



# SEND Policy

<b>Current status:</b>	Approved September 2022
<b>Date of next review:</b>	September 2023

*This policy recognises and responds to obligations under the Equality Act 2010.*

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## 1. Mission and Values

- A School where each child is known and cared for as an individual.
- An environment in which our pupils feel valued, safe and enjoy school.
- A School where every child is challenged and supported to succeed academically.

*“ As free make I thee as heart may think or eye might see.”*

We encourage, celebrate and reward:

- **Acts of great heart:** The human qualities that define an individual. For example, demonstrating kindness, offering support or actively engaging with the wider community.
- **Acts of great thought:** Academic success or excellence. The production of outstanding classwork, homework or impressive thinking in class.
- **Acts of great vision:** Demonstrating readiness for the future by developing the skills and qualities that will lead to success in life beyond school.

Longcroft School is committed to developing each member of our school community to their fullest potential, within the context set out in our mission statement. We believe that knowing and responding to the needs of each individual child is fundamental to our commitment to a truly inclusive community and is an essential prerequisite to effective teaching and learning.

## 2. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

### Main Aims

Our school is committed to ensuring equality of education and opportunity for pupils with a Special Educational Need and/or Disability (SEND).

We aim to develop a culture of inclusion and diversity in which people feel free to disclose their SEND and are encouraged and able to participate fully in school life. Our school believes that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. It is our hope that all our pupils becoming adults of the future will have an understanding and empathy in relation to those with SEND and will positively contribute to an inclusive society.

- To provide the best possible education for all pupils including those with a SEND within a supportive and caring community equipping them with the attitude, skills and abilities to cope with a rapidly changing world,
- To ensure that there is no evidence of discrimination in relation to those with SEND
- To encourage all those connected to pupils with SEND to have realistic but high expectations
- To encourage all pupils with SEND to have realistic but high expectations of themselves
- To feel confident that all staff are supported through professional development opportunities to understand and provide an appropriate education for the SEND pupils,
- To ensure that those with SEND feel safe within their learning environment,
- To provide reasonable adjustments to the fabric of the building and school site wherever necessary to meet the needs of the those with a disability in relation to bespoke individual need or through strategic accessibility planning,
- To review all policies into practice to ensure that they reflect differentiation, accessibility and reasonable adjustments where relevant,

- To ensure that special educational needs and disabilities (SEND) are identified at the earliest point with support routinely put in place quickly.
- To monitor impact of provision for those pupils with SEND in relation to agreed measures such as academic progress, attendance and records of bullying incidents,
- To feel confident that our SEND pupils have reached their full potential,
- To ensure that up to date national and local legislation or guidance is adhered to and implemented.
- To ensure that the SENCO is adequately supported in order to fulfill the leadership and management role.
- To ensure that the SENCO is a qualified teacher and accesses the relevant post graduate course if appropriate.
- To work alongside specialists, services and agencies to meet the individual need of the SEND pupil and family.
- To work alongside parents/carers to allow them to feel equal in meeting their child's needs and to ensure that they feel confident that their child is educated and cared for appropriately,
- To ensure that pupil participation is embedded in practice and that reasonable adjustments are made to allow those with SEND to have a voice,
- To embed the a response to provide flexibility and variety of intervention and practice in order to meet the needs of those with SEND.

### 3. Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- Regulations of the Children and Families Act 2014 and the Revised Code of practice 0-25 years January 2015 which requires schools to provide:

"High quality teaching that is differentiated and personalized and will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational needs under Section 21 of the Children and Families act 2014. Schools and colleges must use their best endeavors to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less." CoP 1.24 January 2015

We have a whole school approach to meeting SEND; every teacher at Longcroft School is a teacher of pupils with SEND and is responsible for the progress and development of all pupils in their classes. As required in the Special Educational Needs and Disability Code of Practice: 0 to 25 years: January 2015, we believe that:

*'All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfillment of potential. This should enable them to:*

- *achieve their best,*
- *become confident individuals living fulfilling lives, and*
- *make a successful transition into adulthood, whether into employment, further or higher education or training.'*

## 4. Definitions

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

They have a learning difficulty or disability if they have:

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

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

*'Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such (additional) support.'* The Special Educational Needs and Disability Code of Practice: 0 to 25 years: January 2015

### Definition of Disability

'A physical or mental impairment which has a substantial and long-term effect on the ability to carry out normal day-to-day activities'

Equality Act of 2010

### **In the Code of Practice January 2015, 4 areas of need were identified:**

- Communication and interaction.
- Cognition and learning Cognition and Learning.
- Social, emotional, and mental health difficulties.
- Sensory and/or physical needs.

### **Supporting Pupils with Medical conditions**

*'The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEN, their provision should be planned and delivered in a co-ordinated way with the healthcare plan. Schools are required to have regard to statutory guidance 'Supporting pupils at school with medical conditions'*

*The Special Educational Needs and Disability Code of Practice: 0 to 25 years: January 2015*

### **Supporting Pupils with a Disability**

*'All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage.'*

*The Special Educational Needs and Disability Code of Practice: 0 to 25 years: January 2015*

## 5. Roles and Responsibilities

### 5.1 The SENCO

Our school SENCO is Leanne Woodhead.

Our Associate Assistant Headteacher i/c of Inclusion is Rachel Woolner.

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TEL: 01482 862171

[SEN@longcroft.eriding.net](mailto:SEN@longcroft.eriding.net)

They will:

- › Work with the head of school and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- › Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- › Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- › Advise on the graduated approach to providing SEN support.
- › Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- › Be the point of contact for external agencies, especially the local authority and its support services.
- › Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- › Ensure the school keeps the records of all pupils with SEN up to date.

### 5.2 The SEN governor

The SEN governor is **Kerri Harold**.

They will:

- › Help to raise awareness of SEN issues at governing board meetings.
- › Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- › Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

### 5.3 The headteacher

The Headteacher is David Perry.

They will:

- › Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school.
- › Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

## 5.4 Class teachers

Each class teacher is responsible for:

- › The progress and development of every pupil in their class.
- › Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- › Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- › Ensuring they follow this SEN policy.

## 6. SEN Information Report

### 6.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- › Communication and interaction including speech, language, and communication needs (SLCN) and Autism Spectrum Disorder (ASD).

Cognition and learning Cognition and Learning, including moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and Specific Learning difficulties (SpLD), including Dyslexia  
Social, emotional, and mental health difficulties, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.

Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).

Longcroft has direct experience of supporting children with all of the above, except for PMLD.

### 6.2 Identifying pupils with SEN and assessing their needs

*We will assess each pupil's current skills and levels of attainment, which will build on previous settings and Key Stages, where appropriate through:*

- Routine transition data collections,
- Visits to the feeder primary schools.
- Transitional review meetings (where appropriate).
- Pupil induction days.
- Additional pupil transition visits (where appropriate).
- Information from involved support services and parents.
- Baseline data and any necessary additional testing.
- For pupils transferring out of catchment, mid-term, then information is requested from parents, pupils, external agencies where applicable and the previous school.

Our school recognises that for some students SEND can be identified at an early age. However, for others difficulties become evident only as they develop. We seek to recognize these needs as early as possible using results from various assessments, including those in the classroom and shall follow the graduated response method.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **6.3 Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We consider and listen to parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

We will formally notify parents when it is decided that a pupil will receive SEN support.

The Local Authority offers further support and guidance to families of pupils with additional needs; this can be accessed through the East Riding Local Offer website [www.eastridinglocaloffer.org.uk](http://www.eastridinglocaloffer.org.uk)

### **6.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil.
- Their previous progress and attainment or behaviour.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The pupil's own views.
- Advice from external support services, if relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## 6.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Throughout our pupils' time at Longcroft they will be supported through the various phases of education:

- All pupils will be supported in making their options choices. For our SEN pupils, our team of TAs will liaise with teaching staff and parents, where required, to determine the best options available for each individual pupil.
- SEN and pupils with disabilities will gain priority access to careers information and guidance.
- SEN pupils will receive tailored support with application processes undertaken to move forward to higher education and next destinations.
- SEN staff will liaise with local destinations and facilitate visits, inductions and make access arrangements where required.
- Preparations for adulthood are centered around our ethos as the programme will be divided into three sections of 'great heart, thought and vision'. This programme is tailored to address relationships, mental health, and careers information and where appropriate will be personalised to meet the needs of our SEN pupils.

## 6.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

Pupils identified as SEND fall into one of two categories:

SEN Support

Statements/ Education, Health and Care Plans (EHCPs)

### The Range of Provision

The school offers support at 3 levels.

1. Core Support - At Longcroft we also have a "core offer". This is wave one differentiated strategies to support not only high-quality learning in the classroom but a range of interventions; such as pastoral support, in class support, personalised learning. Additionally, we monitor the progress of pupils who may have an identified need but are making good progress within the classroom setting benefitting from Quality First Teaching (QFT).
2. School Support - Pupils identified at School Support will benefit from the School's Core offer plus support that is "**additional to and different from**". This may include mentoring, higher level access arrangements for exams such as a reader, computer interventions to develop literacy and numeracy skills, small group or one to one bespoke learning packages, Pupil Profiles where the pupil contributes to the strategies and support that will best meet their needs.
3. EHCP - Pupils with the most complex needs may have a statement or an EHCP. Each involves the support of outside expertise and agencies. Pupil progress is monitored closely, and Annual Reviews are held.

The school will keep a register of all those pupils identified as having SEND in line with the need types shown above and we also monitor the progress of pupils receiving Longcroft's core offer.

The SENCO will ensure that the census is updated and gives an accurate picture of the SEND cohort in the school. Such information will be shared with governors and other professionals when appropriate but will only refer to named pupils with parental/carer permission.

The main methods of provision made by the School include:

- Pupils who are receiving support that is additional to, or different from their peers, in response to identified special educational needs, will be assessed routinely in all subjects, consistently with whole school policy. In addition, these pupils may be assessed in more specific terms using more detailed testing, to evaluate their level of progress in their specific area(s) of need.
- The approach to teaching pupils with special educational needs varies, dependent upon the needs of the particular child. Some of the interventions that are used at Longcroft include:
  - (i) In all cases, quality first teaching is at the heart of everything that we do at Longcroft. Differentiated provision for all high incidence SEN, for example dyslexia, is a consideration in all classroom environments and teaching.
  - (ii) At KS3 pupils are withdrawn from tutor time to work in small groups on a variety of literacy interventions, which may include Lexia, paired reading or phonics support dependent upon specific needs. Clubs before and after school are also available.
  - (iii) In KS4, pupils who need to continue receiving literacy support have this integrated in to their curriculum to ensure the best possible access is maintained to wider curriculum.
  - (iv) KS3 Maths interventions are provided to support pupils who show signs of difficulty with numeracy.
  - (v) Where a higher level of support is required in-class, a teaching assistant (TA) may be allocated. Laptops to support recording of work may also be used when appropriate.
- Lunchtime clubs are offered, covering a variety of activities for all pupils, but especially for pupils who find unstructured time difficult to manage. For some pupils, in a small number of cases, it may be necessary to provide supervision during unstructured times.
- A variety of inclusive sports activities are held throughout the school year and pupils with special educational needs are encouraged to participate. Such pupils also take part in regular extracurricular activities, for example school productions.
- Additional support is provided for pupils requiring emotional and social development in the form of targeted programmes, social skills clubs and a pastoral system that operates for all pupils including those with special educational needs. This system allocates each child a link TA and for those with an EHCP an additional link SLT, with whom they can discuss successes and any problems and challenges that may emerge.

The school closely monitors the progress of all pupils, including those with special educational needs. The effectiveness of the provision for these pupils is evaluated by ensuring that they make the expected progress in relation to their starting point. This will be reviewed termly by class teachers in collaboration with parents, the SENCO and the pupils themselves.

### **Consulting Young People with SEN**

a) The young person is involved where appropriate, at every stage of the assess, plan, do, review process: -

(i) At the initial assessing and planning stage, to support a 'person centred approach', the young person's wishes and aspirations are taken into consideration, along with the outcomes they seek and the support they need to achieve them. These discussions enable individuals to feel that they have more control over decisions about their support.

(ii) Where the young person may be unable to verbally communicate or even provide written input, observations of the child may be made to gather information regarding their likes, interests, dislikes, and difficulties.

(iii) The thoughts and opinions of parents/carers, and those who know them best, may also be sought.

(iv) Any documentation used as a part of the agreed provision will have a 'child friendly' section which is shared with the child/young person so that they are able to understand all aspects of their support.

b) The child/young person can discuss any aspect of their provision in several ways: -

- (i) Informally with their personal tutor, TA, subject teacher, or other SEN staff as often as they need.
- (ii) Where appropriate, the child/young person will attend a more formal meeting to review their progress and provision.
- (iii) A child/young person may contribute to this meeting either by attending in person or by providing written input.

## **6.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- › Differentiating our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- › Adapting our resources and staffing
- › Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- › Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## **6.8 Additional support for learning**

We have an enthusiastic and broadly skilled team of teaching assistants who are trained to deliver high quality interventions and measure impact.

Teaching assistants will support pupils on a 1:1 basis and in small groups when testing indicates it may be of benefit to the pupil. This will be done under the direction of the member of teaching staff responsible for the respective subject area.

We work with the following agencies to provide support for pupils with SEN:

- Education Inclusion Service (which includes Educational Psychologists)
- SALT (Speech and Language Therapy)
- The Sensory and Physical Teaching Service (SaPTS)
- SENDIASS – Parent Partnership
- CAMHS (Child and Adolescent Mental Health Service)
- YFSS (Youth and Family Support Service)
- EWO (Education and Welfare Officer)
- Social Services
- NHS / School Nurse Team
- PET Team
- Hub Provision
- SMASH

## **6.9 Expertise and training of staff**

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEN provision. Cumulatively, we have over 90 years of experience in SEN provision.

Staff are provided with regular professional development opportunities that are delivered in-house and are tailored to meet the ongoing and emerging needs of our SEN pupils.

We use specialist staff from within our associated schools to test exam access arrangements.

## **6.10 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions each term
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

## **6.11 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips and to take part in sports day/ school productions and workshops. Support is coordinated to ensure access is available to all.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. We work closely with pupils, parents, and all external providers to ensure all needs are met and pupils are always included.

## **6.12 Complaints about SEN provision**

The School wherever possible, works in partnership with parents/carers to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the School's complaints policy. The School's complaints procedure for SEND is the same as for all other incidents and is addressed in the policy available on the website or on request.

There is a requirement of local authorities to provide mediation services for those parents/carers of a pupil with SEND as an additional provision to the usual complaints procedure.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

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

The school will do everything possible to work with parents/carers to ensure that local and national complaints bodies will never have to be used.

## **6.13 Contact details for raising concerns**

In the first instance, should concerns need to be raised the SEN team should be contacted on [SEN@longcroft.eriding.net](mailto:SEN@longcroft.eriding.net) as soon as is reasonably practicable.

Concerns can also be placed in writing:  
FAO Deputy Head Jonathan Rogers

Longcroft School, Burton Road, Beverley, HU17 7EJ

Alternatively, telephone contact with school can be made on: 01482 862171 and selecting the option for reception.

### 6.14 The local authority local offer

The Local Authority offers further support and guidance to families of pupils with additional needs; this can be accessed through the East Riding Local Offer website [www.eastridinglocaloffer.org.uk](http://www.eastridinglocaloffer.org.uk)

The school also has a SEN Information Report in compliance with the SEND Code of Practice January 2015 which is available on the School's website. The report will be updated annually.

## 7. Monitoring Arrangements

This policy and information report will be reviewed by Deputy Headteacher of Care and Achievement, Jonathan Rogers **every year**.

This policy will also be updated in the grid below if any changes to the information are made during the year.

This policy will be approved by the governing board.

<u>Date of Amendment</u>	<u>Section/s Amended</u>	<u>Detail / Reason for change</u>