



# **SEND Information Report**

## **Langley Park School for Boys**

Last updated September 2025

Review Date: September 2026



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## Meeting the Needs of Pupils with Special Educational Needs and Disabilities (SEND)

All Bromley Schools are committed to and adopt a similar approach to meeting the needs of all pupils including those with special educational needs. There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

### SEND INFORMATION REPORT

Langley Park School for Boys (LPSB) is an inclusive school, working towards the ethos of Quality First Teaching. LPSB offers the following range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental, and emotional health problems, sensory or physical needs.

The range of support deployed will be tailored to individual need following thorough assessment by internal or external agencies. It is designed to promote pupils working towards becoming independent, resilient learners and should not be seen in isolation.

The SEND Co-ordinator (SENDCo) at LPSB is Mr L Game, who is also an Assistant Headteacher on the Leadership Team. The Director of the Sunil ARP / Assistant SENDCo, responsible for the day-to-day operation of the department is Mrs J Black. The Director of Student Support with responsibility for students with additional educational needs, but without an EHCP, is Mr D A Mathews. The Learning Support Department team also has a SEND Teacher who is Mrs S Bidmead, and a senior team leader who is Miss C Martin, SEND administrators and a large team of teaching assistants, many with qualifications in specialist areas. The SEND Governor is Mrs L Lake. To contact any of the above please ring: 0208 639 4700 or email [office@lpsb.org.uk](mailto:office@lpsb.org.uk) and your enquiry will be forwarded and promptly attended to.

**Sunil Centre Additional Resourced Provision for students with ASD** - Langley Park School for Boys has a specialist provision for students on the autistic spectrum. This provision is **fully integrated**, and all suitable students are expected to be able to manage in a very large school, attend lessons in the mainstream school. There are 30 places for students from years 7-11 are extremely limited with a total of 30 places for students from years 7-11. Admissions are agreed in collaboration with the school at a Placement Selection Panel administered by the Local Authority. All students must have an EHCP and a formal diagnosis of ASD. Further information is available here:

This report was drawn up in co-production with a number of parents and students and discussed during annual review meetings to ensure the information is easily accessible and understood. In doing this, the school has given due consideration to the guidance contained in 6.81 of the Special Educational Needs and Disability Code of Practice 2014.

There are a range of formal meetings throughout the year when parents are invited into school to meet with staff to discuss educational matters; but parents are welcome at any time to contact the school if they have a concern on any matter. Parents are kept in touch with events and activities within school via the weekly newsletter and the Learning Support Department shares information to parents provided by a wide range of organisations on a regular basis.

## THE SCHOOL OFFER

### GENERAL INFORMATION

- **The school day** generally runs from 8.15 until 3pm. Lessons are one hour long and there are 5 periods in a day run over a weekly timetable.
- **Class sizes** can vary but on average are 28-30
- **At KS3** classes are predominately mixed ability (there are year group variations)
- **At KS4** classes are mixed ability other than Maths and English which are set.

### ASSESSMENT, PLANNING, DO AND REVIEW

- All students will receive official academic progress reports once a term.
- Ongoing monitoring takes place by class teachers/form tutors to identify pupils who are not making progress or whose needs are affecting their ability to engage in learning activities.
- Students with EHCPs are also monitored by The Learning Support Department in collaboration with teachers and keyworkers. Any identified concerns are raised and ways to help via quality first teaching identified.
- After discussions with key staff and parents, it may be decided that additional support be put into place to provide enhanced resources and targeted small group and / or individual support to help overcome any difficulties. The views of the pupil or young person about their own support will be given consideration at this stage.
- This additional support is documented and tracked via an education provision map. Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed take account of each pupil's strengths as well as their difficulties.
- A small minority of pupils may require additional funding to meet their needs. In Bromley LA there is a formal assessment process in place for schools to obtain targeted financial support via a Funded Inclusion Plan (FIP).
- In some cases, teaching assistant support may be allocated; this support is deployed to ensure your child can engage in lessons and wider school activities and to foster independent learning to support transition to adulthood. For children with an EHCP, the general practice is for a keyworker and small group of TAs to work together to support the student.
- A comprehensive audit is carried out annually to plot students' progress and plan further intervention as required. Screening tools are used as appropriate to help identify individual need.
- Parents of students will have the opportunity to meet with the Director of Sunil ARP/ Director of Student Support on official parents' consultation evenings and at other times by arrangement.
- Communication with home is usually via email or telephone. A communication book is sometimes helpful to deal with everyday matters.

### Tests and Examinations: Access Arrangements

- For some pupils, additional arrangements and adjustments can be requested to enable them to fully access a range of tests. This might include additional time, rest breaks or the use of a reader, scribe, or word processor. More detailed information can be found in the Access Arrangement Policy and Procedures document on the school website.
- Any previous access arrangements may be trialled throughout KS3 but will be formally re-assessed as required before KS4 by the school's access arrangement assessor. Teacher evidence will be required to support an application in compliance with official JCQ regulations.
- A wide range of revision opportunities is offered to all students in preparation for public exams.

### ACCESS TO LEARNING AND THE CURRICULUM

LPSB fully supports the ethos of Quality First Teaching.

### **Staffing Expertise**

An ongoing programme of training/staff inset is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND

- All teachers are provided with relevant information about children with SEND or additional learning needs via the school's secure data base, email and by individual contact.
- Our SENDCO, Director of Sunil ARP/ Assistant SENDCO and Director of Student Support will keep abreast of current local/national initiatives and policy to support pupils with SEND and will welcome opportunities for sharing good practice with other local schools.
- All staff receive regular safeguarding training.

### **Provision to Facilitate/Support Access to the Curriculum**

- Access to TA support in lessons if appropriate
- Access to netbooks/laptops if appropriate
- We supply coloured exercise books to those students who have a specialist optometrist report arranged by parents. Coloured overlays are not provided but students may bring in their own for personal use in lessons.
- Homework clubs are run by members of the Learning Support Department to support students with EHCP or additional learning difficulties who are struggling to cope. To manage the level of demand, places are offered by invitation. Students are encouraged to share any homework concerns at the earliest opportunity.
- Subject teachers are also available to discuss any individual homework worries an individual student may have.

### **Strategies/programmes to support Speech and Language**

- 1:1 or small group sessions with TA to focus on range of skills.
- Small group or 1:1 support delivered by a registered Speech and Language Therapist (restricted service).
- A designated Speech and Language Co-ordinator liaises with external SPALT services to support this intervention.

### **Strategies/support to promote student voice of SEND Students**

- Students attend the annual review meetings and submit a written report.
- The Learning Support Department offers an open-door policy for SEND students.
- Social skills groups offer opportunities to share ideas and feelings and students take part in surveys.
- Students are offered 1:1 session(s) with keyworker as appropriate.
- Students can share their interests in the department newspaper, The Sunil Eye
- Students are invited to share their thoughts and ideas as social skills groups.
- Students with SEND are always represented in all student panels

### **Strategies/support to develop Independent Learning**

- Study skills/revision workshops

### **Strategies/resources to support/develop literacy including Reading**

- All year 7 students are assessed using the NGRT **computerised reading test which** assesses pupils' reading comprehension at word, sentence, and text levels. Spelling tests (WIAT) are also conducted at this time.
- All Year7 Students are screened for SLCN via Language Link.
- Further reading assessments are carried out throughout the years as appropriate.
- Registration Readers paired reading scheme with 6<sup>th</sup> formers and year 7 students.
- Word Shark computer programme uses games to reinforce word recognition and spelling. Programme devised to target dyslexic students but equally good for all learners.

- **Assistive technology software** provides literacy support for those with dyslexia, literacy difficulties, English language learners and those who struggle with **reading and writing**.
- **Access to Inspiration Mind Mapping/Concept Mapping software that helps students organise ideas.**
- **Touch Typing Class**
- Extra literacy sessions with teacher or literacy support assistant if appropriate
- Access to dyslexia support if appropriate from specialist TAs/Literacy Teacher.
- TRUGS (Teaching Reading Using Games)
- Alpha to Omega Phonics Programme
- Reading for Meaning to support comprehension skills
- Talk for Writing to support reading, writing and communication.
- Library sessions and access to library facilities after school
- Small group or 1:1 session with specialist teacher and/or teaching assistant to review learning.
- Revision classes for students run at discretion of subject teachers.

#### **Strategies/resources to support/develop numeracy.**

- Access to TA support in lessons
- Access to specialist TA support
- Specific maths programmes e.g., MyMaths and Mathswatch & Seneca and Kerboodle for Science.
- Arithmetic/maths progress trackers eg Pixi/Pixl
- Catch-up numeracy programme – a structured 1:1 intervention for struggling learners.
- Revision classes for students run at discretion of subject teachers.
- Students with Pupil Premium/Catch up Premium may also have access to individual/small group teacher support.

#### **PASTORAL SUPPORT**

The school has a strong pastoral support network in place which involves all teaching/non-teaching staff. Form Tutors and Heads of Year will offer daily support to students and, if appropriate, students will have access to the following additional interventions. Steps are taken to help ensure all students are included in all aspects of school life.

- School Counsellor
- Breakfast Club
- Mentoring - 1:1/ Peer/6<sup>th</sup> form
- Wide variety of extra-curricular clubs (see school website)
- Behaviour/anger management support and opportunities to reflect.
- Time out is offered but closely monitored to minimise disruption to learning.
- Close liaison with parents
- Close liaison with Learning Support Department for SEND students.

The Sunil Centre ASD Additionally Resourced Provision offers targeted support for ASD students or pupils who are particularly socially vulnerable.

- Break and lunch time supervision.
- Diners club to support students wishing to eat in the refectory with adult support.
- Interact Social Skills Club
- Boost sports inclusion club in collaboration with PE Department
- Access to safe-haven, calm room, and drop-in facilities
- Lunch time clubs

### **Increasing accessibility - getting about**

- Access to strategies/programmes to support occupational /physiotherapy needs as required including modified PE lessons/exercise programmes.
- Access to modified equipment and ICT on advice from external agencies.
- Access to extra-curricular activities such as Boost sports inclusion club if appropriate.
- PEEPs (Personal Emergency Evacuation Plan) are in place to support children with physical disabilities.

### **Access to Medical Interventions**

- Key school staff trained in first aid.
- Epipen training provided for school staff.
- Photographs of students with medical details provided to staff.
- Close liaison with medical agencies including physiotherapy, occupational health, CAMHS.

### **Transition**

Children and young people with SEND can become particularly anxious about “moving on” so we seek to support successful transition by:

#### **When moving to another school:**

- We will liaise with new school to share information about special arrangements and support that has been made to help your child achieve their learning goals.
- We will request that all records are passed on as soon as possible.
- We work with Bromley Y to support vulnerable students with transition.

#### **When moving classes / tutor groups in school:**

Close liaison with teachers and Head of Year involved. All subject teachers and teaching assistants affected will be informed of the move.

Opportunities to visit the new class / teacher if necessary.

### **In year 6-7 transition of children with high needs/Education Health and Care Plans (EHCP)**

- The Director of Sunil ARP and/or a senior member of the SEND team will attend the Year 6 review meeting to discuss specific needs of students and discuss transition.
- In some cases, additional multi-agency meetings may be required to create a more detailed “transition” plan for students including additional visits to LPSB.
- Additional transitional session (s) to support students with ASD by arrangement with Learning Support Department.
- Director of Student Support will collate information provided by primary schools and attend any transition events organised by Bromley LA. This is in addition to the school visits carried out by the year 7 leadership team.
- The Director of Sunil ARP and Director of Student Support are available to meet to discuss how the school can meet individual needs at school open evenings which are held in October each year and at the new intake evening held in July.
- Parents wishing to view the school in advance of their child’s admission to secondary can contact the The Director of Sunil ARP/ SENDCo Assistant who arranges group visits throughout the school year.

### **Support at KS3-KS4**

- Support is offered to help students choose GCSE options including meetings with the School’s Career Advisor, Mrs Hewlett-Boyle and key members of the SEND team. Students needing individual support in making college applications/apprenticeships can be offered extra support y arrangement.

- Youlgreave Trips in Year 8 and Dover Camp residential trip in year 9 is carefully co-ordinated with group leaders to ensure any SEND needs are considered.
- Students are prepared for the changes that may lie ahead at KS4 as required based on individual needs.

### **Support at KS5**

- Transitional support can be offered to students who are particularly anxious about moving to year 12.
- In-class support is not generally the norm as students strive to work with greater independence. For students with an EHCP, this can be provided as required on an individual basis.
- Students are expected to use the designated KS5 study hubs and 6<sup>th</sup> form refectory to encourage integration with the wider community.
- Students are encouraged to interact with teachers directly although some support can be offered by the SEND team for those who find this difficult.
- Individual support in 6<sup>th</sup> form generally takes place outside of the classroom and relates primarily to emotional wellbeing and help with organisation.
- Class teachers are made aware of students' individual SEND and how to help.
- Students who received access arrangements at KS4 and require ongoing support will be invited to contact the SENDCo in the Learning Support Department to discuss further.
- EHCP annual reviews will be held in the first term to discuss provision and secure required funding going forward.
- The 6<sup>th</sup> form pastoral team work closely with all students at KS5

### **DEALING WITH COMPLAINTS**

Any complaints regarding the provision for and treatments of students with SEND are dealt with on an individual basis in a careful and considerate manner. Should parents be dissatisfied with attempts by the Learning Support Department to rectify the situation, parents are free to contact the Deputy Head Teacher, Mr R Guy and SENDCo, Mr L Game, in writing.

### **Partnerships with External Agencies**

School works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

- Educational Psychology Service - Free access to Educational Psychology Service is limited. Referrals made in excess of the statutory service provided will be agreed in accordance with level of need.
- The Inclusion Support Advisory Service Team (ISAT) liaises with the school and can offer support and advice as necessary.
- Sensory Support Service - Vision Support Service and Hearing Support Service work closely with the school. Advice and support are provided throughout the school year. Both services visit students in school to assess their needs and liaise closely with school staff to ensure strategies and interventions are in place. Any appropriate access arrangements are carefully considered.
- Speech and Language Therapy- School will implement recommendations following specialist assessment. School will work with Speech and Language Therapy Clinics and endeavour to follow advice given by that service in school as appropriate.
- Occupational / Physiotherapy - The school has access to these services as and when required.
- Bromley Complex Needs Team offers guidance to school to support identified students and works in liaison with Bromley LA and parents.
- CAMHS (Child and Adolescent Mental Health Service) - Service engaged via the GP and parents.



- Children Looked After - This service oversees and monitors provision for children who are in the care of the Local Authority (LA). The LA where the child was registered remains responsible for that child in loco parentis regardless of where the child currently resides or is educated. NB: At LPSB, Mrs S Bullen (Pastoral Support Manager) has responsibility for children who are looked after and is the designated person responsible for safeguarding issues.
- Paediatric Services - Service engaged via GP and parents.

## USEFUL CONTACTS

- Bromley (LA) Local Offer - advice about support and services for pupils and their families can be found in [Special Educational Needs and Disability \(SEND\) Local Offer – London Borough of Bromley](#)
- Bromley Parent Voice works in partnership to give parents and carers a voice. BPV also offers support to schools/settings in assistance with SEND information reports and other matters.  
Website: [www.bromleyparentvoice.org.uk](http://www.bromleyparentvoice.org.uk) Email: [info@bromleyparentvoice.org.uk](mailto:info@bromleyparentvoice.org.uk)  
Telephone: 07803 287838 (mobile monitored daily) or 0208 776 3170 (limited)
- Information Advice and Support Service IASS (formerly Parent Partnership) offers a free impartial service to parents and carers of children with special educational needs.  
Website: <https://bromleyiass.org.uk> Email [iass@bromley.gov.uk](mailto:iass@bromley.gov.uk)  
Phone 01689 881024
- Bromley Children Project a borough wide service that supports Bromley families to create a safe, secure environment for all children. A wide range of courses for parents, family centres and individual support available.  
Website: [https://www.bromley.gov.uk/info/200071/parental\\_support/769/bromley\\_children\\_project](https://www.bromley.gov.uk/info/200071/parental_support/769/bromley_children_project)  
Email: [bcpadmin@bromley.gov.uk](mailto:bcpadmin@bromley.gov.uk)  
Phone 020 8461 7259
- Bromley Mencap works with people with disabilities, their families and carers in Bromley. Their SEND Independent Support Workers can offer specialist support for parents and carers of children with special educational needs.  
Website: <http://www.bromleymencap.org.uk/> Phone 020 8466 0790
- CASPA Clubs and Services – Charity offering social activities for children and young people with high functioning autism. A variety of clubs run at The Hawes Down Centre, West Wickham and The Link Social Club, Orpington. Full contact details are available on website.  
Website: <https://www.caspabromley.org.uk/>
- Bromley Wellbeing (Bromley Y) - Local agency offering free single point access to confidential counselling and therapeutic support to young people between the ages of 0-18 years.  
Website: <http://www.bromleywellbeingcyp.org/your-wellbeing-matters-to-us/>  
Email: [info@bromleyy.org](mailto:info@bromleyy.org) Telephone: 020 8464 9033
- Bromley Young Carers - supports young people (4-19yrs) who care for others. Website: [Young carers - Bromley Well](#) Email: [spa@bromleywell.org.uk](mailto:spa@bromleywell.org.uk) Telephone 0808 278 7898