young people with SEND are eligible and actively encouraged to participate in activities, events and educational visits. Adaptations to any activities are made where necessary to ensure they are suitable for all and additional adult support may be provided. Risk assessments are written and procedures are put in place to enable all learners the opportunity to fully participate. The school makes reasonable endeavours to ensure that barriers to young people with SEND are mitigated so that every child is able to enjoy the same activities as others in the school.

10. How does the school make sure the admissions process is fair for young people with SEND or a disability?

Our admissions policy is based on the following advice from the Department for Education (DfE):

- School Admissions Code 2021
- School Admission Appeals Code

As an academy, the school is required by its funding agreement to comply with these codes, and with the law relating to admissions as set out in the School Standards and Framework Act 1998.

We contract Oxfordshire County Council to act as our admissions authority and apply our over subscription criteria as required to applicants.

11. How does the school support young people with disabilities?

In 2018 physical adaptations were made to our school site to make it accessible for wheelchair users. However, classrooms upstairs are unfortunately inaccessible; to ensure inclusivity for these, room changes are made when necessary.

The link to accessibility plan includes how we cover:

- The extent to which disabled learners can participate in the curriculum
- Improvements to the physical environment to enable disabled learners to take better advantage of the education, benefits, facilities and services that are provided
- Improvement to the availability of accessible information to disabled learners

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

Young people receive support with emotional and social development through the PSHE curriculum. Where it is identified that additional support may be required, your child may receive additional pastoral support and wellbeing check-ins to ensure that they have the opportunity to voice any issues or difficulties. Your child may also be referred for additional support from a mentoring agency (e.g. School Health Nurse, Emotional Literacy Support Assistant, NOMAD Youth and Community Project or CAMHS).

We have a 'zero tolerance' approach to bullying. The school's ethos is to actively promote positive relationships; bullying will not be tolerated. Issues are kept to a minimum, but where (rare) incidents occur, they are investigated thoroughly and addressed through conflict resolution and followed up to make sure there has been no recurrence.

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

Between phases:

We believe that a smooth, well organised transition translates into success for all parties. Therefore, we put many strategies in place to ensure your child is prepared for this change. These strategies include:

The SENDCO of the primary school may meet with our SENCO or Head of Year to discuss the needs of individual young people. The Head of Year will also visit your child at their primary school to discuss life at Langtree School with them.

We may also meet with the parents/carers to discuss how we can best welcome your child into our community.

There is a 'Taster Day' for all young people to attend. This gives them an opportunity to spend a day at Langtree, experiencing lessons and a 'typical' day at school.

If your child needs a little extra support with their transition, we offer an additional opportunity for them to spend a morning at Langtree before the 'Taster Day' so that they can get to know others and meet key members of staff.

A 'singles' session, for young people who are coming without others from their primary school, is also available before the 'Taster Day' in the summer term.

The Year 11 Student Leaders mentor the year 7's during their first term in September. Weekly meetings are held in small groups with sessions planned to help the year 7's to settle into life at secondary school.

To support the parents, the Head of Year 7 and 8 runs a parents' transition session. This gives parents the opportunity to discuss their hopes, expectations and any worries in an informal setting and to gather advice and information for when their child begins at secondary school.

There is also a new parents' coffee morning held at Langtree School before the end of Year 6.

We also aim to hold termly parent SEND forums and welcome all parents to attend.

Between schools:

When your child is moving on from our school, we will send through all relevant documentation, such as progress reports and graduated response plans.

Onto adulthood:

We pride ourselves on supporting high quality destinations for all our students and work closely with them to help achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

Students are involved in many career related learning events, such as work experience and mock interviews and they also receive a 1 to 1 meeting with an independent Careers Advisor.

14. Access Arrangements

We may assess identified students when they are in Year 9 or 10 to see if they are entitled to access arrangements, for example, a reader, scribe, extra time, a laptop, rest or movement break. As well as the formal assessments required by the Examination Board, a history of need is required, which is provided by ongoing monitoring.

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

The SENDCO is also the Previously Looked After and Looked After designated teacher; their role is 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.

Children 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 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 should I do if I have a complaint about my child's SEN support?

If parents wish to make a complaint in relation to a young person with SEND, whether they have an EHC Plan or not, they may raise their concerns in the first instance with the SENDCo, or the Headteacher who will arrange for an informal meeting where all issues can be discussed and, hopefully, resolved. You can also refer to Langtree School's Complaint Policy.

If you are not satisfied with the school's response, you can escalate the complaint.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit:

<https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

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

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

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. In some instances we may suggest a Team Around the Family (TAF) which is an approach that focuses on the whole family, not just the child, to make sure children get the best care. Team Around the Family helps all the different services helping a family work better together.

To see what support is available to you locally, have a look at what your local authority offers. Oxfordshire County Council, West Berkshire Council and Reading Borough Council all publish information about the local offer on their websites:

[Oxfordshire SEND local offer](#)

[West Berkshire Directory](#)

[Special Educational Needs & Disabilities - Reading's Local Offer](#)

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

[SENDIASS Oxfordshire](#)

[SEND Information Advice and Support Service \(SENDIASS\) | West Berkshire Directory](#)

[Reading Directory | Special Educational Needs/Disabilities \(SEND\) Team](#)

18. 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
- **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 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 SEN 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 with SEN in the local area
- **Outcome** – target for improvement for students 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 children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports with SEN
- **SEN support** – special educational provision which meets the needs of students with SEN
- **Transition** – when a student moves between years, phases, schools or institutions or life stages