



POLICY DOCUMENT	
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## Staff and contact Details

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## Vision

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

*'Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.'*

The school supports this vision.

Our school is committed to ensuring equality of education and opportunity for students 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 students 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.

## Expectations

This policy complies with the 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 students with SEND, and is responsible for the progress and development of all students in their classes.

## Main Aims

- To provide the best possible education for all students 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 students with SEND to have realistic but high expectations
- To encourage all students 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 students/students,
- 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 students with SEND in relation to agreed measures such as academic progress, attendance and records of bullying incidents,
- To feel confident that our SEND students 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 student 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 student participation is embedded in practice and that reasonable adjustments are made to allow those with SEND to have a voice,
- To embed the automatic response to provide flexibility and variety of intervention and practice in order to meet the needs of those with SEND.

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

## **Definition of SEND**

- *A student has SEN where their learning difficulty or disability calls for special educational provision, namely provision **different from or additional to** that normally available to students of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer students will require such support.'*

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

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

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

### **Supporting Students with Medical conditions**

*'The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support students with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such students. 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 students at school with medical conditions'*

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

The school has a policy in relation to this and it is available on the website or on request.

### **Supporting Students 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*

The school has a policy for 'Disability Equality for Supporting Learners' which forms part of the full duty to implement the Equality Act. This is available on the website or on request.

### **Identification of need**

- Through routine transition data collections, visits to the feeder primary schools, transitional review meetings (where appropriate), student induction days, additional student transition visits (where appropriate), information from involved support services and parents.
- For students transferring out of catchment, mid-term, then information is requested from parents, students, external agencies where applicable and the previous school.
- Baseline data and any necessary additional testing.
- 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.

### **The Graduated Response**

Where a concern is raised about a student, the first step is for the subject teacher to assess the student's needs in that area and create an appropriate plan of action to be implemented in the classroom over a finite period of time after which progress will be reviewed. The teacher's response should adhere to the following structure:

- Assess
- Plan
- Do
- Review

Quality First Teaching (QFT) is the expectation that most issues can be resolved by the subject teacher applying appropriate support strategies within the classroom setting.

If the concern remains unresolved after a range of appropriate support strategies have been tried, then the subject teacher will seek the advice of the SENCo who will work collaboratively with the teacher to explore other forms of support.

Students identified as SEND fall into one of two categories

1. SEN Support
  - These are students requiring further intervention and/or assessment and will benefit from Longcroft's "additional to and different from" offer.
2. Statements/ Education, Health and Care Plans (EHCPs)
  - A minority of students will have a statement of special educational need which sets out the need and the arrangements required to support the student in school.
  - All current statements will be transferred to EHCPs by April 2018. In the East Riding, these transfers are being carried out on a rolling programme with timescales set out by the local Authority.

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 students who may have an identified need but are making good progress within the classroom setting benefitting from Quality First Teaching (QFT).
2. School Support

Students 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, Student Profiles where the student contributes to the strategies and support that will best meet their needs.
3. Statements or EHCP

Students with the most complex needs may have a statement or an EHCP. Each involves the support of outside expertise and agencies. Student progress is monitored closely and Annual Reviews are held.

The school will keep a register of all those students identified as having SEND in line with the need types shown above and we also monitor the progress of students 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 students with parental/carers permission.

The main methods of provision made by the School include:

- Classroom Learning with additional help and support by subject teachers through a differentiated curriculum. (QFT)
- In-class support
- Intervention classes taught by subject specialists.
- Curriculum Teams offer a menu of support throughout the year.
- Lexia computer program to develop literacy skills
- Numeracy Workout computer program to develop numeracy skills
- Read and Write to support literacy skills in class
- Laptops and Alphasmarts to support recording of work
- Periods of withdrawal to work in a small group, pair or individually to develop reading, spelling, number skills, revision skills, social skills, development of speech and language skills, English as an Additional Language,
- Homework clubs
- Lunchtime club – for vulnerable students
- Upper School Learning Resources available for students to drop in at unstructured times eg; break and lunch time
- Exam access arrangements
- Pastoral support
- Counselling – in school support
- Mentors – Bespoke mentors working with a range of students: eg; PPG, disadvantaged, SEND

The school also works closely with the following agencies:

- 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 for Key Stage 3 and 4 Alternative Learning Provision in liaison with the Local Authority

### **Managing, monitoring and evaluating students' needs**

Information about students with additional needs is held centrally, is updated regularly and is available to all teaching and support staff. Advice about students and strategies regarding how to overcome barriers to learning, is shared with staff. This includes information about individual students and group strategies for high incidence SEND.

Whole school data collections provide an opportunity for the Senior Leadership Team, Heads of Department, SENCo and governors to ensure that students with SEND are reaching their potential.

The work of any student who is failing to make expected levels of progress is investigated and interventions considered. Interventions are monitored to ensure that they are appropriate and effective.

Actions are planned to improve student progress and further address barriers to learning. Evidence is collated and assessed through: learning visits, observation in lessons, work scrutiny and

discussions with staff and students themselves. This is also supported by relevant information and data driven evidence.

The School recognises the importance of liaising and taking advice from relevant healthcare professionals and values the views of parents and students.

If a student continues to make less than expected progress despite evidence based support and interventions that are matched to the student's area of need, and the involvement of specialist services, the school may consider a request for a statutory assessment of education, health and care needs. The Local Authority has a time limited process they follow to gather information and decide whether to proceed with an Education, Health and Care Plan which will set out priorities required to meet these needs.

The School evaluates the effectiveness of its provision for students with SEND by:

- Comparing baseline assessments with its rates of progress against targets and final assessments.
- Measuring improvement in skills being developed through the use of standardised testing. For example reading, spelling accuracy and number computation skills.
- Measuring impact on progress in the classroom. For example: by examining progress in English and/or maths through assessment data, observations of performance and/or behaviour.
- Discussing progress with students themselves, giving them the opportunity to make choices and to understand that their views matter.
- Welcoming parent feedback.
- Gathering information which in turn informs future provision and practice in order to improve outcomes for students.

## **Supporting Students and Families**

The Local Authority offers further support and guidance to families of students 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.

## **Training**

The School aims to regularly update the training needs of all staff in relation to SEND through internal continuing professional development and external training opportunities.

The Learning Resources Department holds fortnightly training sessions to meet the training needs of the team with opportunities for individual development, both INSET and attending external training opportunities.

## **Accessibility**

The school ensures that reasonable adjustments are made to both academic and pastoral needs of students with SEND so allowing them to develop their skills, achieve their potential and prepare for the future.

The School responds to the learning needs of students with SEND by:

- Making changes to the curriculum
- Making adaptations to the learning environment
- Providing small group, and one to one interventions as resources allow
- In class support
- Quality First Teaching and Differentiation.

## **Dealing with Complaints**

The School wherever possible, works in partnership with parents/carers to ensure a collaborative approach to meeting students' 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 student with SEND as an additional provision to the usual complaints procedure.

There is a national SEND tribunal that will formally address conflict or unhappiness for those with highest SEND need.

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.

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