



SEN Information Report 2025 – 2026

What we want: Every student will graduate with the best qualifications, purpose, self-confidence and a readiness to play a positive role within their local and the global community.

Why: Improving outcomes is everything we do, because it allows our students to fulfil their dreams and live a happy and successful life.

How: A relentless focus on demanding exemplary practice, conduct and quality of work every day.

Meeting the Needs of Learners with SEND

Langdon Park School is a fully inclusive setting, providing a range of tailored provisions to support students with communication and interaction needs, cognitive and learning difficulties, social, emotional and mental health challenges, and sensory or physical impairments.

Profile of Needs Across the School												
Primary Needs: EHCP												
Year Group	SpLD	MLD	SLCN/DLD	ADHD	ASD	SEMH	HI	VI	PmLD	GDD	Other	T (E) Students
Year 7	0	1	2	0	2	0	0	0	1	0	0	6
Year 8	0	0	8	2	5	1	0	0	0	1	0	17
Year 9	0	0	6	0	4	3	1	0	0	3	0	17
Year 10	0	0	6	0	4	1	1	0	0	2	0	14
Year 11	0	0	5	1	5	0	0	0	1	0	0	12
Year 12	0	0	1	0	0	0	0	0	0	0	0	1
Year 13	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL Need	0	1	28	3	20	5	2	0	2	6	0	67

SEND Register	E	% E	K	% K	Total in Yr Grp
Year 7	6	3.40%	37	21.02%	176
Year 8	17	9.50%	22	12.34%	179
Year 9	17	9.40%	33	18.33%	180
Year 10	14	8.10%	20	11.53%	173
Year 11	12	6.70%	20	11.17%	179
Year 12	1	1.20%	6	7.06%	85
Year 13	0	0.00%	8	8.99%	89
Total	67	6.30%	149	14.00%	1061

2024-2025
National picture -13.60% EHCPs
School picture– 20.20% E + K

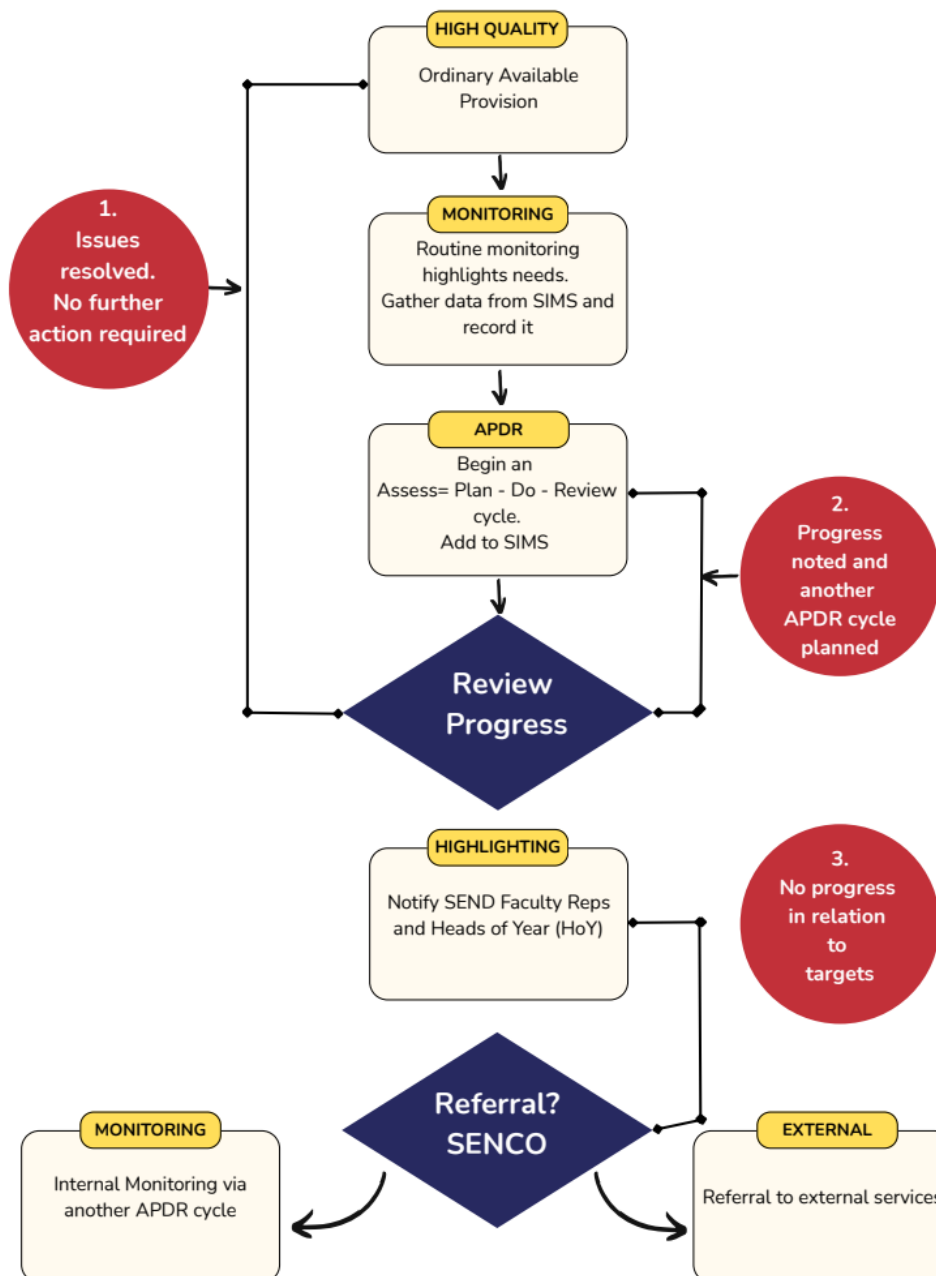
How Are Pupils with SEND Supported?

Pupils with SEND are supported through a graduated approach of Assess, Plan, Do, Review. Support is tailored to individual needs and may include:

- Pupils with SEND access high-quality inclusive teaching in mainstream lessons, where teachers plan and differentiate to meet a range of learning needs.
- An additional mainstream set has been added and these classes are taught by subject specialist teachers.
- Targeted interventions are implemented to address specific learning gaps and to accelerate progress.
- Assistive technology is used strategically to enable pupils to engage with learning, supporting access to the curriculum and assessment.
- Pastoral and emotional support is provided to promote wellbeing, resilience, and positive engagement in learning.
- External professionals are consulted to provide specialist advice and guidance, ensuring that provision is informed by current expertise and best practice.

Students with EHCPs have Individual Education Plans (IEPs), while those receiving SEND Support have targeted strategies and interventions reviewed regularly. Support is monitored closely to ensure positive impact on progress and wellbeing.

How We Identify Special Educational Needs



How We Supported Pupils with SEND in 2024–2025

Langdon Park School provision

Area of Focus	What We Have Done	Impact for Pupils
LPS Ordinarily Available Provision (OAP)	Developed Whole-School Non-Negotiables informed by faculty input, SEND Faculty	Consistent inclusive classroom practice across subjects; reduced variation in SEND support.

	Reps, SLT, EP and Phoenix Outreach.	
Strengthening Partnerships	Joint Learning Walks and Work Scrutiny with SLT, Educational Psychologist and Phoenix Outreach.	Shared understanding of inclusive practice and stronger multi-agency collaboration.
SEND Leadership & Representation	SEND Faculty Representatives established in every faculty.	SEND needs consistently considered within curriculum planning and classroom practice.
TA Deployment	Reviewed TA deployment to avoid over-reliance on 1:1 support and promote independence. Focus on students on SEN Support not just those with EHCPs. More focus on targeted interventions. SEND Specific admin.	Pupils develop greater independence and access high-quality teaching. Support being spread across the student body.
Monitoring & Quality Assurance	Updated Learning Walk and Work Scrutiny tools aligned to the OAP and Non-Negotiables.	Inclusive practice is monitored systematically and improvements are targeted.
Pupil Voice & Belonging	Student Learning Passports, SEND Student Ambassadors and pupil workshops introduced. We have developed an Ambassador Programme; run and monitored by the EP.	Students can articulate how they learn best and feel a stronger sense of belonging.
Parent Engagement	Half-termly SEND coffee mornings and regular SEND Governor meetings.	Stronger home-school partnerships and increased parental confidence.
Staff Development	SEND CPD planned based on learning walk findings and staff feedback.	Improved staff confidence and consistency in supporting SEND pupils.

Progress and wellbeing were monitored through regular reviews, highlighting meetings and collaboration with external agencies.

High Quality Inclusive Teaching, Adaptations to the Curriculum and the Learning Environment

What we planned	What we implemented	What we observed	Expected & Emerging Impact
Develop a consistent whole-school approach to inclusive practice through the	Whole-School Non-Negotiables agreed with faculties, SEND Reps, SLT and external professionals.	Inclusive strategies visible across lessons and books during trial	Greater consistency in classroom practice and reduced variation in SEND support.

LPS OAP and Non-Negotiables.		Learning Walks and Work Scrutiny.	
Monitor inclusive practice in a way that is purposeful and manageable for staff.	Revised Learning Walk and Work Scrutiny templates trialled jointly with SLT, SEND Reps, EP and Phoenix Outreach.	Templates successfully captured inclusive practice and highlighted strengths and development areas.	More accurate evaluation of inclusion and clearer next steps for improvement.
Strengthen pupil voice and sense of belonging for SEND learners.	Student Learning Passports and SEND Student Ambassador roles introduced.	Pupils increasingly able to articulate how they learn best.	Improved engagement, independence and sense of belonging.
Use evidence to inform professional development and improvement.	Learning Walk and Work Scrutiny findings used to plan targeted CPD.	CPD aligned to identified needs rather than generic training.	Sustained improvement in inclusive classroom practice.

We Don't Bolt It On – Building a School Where Inclusion Sets the Standard

Interventions and Provisions

SEMH	Cognition & Learning	Communication and Interaction	Sensory and Physical
Zones of regulation. TAs trained in this area of need.	ELKLAN training - for students who struggle with planning and organisation, routines etc. TAs.	ELKLAN training - for students who struggle with planning and organisation, routines etc. TAs.	Hearing & Impairment team LBTH - support students with HI
ELKLAN training - for students who struggle with planning and organisation, routines etc. TAs.	Ambassador Programme - EP and TA - 6-week programme	Ambassador Programme - EP - 6-week programme	Ambassador Programme - EP and - 6-week programme
Ambassador Programme - EP and 6-week programme	Access arrangements	Keyworker	Touch type intervention - linked to access arrangements
Social skills group - run by Phoenix Outreach	Academic intervention for students who are falling below age expected learning - P scales	TA support in/between lessons	Keyworker
Home Visits	6-week Year 9 -10 Language Intervention supported by the Language and Communication Team in LBTH	Social Eyes programme - helping with friendship issues	TA support in/between lessons
TA support in/between lessons	Keyworker	Break & Lunch Club	Early lunch
Keyworker Life line mentoring	TA support in/between lessons	Early lunch	Personalised timetable/alternative lunch

Break & Lunch Club	SALT intervention	SALT intervention	TAC/TAF/Annual Reviews
Early lunch	Year 7 - Lexonic Reading	Social Stories/ Comic Strip	
SALT intervention		Personalised timetable/alternative lunch	
Social Stories/ Comic Strip	TAC/TAF/Annual Reviews	Early Help assessment and support	
Assigned a mentor within LPS			
External agencies and outreach support (osmani trust, docklands outreach THEWS)			
Early Help assessment and support			

Listening to Pupils and Parents and Working With Them

Student and parent voice is central to SEND provision. Pupils contribute through person-centred reviews and SEND Ambassadors. Parents are consulted at every stage and are encouraged to work in partnership with the school.

Extra-Curricular Activities

All pupils, including those with SEND, are fully included in extra-curricular activities and school trips. Detailed risk assessments are completed, and reasonable adjustments are made to ensure participation.

Vulnerable students are supported through supervised lunch and break-time clubs staffed by Teaching Assistants.

Developing Staff Expertise

Langdon Park School is committed to developing staff expertise in supporting pupils with SEND. Each faculty has a SEND Faculty Representative and all support staff including TAs develop specialist knowledge across the four broad areas of need, ensuring consistent support for all learners.

SEND training is embedded within the school's CPD programme for teachers and TAs and is planned in response to the needs of the current cohort. The school also works closely with LA through the Specialist SLA for support and training which helps to strengthen staff confidence and building inclusive classrooms.

Parental Engagement

Parents are supported through:

- SEND coffee mornings and information events
- Annual reviews and TAC/TAF meetings
- Advice on supporting learning at home

How We Evaluated the Effectiveness of Our Provision

The effectiveness of SEND provision is evaluated through a range of measures, including progress and attainment data, intervention tracking, and outcomes from annual and interim reviews. Learning walks and book scrutiny's are used to monitor teaching and learning, while feedback from students and parents provides insight into the impact of support. TAC meetings are also held regularly to review progress and coordinate interventions. Provision is adapted promptly where impact is limited, ensuring continuous improvement and positive outcomes for all learners.

Supporting Transition

We Prepared Pupils for Their Next Stage of Learning by Doing the Following

- Liaison with primary schools in Year 6
- Transition visits and tailored plans; this year LPS had additional transition days
- Careers guidance from Year 9 for pupils with EHCPs
- Supporting KS4/5 students making applications

Agencies and Professionals Who Worked With Us at Langdon Park School this Academic Year

- Educational Psychology
- Support for Learning Services (Language and Communication Team & ICT Advisory)
- Behaviour Support Team
- School Nursing Service
- Speech and Language Therapy
- CAMHS
- Phoenix Outreach
- SENDIAS
- Children's Social Care
- Careers Service (Young Work Path)
- CAMHS

Local Offer: <https://www.localoffertowerhamlets.co.uk/pages/local-offer>

Who Can I Contact If I Have Any Questions or Complaints?

Parents and carers should contact:

- The SENCO in the first instance
- The Head of Year or Pastoral Team if appropriate

Complaints are handled in line with the school's complaints policy.

Please contact the SENCO or DSL for more information

DSL

Name: Evelyn Morrison

Email: emorrison@langdonpark.org

SENCO

Name: Memory Kampiyawo

Email: mkampiyawo@langdonpark.org

Phone number: 0207 987 4811

Date agreed by the Governing Body:	Signature of Chair or Vice chair
Date	Signature
Responsibility to review	
SENCO, SEND Governor and Parent Committee	